Lenguas extranjeras, competencias TIC y métodos pedagógicos innovadores para implementar una educación de calidad

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CIL - Small projects using iPads

In Spain and particularly in Galicia the Xunta implemented the curriculum in Primary and Secondary schools using the European framework of key competences

A Xunta has the responsibility for educational provision in Galicia and is responsible for educational standards and the training and development of the schools. As part of the role, the organisation works with schools and school staff on the implementation of regional initiatives to meet school improvement priorities and to share in and support innovation in teaching, learning and school leadership.

One of the main   aims of the CPI O Cruce is to implement foreign languages. A Xunta provides language assistants to schools using CLIL Methodology. A xunta also implements teacher training courses for students.

A Xunta has set a programme for plurilingual schools. Schools teach 1/3 in Spanish. 1/3 in Galician language and 1/3 of subjects in English so this collaboration will let us develop.

In Primary a plurilingual school can teach till one third of the subject in English. At CPI O cruce we teach two hours of phisical education and one hour of Art in English so our students have six hour a week in English in years 3, 4, 5 and 6 and English from the 3 years old.

In secondary students have 3 hours a week of English , but polilingual schools can have a 3rd of the time in English. Students at this school have two hours of Art in English and the same in Music. We plan to extend the hours of CLIL in also in PE and Art along the Secondary clases.

Content and Language Integrated Learning (CLIL) is a generic term that refers to the teaching of subjects in a different language from the one the students use in their everyday life.

We plan to improve CLIL methodology at our school by:

- Review models and methods of teaching and learning foreign languages through CLIL methodology.

- To get to know the state of art about CLIL methodologies in different schools and try to improve it at our own school in two ways: helping teachers to improve their English and finding out the best methodologies to implement CLIL methodology at school.

Methodology

The methodology we propose is based on Cooperative Learning and Project Based Learning.

Learning practices **We** Propose the best practices in implementing CLIL methodology based on Ipads work)

We are going to use some examples of CLIL Using Ipads.

The subjects we propose are:
- *"Working by projects" (year 2 Secondary)*
- *"Interdisciplinary project" (year 1 Secondary)*

Why do we propose the Ipads activities ?

- Language is acquired most successfully when it is learned for communication purposes in meaningful and significant social situations.
- Technology offers real benefits in the development of intercultural understanding, increases motivation and has interesting implications for language learning processes.
- IPads enable students to be effective contributors.
- Teachers identified enjoyment and motivation as the most compelling benefits of the iPad.

The iPad has has a lot of applications that can help studnents to do lots of tasks that they have to deal with everyday in the classroom. In primary education young learners enjoy the oral-based approach and a methodology based on role-play and story telling while in secondary the used methodology is much more teacher-centred. CLIL "is a methodology based on integrated learning of content and foreign language. CLIL tries to learn a language in a natural way, motivating students, and creating a context in which they can achieve knowledge practicing and improving their language skills. foreign object of learning.

The Padagogy Wheel

Allan Carrington, from the University of Adelaide has created a pedagogy wheel for iPads in education, licensed under a Creative Commons Attribution 3.0 Unported License. The Padagogy Wheel uses Bloom's Taxonomy and offers suggestions for 62 iPad apps. Bloom's taxonomy provides a framework to reminds teachers of the types of thinking that need to happen to support learning. The Padagogy Wheel provides ideas about a variety of apps can support the different kinds of thinking and learning across Blooms categories:

- Create
- Remember/ understand
- Apply
- Analyse
- Evaluate

IT encourages learners and teachers think about how they are going to undertake the activities they want to and, because iPad and apps are not the only option open to the learners, the inner circles of the wheel can help those who don't have, can't use or don't want to use the iPad.
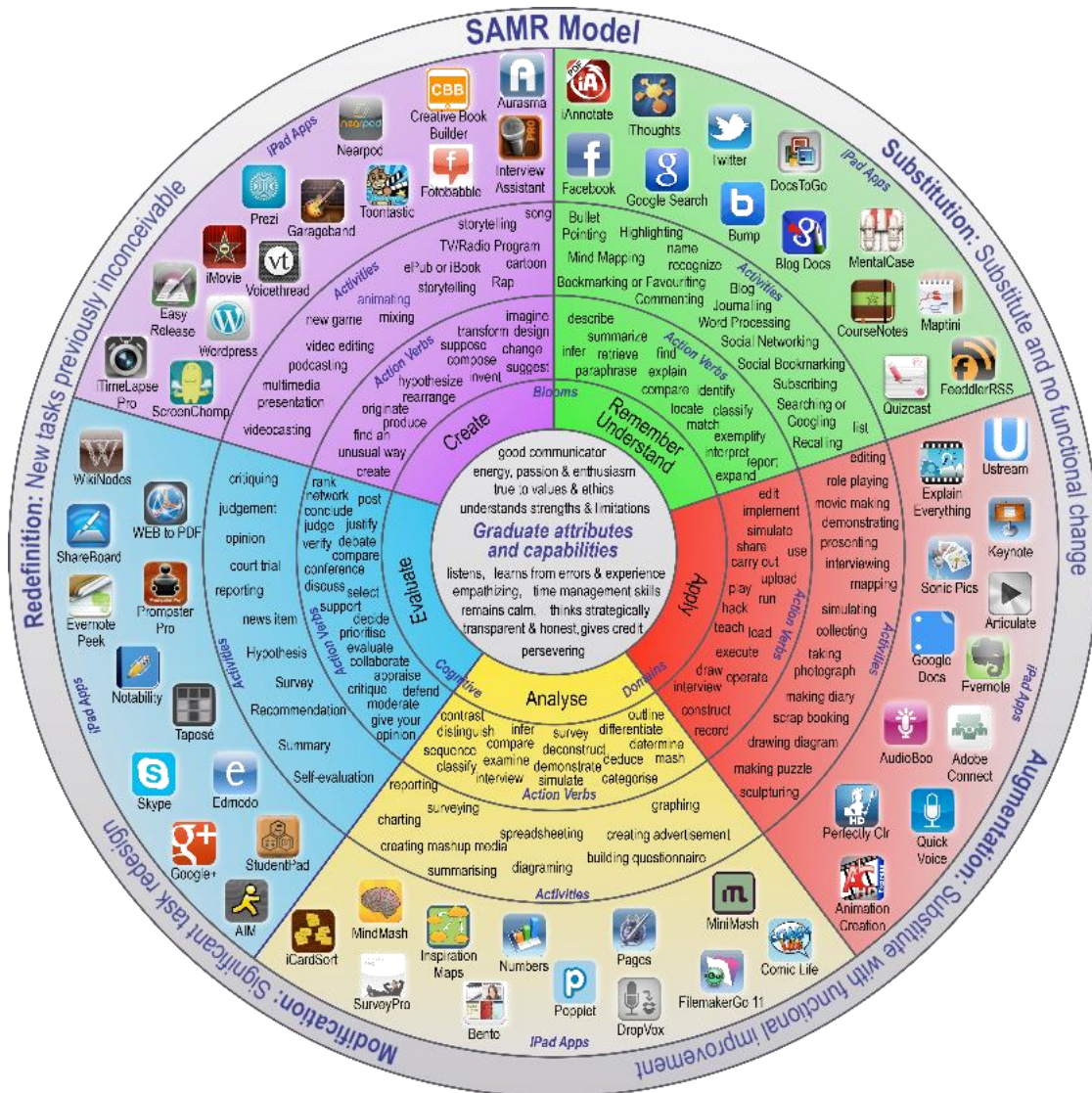
Examples

a. The English Royal Family

Working on "The English Royal Family ". Students downloaded pictures Of the British Royal Family , They create their presentations and introduce the members of the Royal Family they

like, and giving a quick description of them (physical and personality) as these are topics we covered in class

While they introduce the work they can record the presentation in video in this way they thay can watch it later and and correct mistakes

English Royal family

- Each student chooses a Royal family member and writes about him or her.
- Other students have to guess who is he or she?

b. A Dialogue among famous people

You are going to write a dialogue in pairs and produce a video using Puppet Pals2

The Dialogue must be beween two important personalities and they must talk about their families. First you write a dialogue, you have to practice the dialogue and when it is ready you build the scenario and record the sound

See an example https://www.youtube.com/watch?v=pxexZY8fJmY

Assessment

Relevance of the personality/celebrity chosen

"In this video we can see relevant personalities like Picasso and Dalí but we have also worked with celebrities like Mesi. Personalities are more important because at the same time we learn foreign languages we get to know important painters like the ones in the video we have just seen".

Quality of the dialogue

To write the dialogue we'll use well structured sentences integrating what we have learnt before including the vocabulary.

Pronunciation

We will pay attention to the pronunciation

Fluency in the dialogue

These type of activities are very motivating for students as when we work with iPads as they put a lot of effort in speaking fluently.

Presentation

We have to look at the personalities, we can use personality's faces but we have also to pay attention to the scenario. The quality of the video produced is also very important because they are improving ICT skills too.

c. working with school subjects

- working on school subjects. Students were given 5 minutes to go around the school and take some pictures to illustrate 5 school subjects. They take pictures of classrooms, teachers who happened to be in the corridor, playing fields (to illustrate ' the class of Art) ... They then again create a small slideshow/ video (using the Ipad)

After each project we are doing a quick quiz (using the 'socrative') to assess the students' enjoyment, learning, and confidence and we gather data to see if these interventions with the iPads are having any effects on any of those three factors...

Students will apload tehir works to Platform CESGA and all class will be soon be in the position to download some of the finished products

We ask other groups comment the video or presentations created by the group.

d. Creating stories with Puppet Pals

Students write the script: Students in groups write texts for their videos, students create their stories and then they using Puppet Pals they create small animations

https://www.youtube.com/watch?v=LzwXbvrwnRY

e. Creating stories with Toontastic

Students write the script: Students in groups write texts for their videos, students create their stories and then they using Toontastic they create small animations

https://www.youtube.com/watch?v=I-B8te04bqQ&t=28s

https://www.youtube.com/watch?v=yBXfKekVIa8

f . Describibg favorite hobbies

Students required to save 5 or 6 photos of sports / hobbies from Google to camera roll before starting the description of each of their favourite hobbies

g. Fashion show

Students can either take photos of themselves wearing the items of clothing they have brought into school with them and then animate their own picture on Puppet Pals HD. Or they can do a straight forward video with imovie. Popplet is used to write the script in advance

h. TV programme

Students in groups prepare an interview to a famous person. They prepare it and present it to the class. Two students do the interview in front of the class and the other

members of the group are integrated in the class. First the interviewer asks the famous person several questions and later invites the public to carry on with more questions. We record it in video and we have our TV programme.

Assessment plays an important role in the learning and teaching process for students and teachers.

Students get responsibility for their own learning and know at each stage of the task work what their teachers expect them to learn. To assess rubrics, group assessment and peer assessment are used. Teachers and students agree on the assessment criteria, they write it on the whiteboard assessment criteria and after evaluating the other group's work, they are to give feedback on the assessment provided.

Students do self assessment by reflecting in their diary about their own activity/work

1. What they have achieved
2. Difficulties encountered
3. What needs improving
4. Strengths

Examples of assessment include Rubrics, self-assessment, peer assessment, group assessment with rubrics

Self-assessment
Each student writes about

What have I learnt?
To search information on the Internet, build up sentences with present and past progressive, learnt to do videos, put voice in videos, put images in the videos and make an interview.

What were my difficulties?
Find out about a famous person, new vocabulary, pronunciation, cut the photos and put them correctly, not to laugh when we were recording, use the correct expressions.

What do I have to improve?
Pay attention to the pronunciation and try to do my best.

What are my strengths?
Speak fluently, use iPad programmes like Puppet Pals, Toontastic or make videos. Motivation to learn English because I like to learn foreign languages.

Peer assessment /group assessment
Group assessment

g. To assess the students' enjoyment

Assess the students' enjoyment, learning, and confidence and we gather data to see if these interventions with the iPads are having any effects on any of those three factors

h. Bookcreator To record data/ informacion

A group of students is presenting a project they did with robotics . Other students record information using book creator

i. Playground to learn robotics in deep

If you like to teach robotics and make your students happy learning to programme

j. If you like to deal with Art

Use Papper if you lie to make an Art class fun

k. do you need to edit photographs

If you need to edit your photgraphs Use Pixelmator and you'll like the results

l. Bear If yiu like to edit the most smart texts

Are you creating a newspaper fot your class? Use Bear to edit it.

Other activities with iPads

Creating videos – Imovie

Play music- Garageband

Augmented reality- Blippar and Aurasma

Evaluate- Edmodo

How the use of IPads changes the students learning

- Styles of learning changes by using the IPads
- Stdents work also changes
- Language acquisition becomes more routine and automised
- Students perceive the way that they approach learning changes
- IPads help the acquisition of skills as well as language
- IPads lead to more 'real life' learning
- The motivation/ interest/ engagement in the students in learning foreing languages is higher
- IPads contribute student's encrese their levels of enquiry

Our projects – O Cruce