PÄDAGOGISCHE HOCHSCHULE
NIEDERÖSTERREICH

Claudia Mewald

CLIL

Transforamtive learning

391MAA0406

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Transformative and transgressive education

"The UNESCO Decade of Education for Sustainable Development" mentions five types or pillars of learning:

Learning to know
Learning to do
Learning to live together, learning to live with others
Learning to be
Learning to transform oneself and society.

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Transformative education and learning

- way to develop primary school education in line with the global tendency of the 21st century = education for sustainable development
- characteristic of the ecological paradigm of education = framework for the development of the ecology of education
- interdisciplinary approach
- integrates natural, social and humanitarian sciences, studies the interrelation of a person and the multi - dimensional environment
- holistic perspective within the aspect of education as a process and a result of human activities

Assumption:

Ecological paradigm in primary school education and practice develops ecological competence and facilitates education for sustainable development

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Ecological paradigm in primary school education

- integrative thinking: intuitive, synthesizing, holistic and non-linear
- integrative cooperation: values of quality and partnership
- social organizations as networks: community/service
- learning
- ethics as an ecocentric value: researchers, scholars and educators bear intellectual AND moral responsibility for the outcomes of their research

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Transformative learning

- deep structural changes in the basic aspects of thinking, feeling and behaviour

- a shift of consciousness that deeply and irreversibly changes our existence in the world

our understanding of ourselves and our place in the world

our relationship with other people and natural world

our perception of power relations in the interconnected class, race and gender structures

our senses, visions of an alternative lifestyle and ideas about the feasibility of achieving social justice, peace and personal wellbeing

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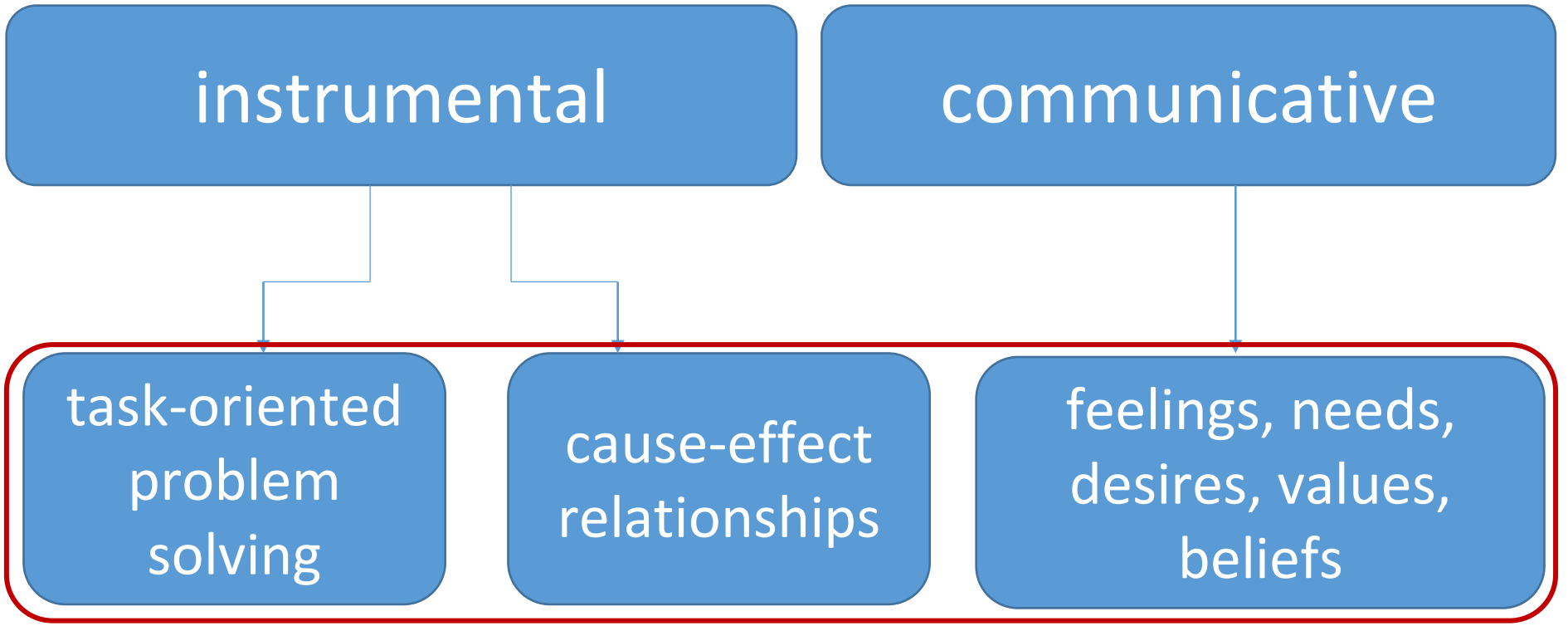
Transformative learning



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existing frames of reference

new frames of reference

LEARN

TRANSFORM

habits values beliefs

points of view

Content and Language Integrated Learning

- a theoretical term
- target language is used as the medium of communication for some or the entire curriculum
- learners generally NS of the majority language of bilingual or multilingual countries, or of countries where education is aiming at bilingualism or intensified FL acquisition
- language and content are taught and learned simultaneously
- focus may vary depending on general goal

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6 core features

1. **Multiple focus**
2. **Safe and enriching learning environment**
3. **Authenticity**
4. **Active learning**
5. **Scaffolding**
6. **Cooperation**

Mehisto et al., 2012:29–30

Multiple focus

on language, content (of different subjects), learning skills, cross-curricular projects, reflection on the learning process

Safe and enriching learning environment

the classroom is used to facilitate learning (classroom displays, learning centres), increase students´ language awareness, confidence in language and content

Authenticity

Input adapted to the needs and interests of the learners using authentic material and resources; communication with other speakers of the CLIL language

Active learning

time and occasions for active participation, peer-cooperative activities, high student speaking time, individual goals, self-assessment

Scaffolding

Lessons build on existing knowledge, skills and interests of students; respond to different learning styles, foster creativity and critical thinking, challenge students to improve

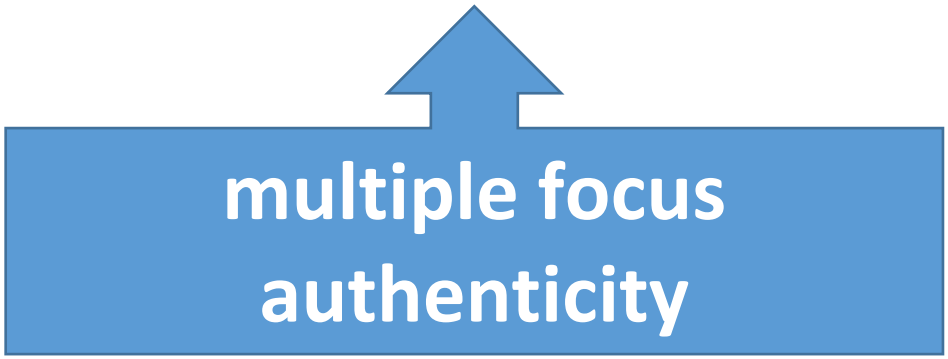
Cooperation

Teachers cooperate with other CLIL and non-CLIL teachers, with parents and local authorities, communities and other people and organizations outside education

Mehisto et al., 2012:29–30

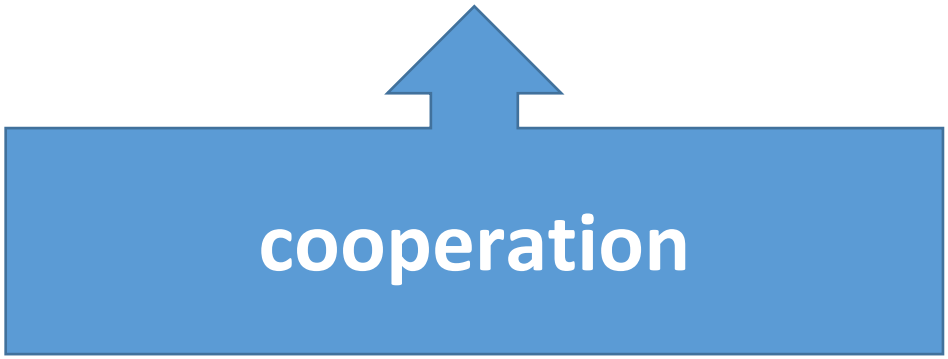
English Across the Curriculum

EAC is a motivating way of achieving improved oral FL skills, fluency, and lexical range through increasing opportunities for communication and using the FL naturally, combined with the mainstream language in content lessons.



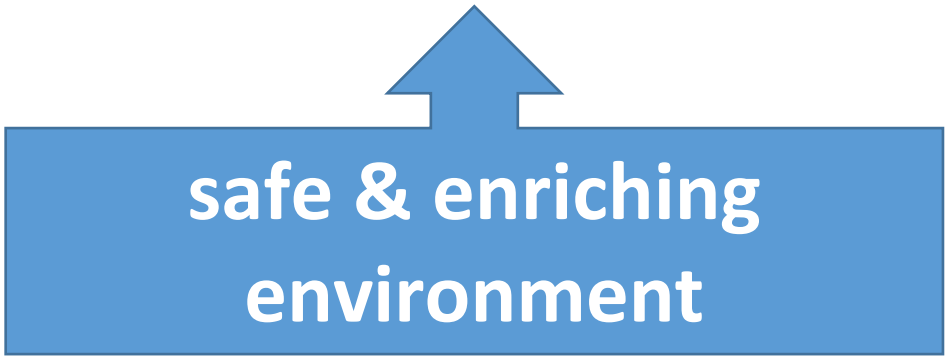
EAC

Relying on innovative, interesting, creative, pleasant, and varied methods and strategies it helps the learners acquire the FL subconsciously, faster, and more efficiently than through English tuition alone.



EAC

Additionally it reduces their inhibitions of speaking and feelings of fear by promoting a low anxiety level and a relaxed atmosphere free from the pressure of assessment and over-emphasised structural accuracy.

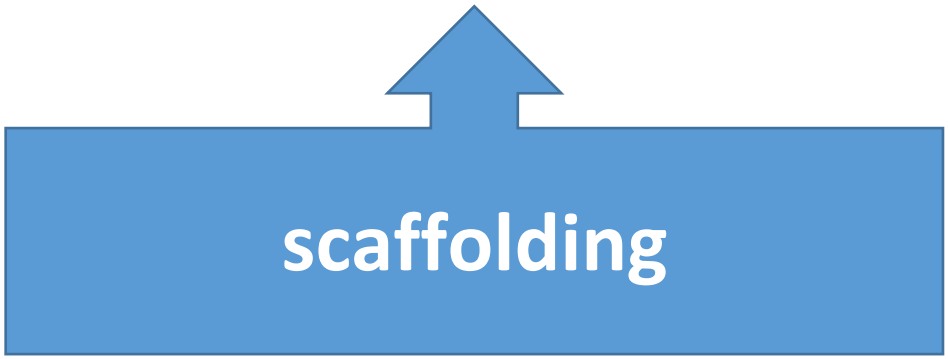


EAC

Implementing content and language simultaneously, EAC creates opportunities for authentic and active language use, thus supporting a better understanding of the language and its meaning rather than its structure.

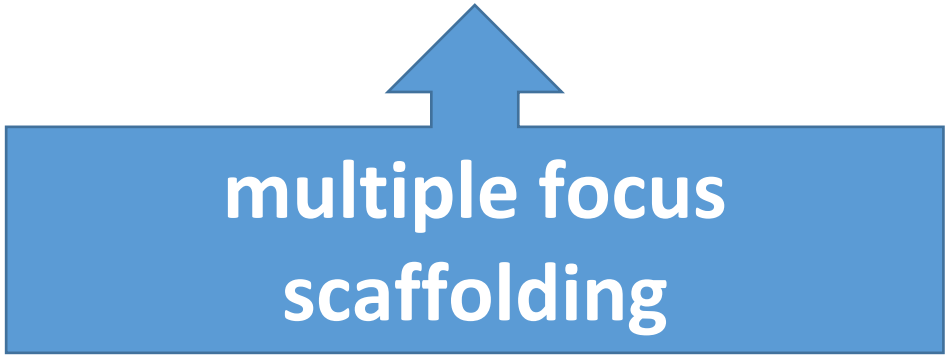
EAC

Showing consideration for the learners' language skills, the integration of the FL into content lessons often results in concentrating on the basics, both in the language as well as in the content.



EAC

Emphasising revision and the links between subjects EAC supports the learners' understanding of linguistic and subject matter concepts, as well as their self-confidence and independence through the intentional development of metacognitive and social skills.



Claudia Mewald, 2004, Paradise lost and found: A case study of content based foreign language education in Lower Austria. PhD Thesis., University of East Anglia: Norwich.

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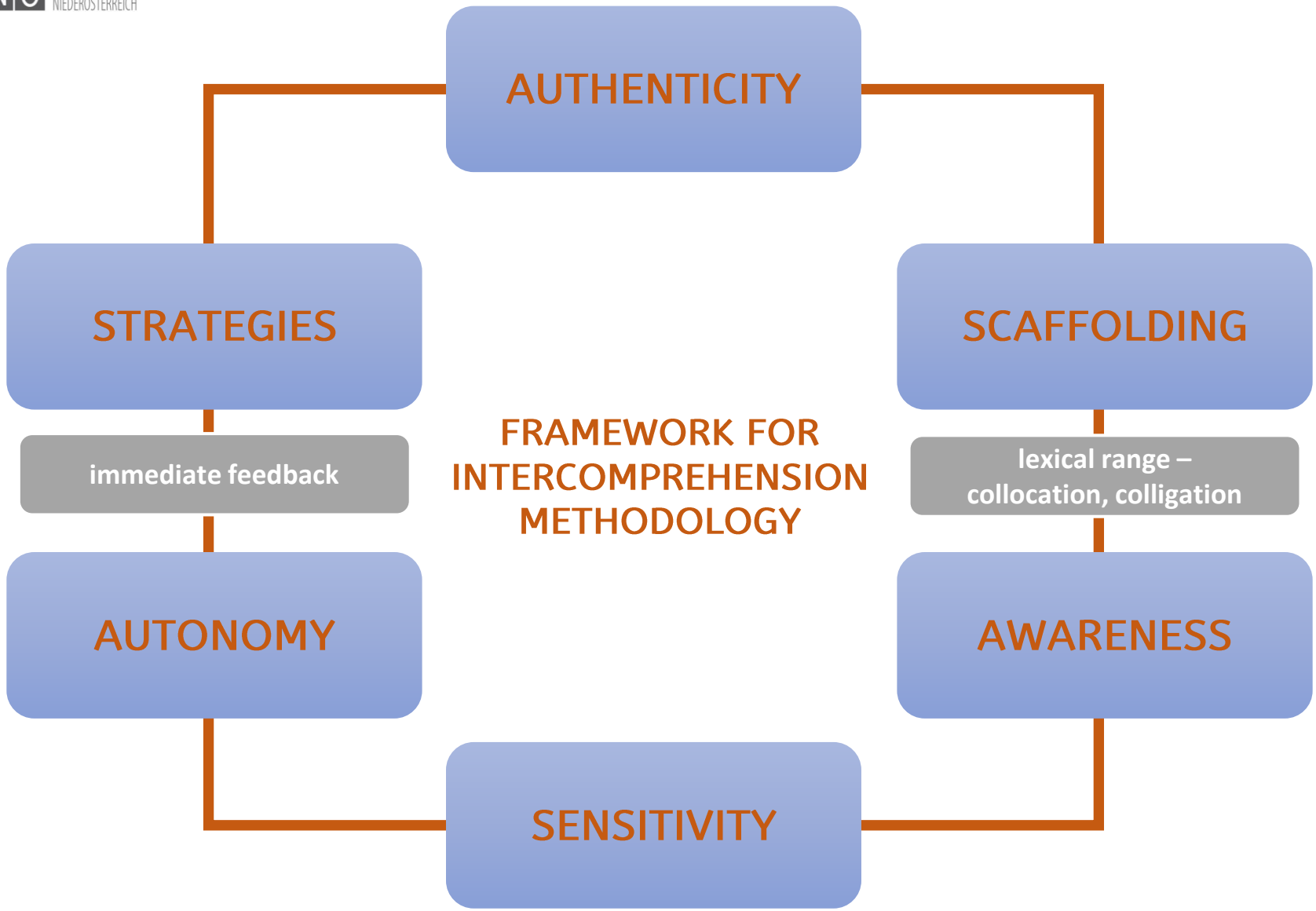

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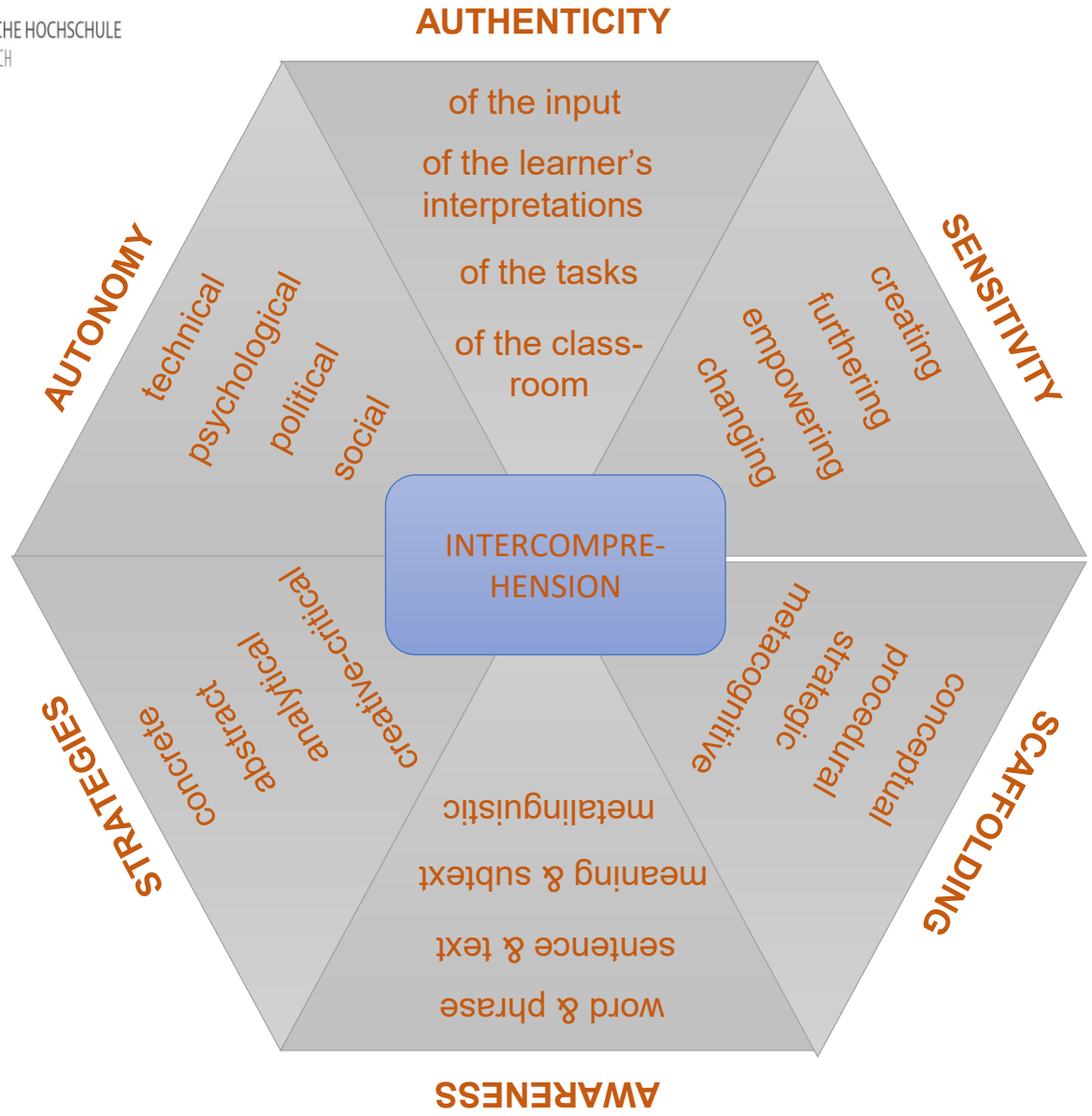

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This is our friendship bench!
So basically, this is umm.. somewhere, where kids that are lonely and have no one to play with stay. And hopefully someone will come and ahhh ask them, if they can play with.
And this bench was created last year by the student council for umm.. friends, people who have no friends or just need somebody to play with. And we created it with our handprints and so basically we‘ve created it. So, people ahh.. don’t feel so lonely. And I have actually I.. I know how it feels, cause I have done that most of my life at the school. This is an example.
You’re it!
Oh, do you wanna play?
Sure.
Oh, let’s go. We’re playing catch!
You’re it!

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Task 5 (whole class)

Watch the video "What does it mean to be a refugee?" and answer the questions:

How many people have been forced to leave their homes to escape violence around the world?

_____

What is the difference between refugees and internally displaced persons?

_____

To apply for asylum is _____

What is the difference between a migrant and a refugee?

_____

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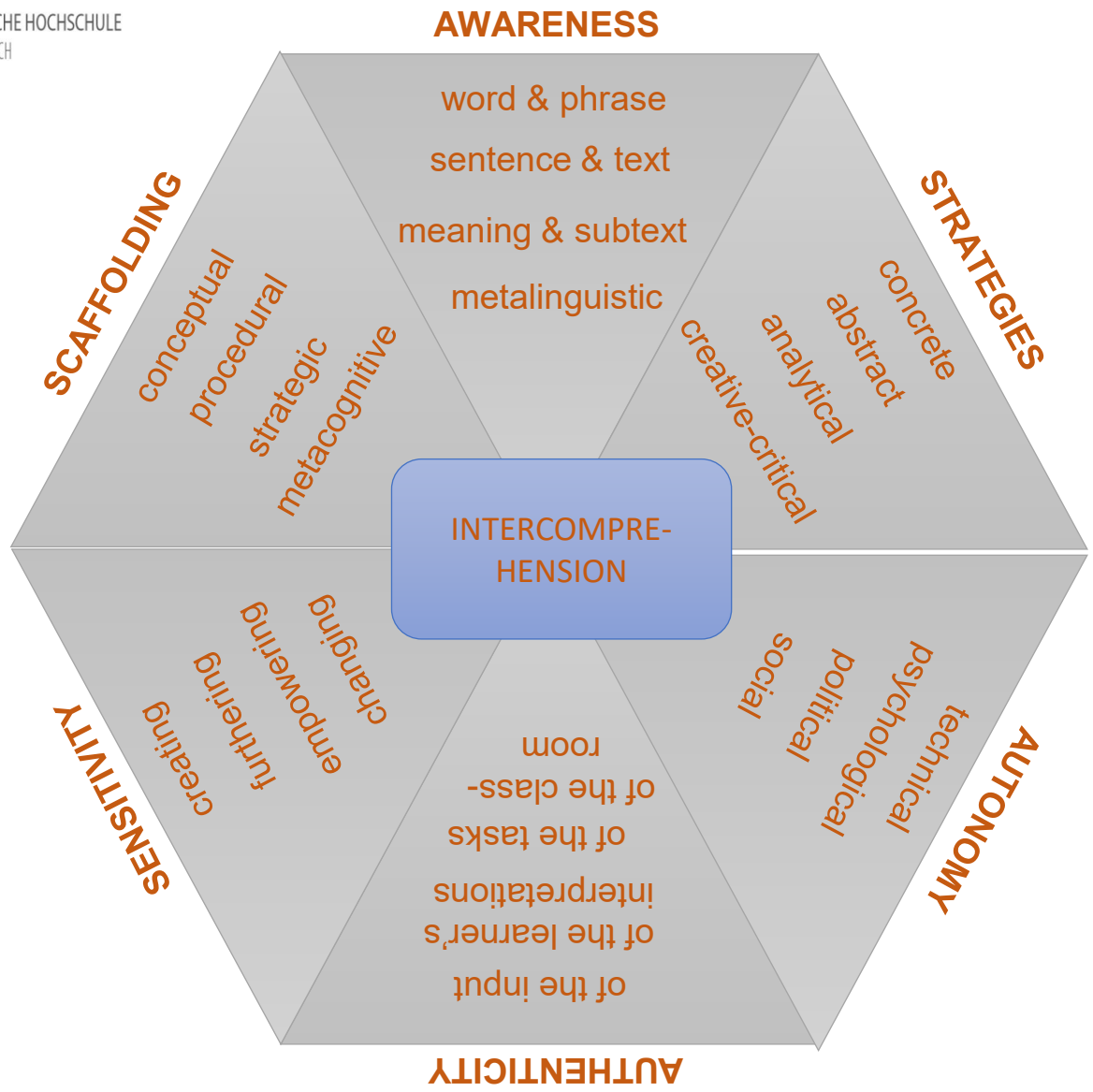

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Thank you for your attention!

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Moving from “Best Practice” to “Next Practice”

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Transformational learning theory

- https://edu.glogster.com/glog/transformative-learning-theory/23pcobtqahs

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