

Innovating in the CLIL classroom and beyond: the PbC Assessment Framework

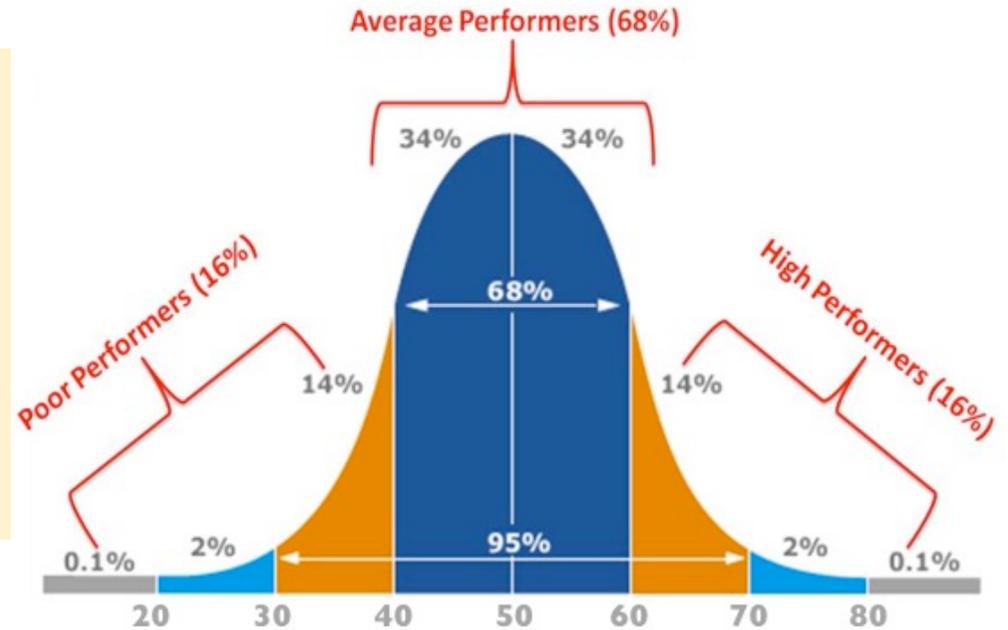


25th August 2021
Professor Do Coyle

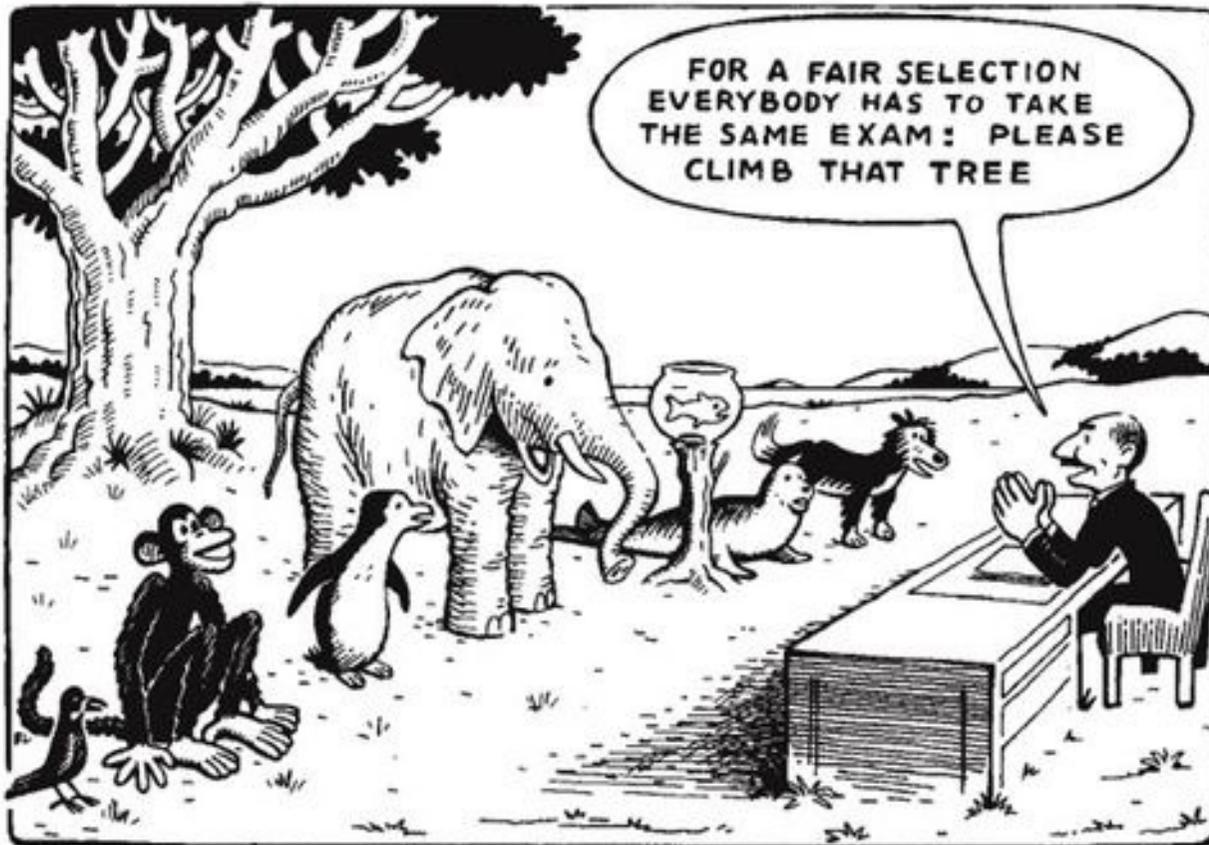




Diversity is not a pedagogic inconvenience which labels individuals, underpinned by flawed measures of ability



Enabling **all** learners to learn is not an option



Deeper learning



Why is multimodality so great?

Knowledge Construction

Information acquisition is added to the learners memory and integrates multiple representations to improve learning outcomes.

Engagement

Learners become agents of their own meaning making by empowering them to be accountable and motivate by multiple ways to take in knowledge, skill, or concept.

Diverse Learners

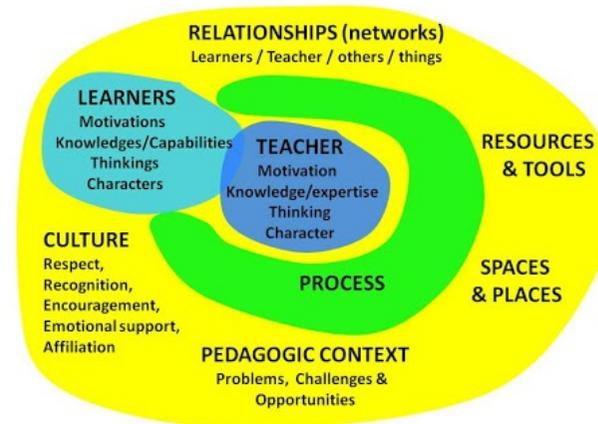
One size, style, or type of learning does not "fit" all. It puts the learning content into context for the learner regardless of their background or experience.

Reasons why learners appreciate a multimodal approach!

<https://culturalorganizing.org/the-problem-with-that-equity-vs-equality-graphic/>

The Playing beyond CLIL Assessment Framework

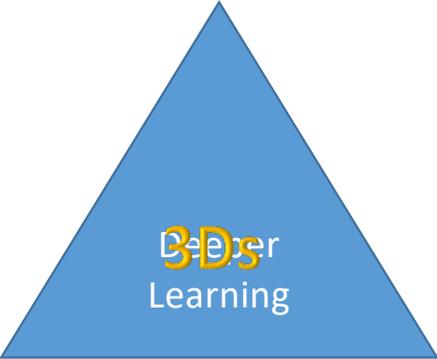
A: We can be guided by a conceptual framework focusing on multimodal engagement where assessment is dynamic, where student learning is scaffolded and progression in subject disciplines is mentored in meaningful ways for all learners whatever their ability



The Playing beyond CLIL Concept



(subject) **D**iscourse (pluriliteracies)



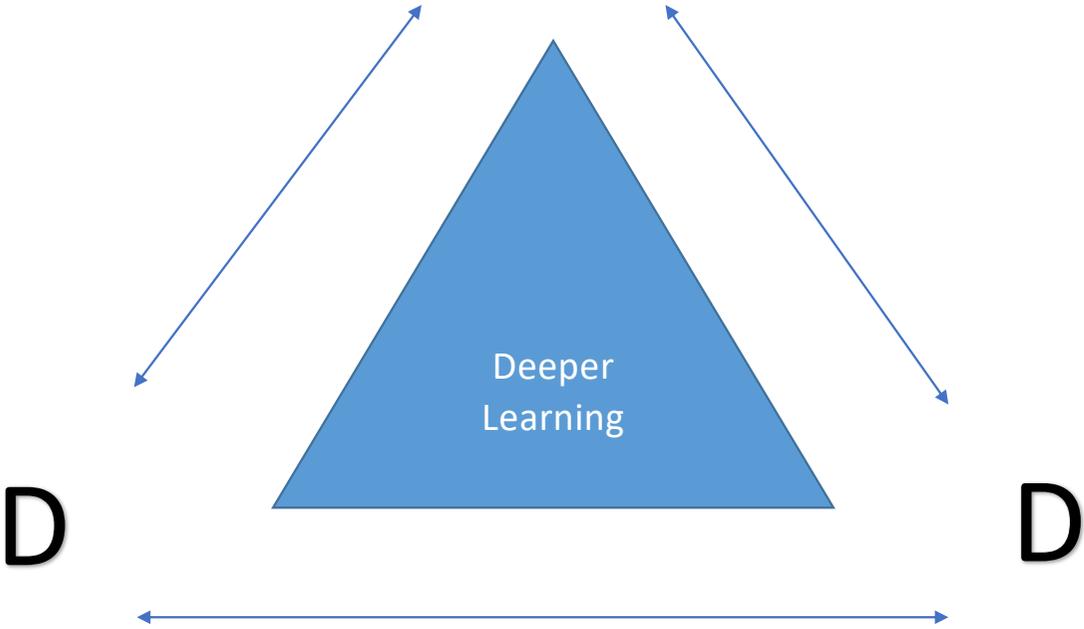
Drama-based
Learning Events

Dynamic Assessment



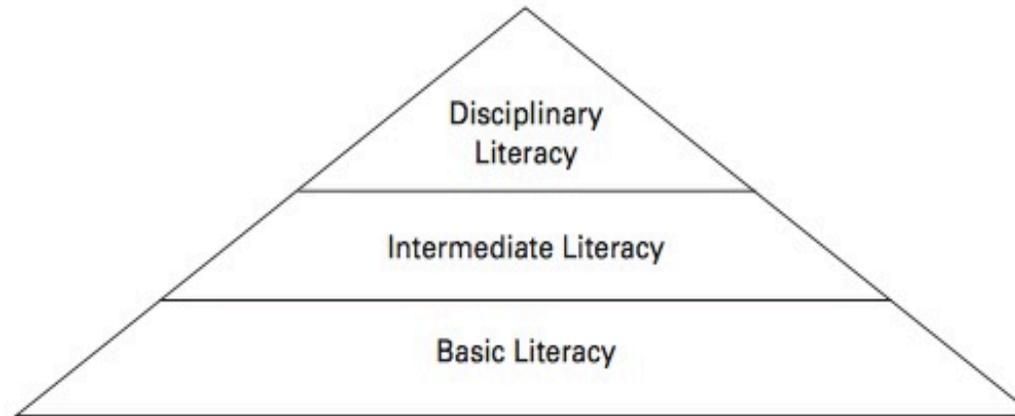
The Playing beyond CLIL Concept for deeper learning

(subject) Discourse



Discourse (subject literacies)

The Increasing Specialization of Literacy Development



Basic Literacy: Literacy skills such as decoding and knowledge of high-frequency words that underlie virtually all reading tasks.

Intermediate Literacy: Literacy skills common to many tasks, including generic comprehension strategies, common word meanings, and basic fluency.

Disciplinary Literacy: Literacy skills specialized to history, science, mathematics, literature, or other subject matter.

why subject literacies matter

Subject literacy involves the use of reading, reasoning, investigating, speaking and writing required to learn and form complex content knowledge **appropriate to a particular discipline.**

Subject literacy is interpreted as a path towards critical thinking and knowledge application as well as towards social participation

McConachie

(2010: 16)



Co-funded by the
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why subject literacies matter

Basic reading skills do **not** automatically evolve into more advanced skills over time.

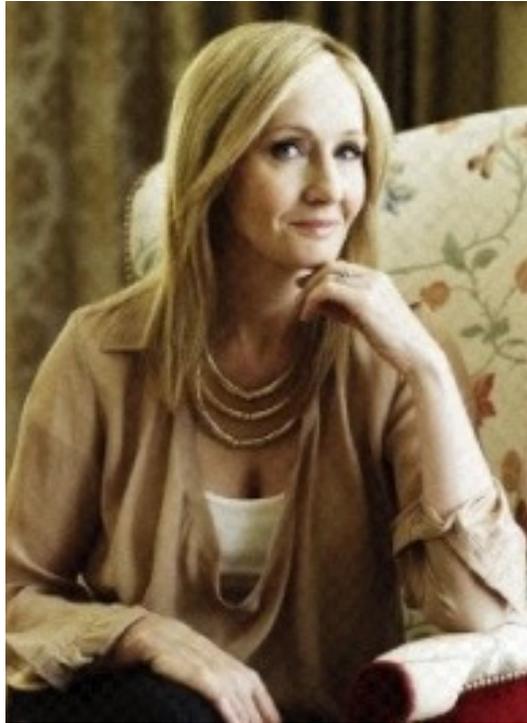
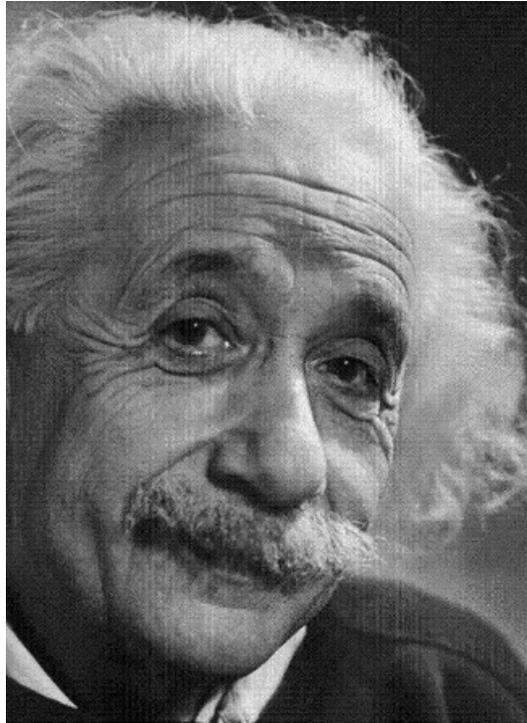
Instead, there is a critical but often ignored need for transparently teaching disciplinary literacies which highlight the differences in the language,

(across languages (pluriliteracies))

This draws attention to tools used by experts in those disciplines to construct and communicate knowledge and in the ways that individual disciplines construct and interpret the texts.

Shanahan & Shanahan (2011)





Behaving
like....thinking like....

Communicating like.....
Using the language (discourse) of.....

Discourse (subject literacies) is much much more than subject specific vocabulary

Tools for deeper learning



Cognitive **Discourse** Functions
enable subject specific
higher-order thinking (concepts) and
deeper learning in any curriculum area



Classify



Define



Describe



Evaluate



Explain



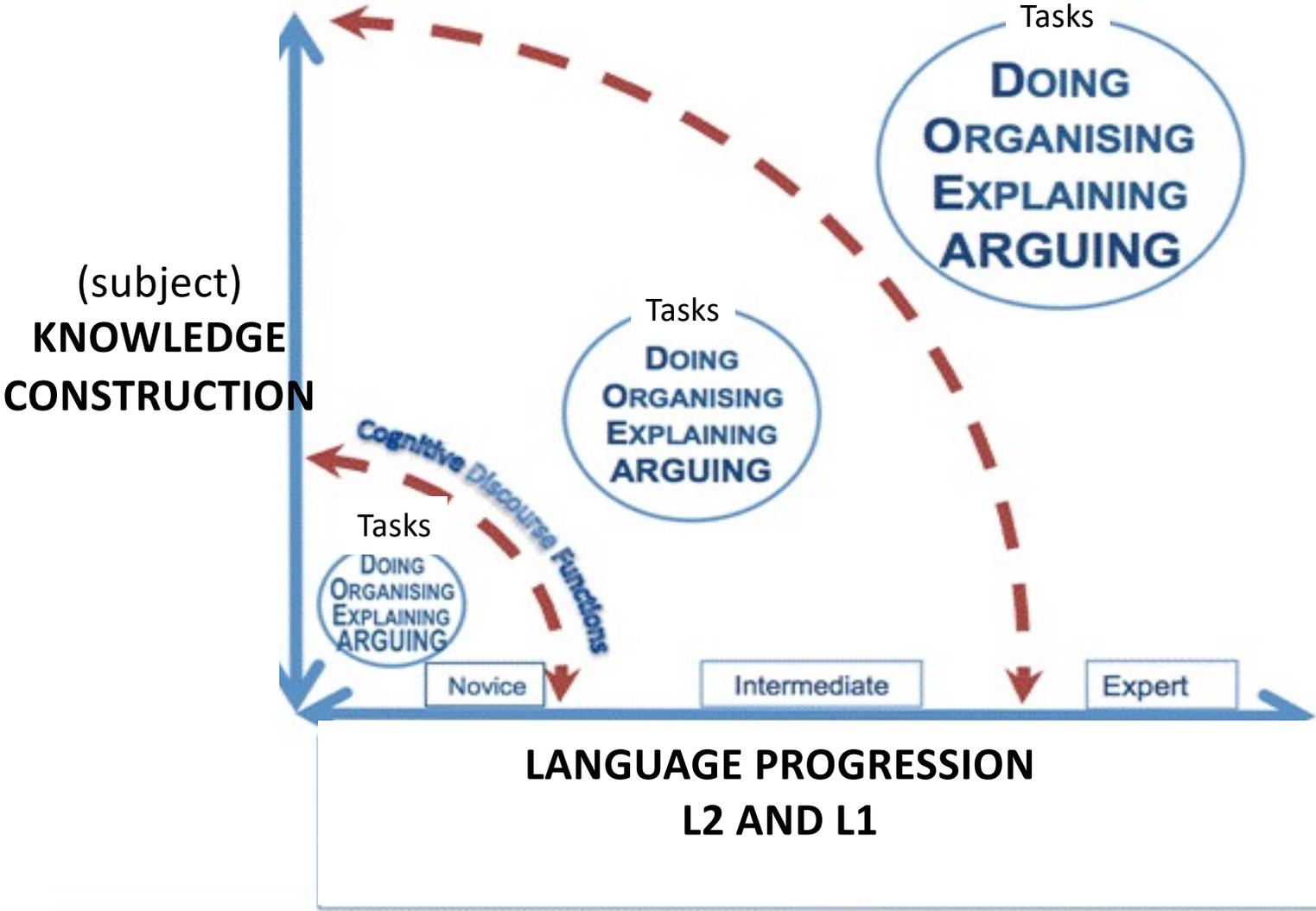
Explore



Report

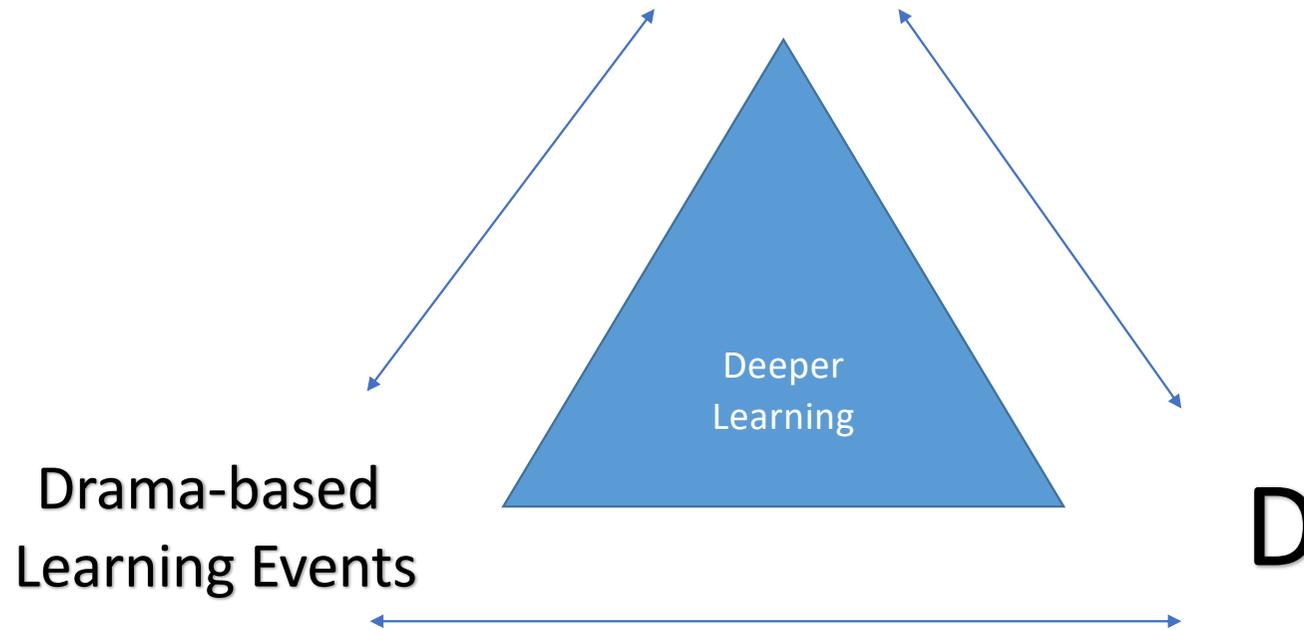


Mapping Pluriliteracies Development



The Playing beyond CLIL Concept

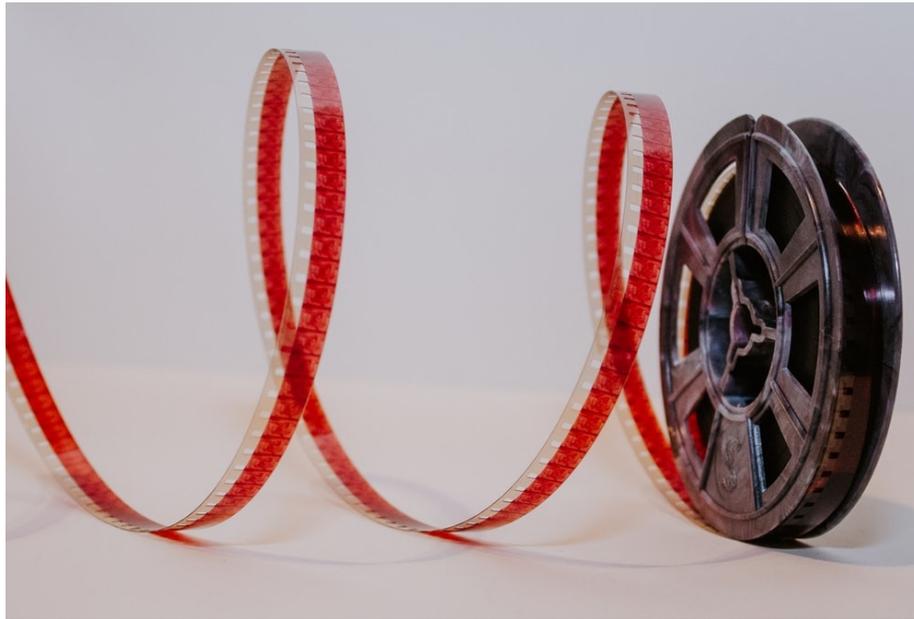
(subject) Discourse (e.g. science literacies)





Drama-based approaches to learning

Learning Events (preparing for and enacting) are inclusive, enabling and interactive for all learners



Drama-based Learning Events

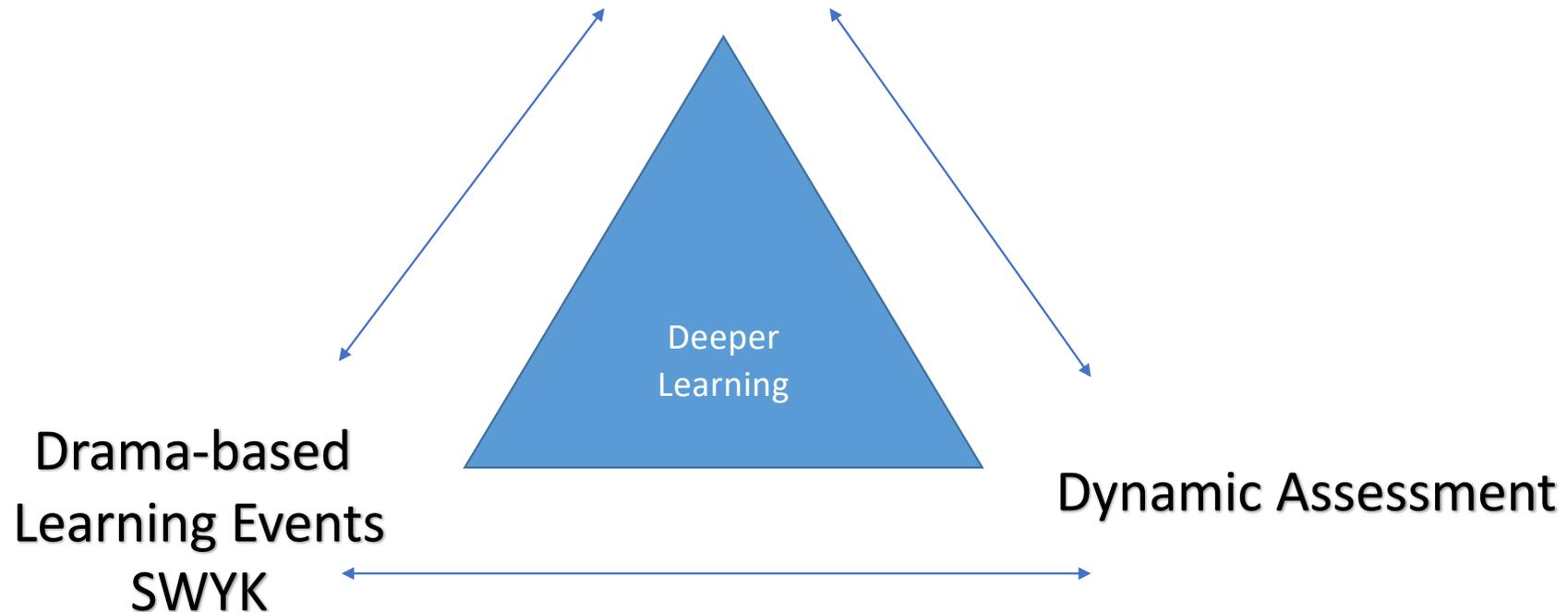
Their effectiveness depends on:

teacher preparation, reverse engineering, clear learning goals and outcomes (concepts and subject literacies in the CLIL language) with ongoing feedback to learners to promote progression in both subject disciplines and language use. They provide creative and motivating opportunities for learners to deepen and demonstrate their learning through SWYK

Easy to say but challenging to do

The Playing beyond CLIL Concept

(subject) Discourse
(eg science literacies using more than one language)



Dynamic Assessment is.....

- an approach which seeks to identify the skills that an individual possesses as well as their learning potential
- highly interactive and process oriented
- formative and involves the teachers/peers scaffolding learning, providing informal and formal feedback and always looking at how learning can be progressed.
- is fundamentally about mentoring **learning** (not the learner)
- about learning conversations, drafting and reiterations, storyboarding, practising, perfecting, deepening and moving forwards
(Watch Austen's Butterfly)

DYNAMIC ASSESSMENT

- “...assessment which seeks to identify the skills that an individual child possesses as well as their learning potential.”
- “...is highly interactive and process-oriented.”

Retrieved from
<http://www.asha.org/practice/multicultural/issues/Dynamic-Assessment/>

Learning conversations
Learning Logs
Rubric mapping
Task engagement
Collaborative interaction

Pluriliteracies development using Show What You Know Learning Events depends on



The process of meaning making and shaping knowledge and experience through language (Swain) when learners **use their own language** to show what they know or are in the process of knowing which leads to meaningful feedback/feed forward



The Playing beyond CLIL Concept

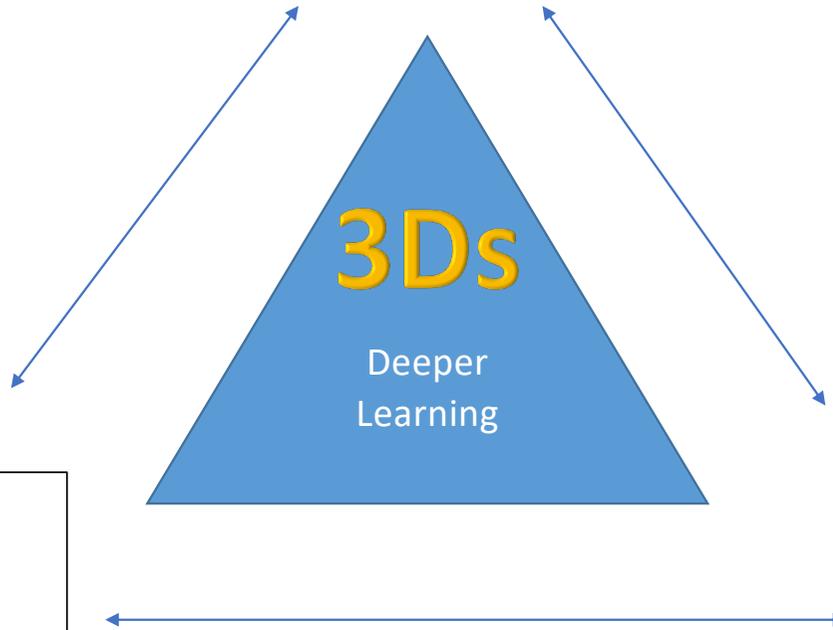
(subject) **D**iscourse (Pluriliteracies)

3Ds

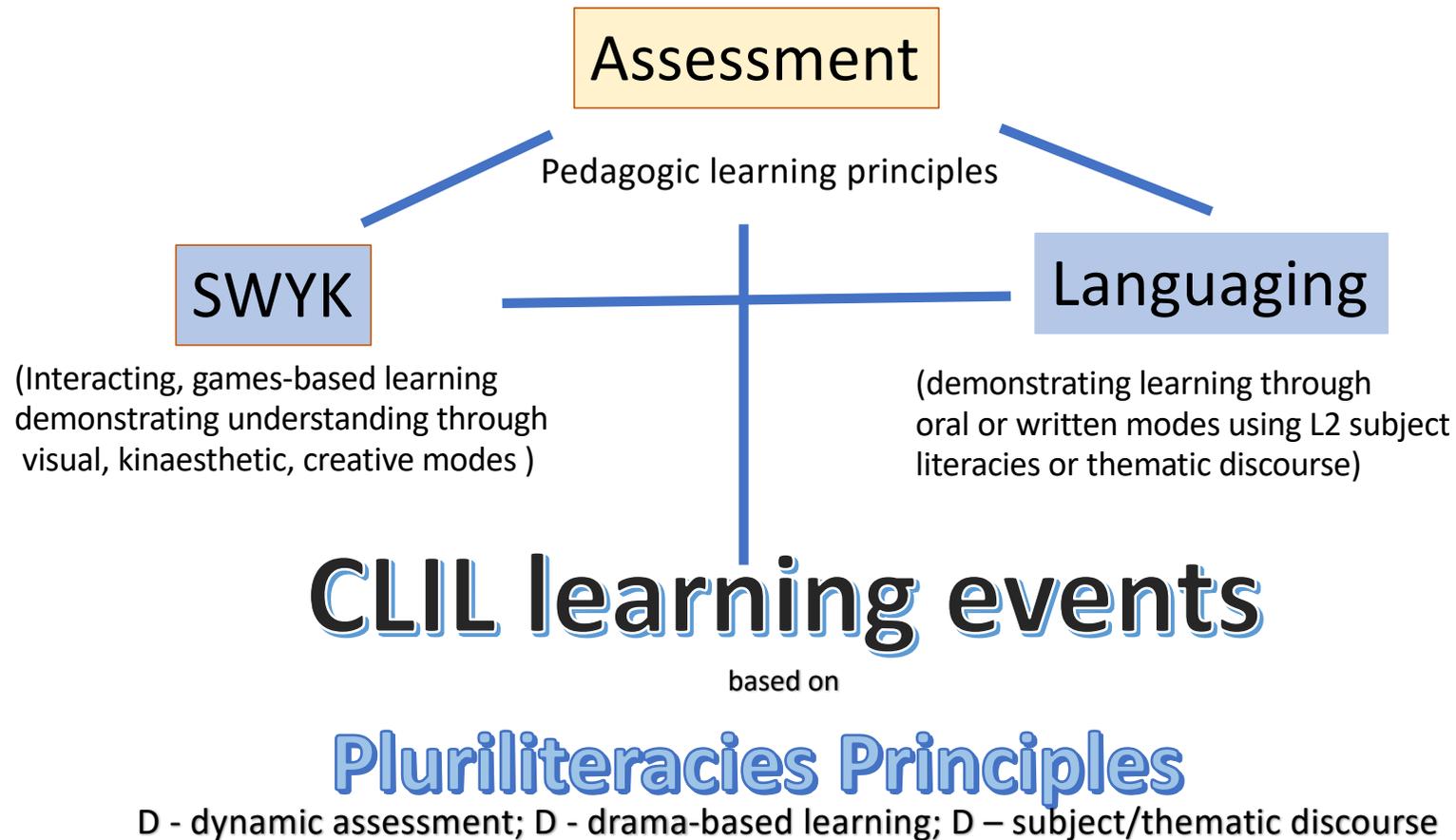
Deeper
Learning

Drama-based
Learning Events
Show What You Know

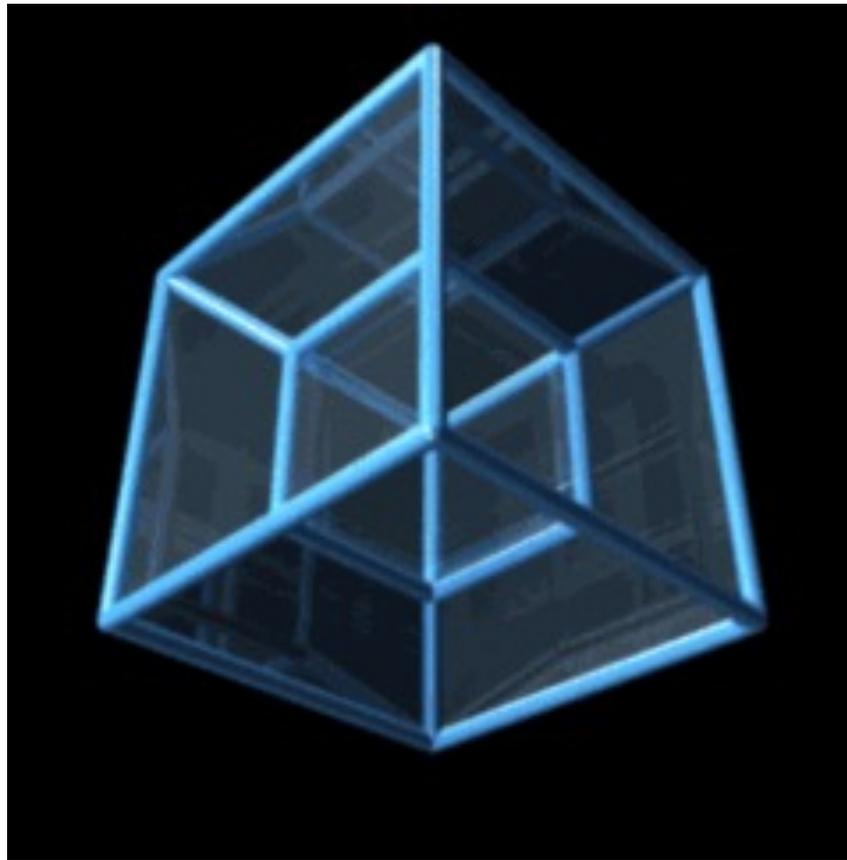
Dynamic Assessment
formative & summative
feedback & feedforward
for learner potential



PbC - A Framework for Assessment



SWYK





The teacher's craft, pedagogic knowledge
and expertise lie in
task design....

Tasks must embed DDD
and be transparent for everyone
in the SWYK map that is the RUBRIC



Constructing your Map: the Rubric

Rubrics are

- Created **with** learners
- Understood by learners
- Used by learners and teachers
- A mapping tool to monitor progress
- Formative and provide ongoing feedback
- Summative (teacher, peer and self) dynamic assessment (feedback and feed forward)

Aim

Objectives

Concepts

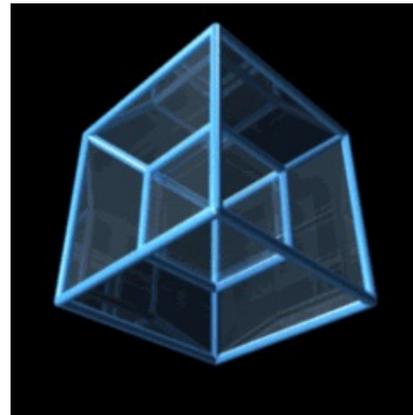
Language

Enactment

Engagement

Rubrics are your essential mapping tool
use them, play with them, test them out
change them but above all
share them with your learners

Reflect on how you could use a rubric for each SWYK
Learning Event during the PbC programme



Rubric Construction	Task Sequence 1: Setting the scene	Task Sequence 2: Building/ Prioritising	Task Sequence 3: Practising/Refining	Performance	Reflection Feedback/feed forward
Concepts	Design brief Learning Brief Scaffolding needed (teacher)	Group/ individual work <i>Are key concepts presented in an accessible and curious way?</i>	Pilot phase - <u>Concept Check</u> <u>Technical Checks</u> <u>Language Checks</u> <u>Critical review</u>	SWYK : final product	Reflection 1. Analysis of feedback – self and peer 2. Reflective questions: Recommendations Follow through (webinar):
Language (CDFs)					
Enactment					
Engagement					

Preparing the task design rubric with learners

Criteria for Peer Assessment		2 (completed successfully)	1 (partially completed)	0 (not completed)
The SWYK				
Recommendations for future work:				
1				
2				
3				

Criteria for Self Assessment	2 (successfully fulfilled)	1 (partially fulfilled)	0 (I did not fulfil)	Notes/ Score
I have learned about				
I can				
In preparing the Learning Event I...				
In my group, I ...				
Reflections I feel a sense of achievement in that.... I now know I need to do... My next steps are:				

Your message to
learners
We are flying high



감사합니다 Natick
Grazie Danke Ευχαριστίες Dalu
Thank You Köszönöm
Спасибо Dank Gracias
谢谢 Merci Seé
ありがとう

Obrigado

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acknowledgements

Slide 1 <https://www.nbcnews.com/better/news/can-you-spot-fake-news-your-feed-ncna854036> Gary Waters / Getty Images/Ikon Images

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