Increasing LifeLong Learning Skills for upper-secondary students: combining CLIL and MOOC with teachers as guides on the side

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Geef je talent de sporen!

Future Learn

CLIL and MOOC?

- Content and Language Integrated Learning (English and French)
- Massive Open Online Courses (EdX, FUN, Coursera, FutureLearn).
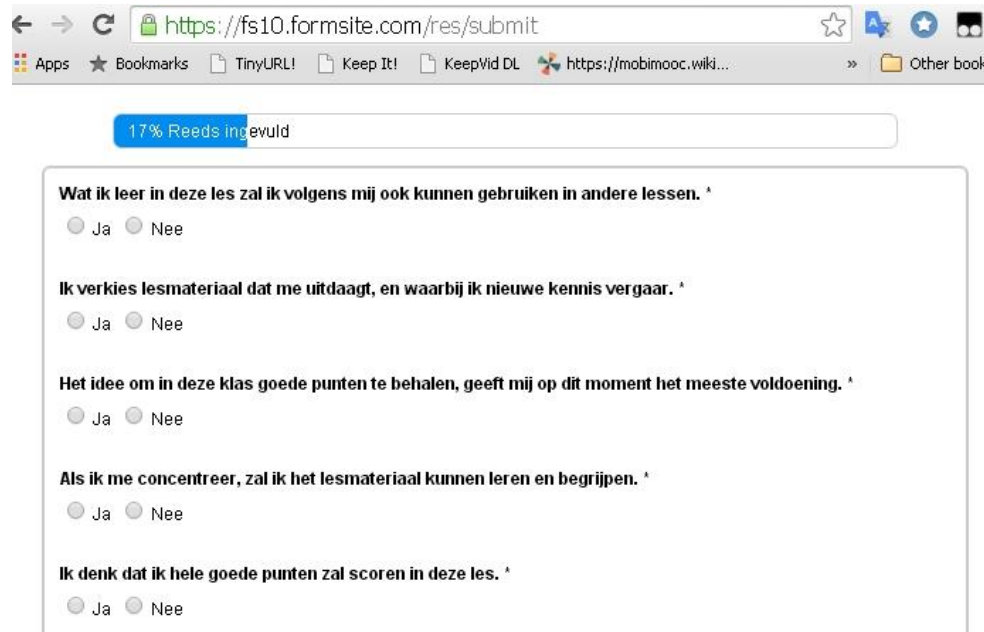
Situating project

- GUSCO-school
- Academic year 2015 – 2016
- Three classes in 'vrije ruimte' (free space): 2 English groups, 1 French group
- 2 hours per week

Target population

- 3 Teachers
- 42 Students (aged 16 – 17 y)
- Academic qualifications: human sciences, Latin & sciences/mathematics...
- Optional course
- Only few students from a foreign cultural background

# Instruments used (open science/access)

In class:

- Adapted [SAM scale view here](#) (Scale for measuring Attitudes and Skills) – used by teachers
- Weekly logbook => forum (major actions and feedback) – used by students

Outside class:

- [Self-regulated questionnaire view here](#): monitoring self-esteem, motivation, digital literacy

Lessonplan (work in transition)

| GroupMOOC | OwnMOOC | Evaluate and Produce |
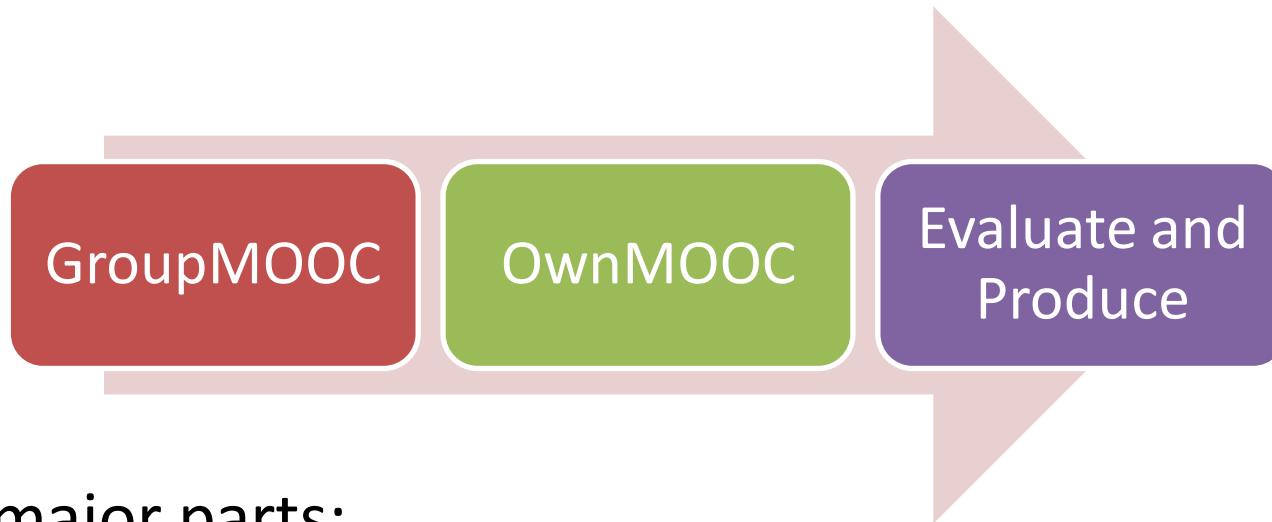
Three major parts:

- **GroupMOOC:** introducing MOOC, the elements, platforms, interactions… Class progress
- **EigenMOOC** (OwnMOOC): students choose from a selection, grouped per 3.
- **Evaluation & production**: evaluate the whole process and build an intro for next year's students

Roadmap first lessons

The Rise of Superheroes and Their Impact On Pop Culture

SmithsonianX - POPX1.2x
Started - Aug 12, 2015

☼   View Course

- Introduction overall
- Explaining evaluation and approach
- Situating groupMOOC: The Rise of Superheroes and Their Impact on Pop Culture (EdX).

Concrete - Lesson 2 : Overview assessment system – useful language tools (overview online translation machines/explanatory dictionaries/thesaurus/… and exercises on how to use them efficiently

GroupMOOC

- People choose a MOOC in groups of 4 or 5
- Teacher narrows down the options/ learning to 'pick the cherries'
- Fora are replaced by discussion on digital school platform (LMS)
    - -> Evade starting date problems
    - -> Less overwhelming for the students
    - -> Teacher/coach can keep an overview

Student logging in action …

We took our first course today. At the beginning, I didn't really know what to do, but it's getting better. I haven't finished my course. I think I spent too much attention on reading everything. Sometimes I read a sentence twice because I didn't understand it. So it took a while. But I really enjoyed my first experiment on edX and I'm very excited to learn more.

Harvard Business professor Teresa Amabile lists "Four Reasons To Keep a Work Diary": 1) focus, 2)patience, 3) planning, and 4) Personal growth. (AHA book Jay Cross)

Student logging in action …

I did the course DemoX, in this course I learned how to use edX. I found it rather easy questions but it was a handy way of learning how to use edX. I now understand how to use the website. The English was sometimes hard to understand but I used an online dictionary to help me understand the words. I think it's a good idea to use the forum because then you can discuss your problems with the others. They can find ways to help you if you don't understand things.

Student logging in action …

This lesson was really interesting because I really liked the fact that they made a course just to learn beginners something. The level of English was easy which made it more pleasant to follow the course. Also the videos made it a lot more fun to learn. When you just read something, it can get really boring but the videos were really clear. I look forward to the next lessons because I feel like the course 'superheroes' is going to be something interesting.

Typical lesson ⬌ MOOC -CLIL
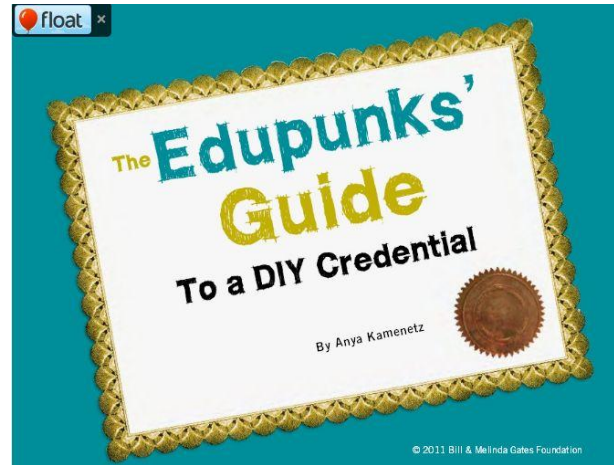
Normal lesson	MOOC – CLIL lesson
The content is pre-defined by the curriculum . It is tested.	The content is suggested. Students are asked to understand it, reflect upon it and discuss it. Not to be tested.
The teacher chooses content.	The learner is increasingly asked to choose the content autonomously.
Teacher-led	Learner-led

Two major surpluses

Illustration:
Anne Mette Edeltoft

- Self-regulated learning, critical learning.
- MOOC as addition to class / curriculum, to explore and increase skills.

CLIL & content importance?

Content & Language Integrated Learning

Increased **Learner-Centered Learning** (mix: peer interactions, flipped classroom, …)
**Diversification** towards learners/pupils

Content chosen by learners => upper secondary, preparing for future, personal interest, autonomous learning goal/s

Bridging knowledge and experience

- Upper-secondary students ⇔ average MOOC learner
- Scaffolded support by the teacher
- Practicing in class prior to in MOOC
- Small group action
- Grading focuses on language action, less on content understanding/testing.

Challenges
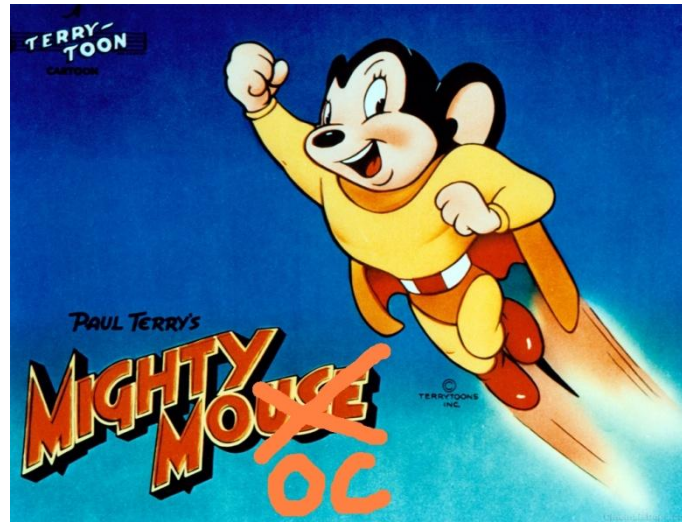
- Exploring the unknown
- Too difficult? => monitoring in class, and motivation/self-esteem
- Less pre-defined content, more learning skills => CLIL?
- Teacher challenge: continued professional development in practice

Questions? Contact? Chat?

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