Pluriliterales Lernen

Vertiefte Lernprozesse anbahnen & begleiten

Prof. Oliver Meyer

2. Fachtag 2plus

21. Oktober 2017
Bautzen/Crostwitz

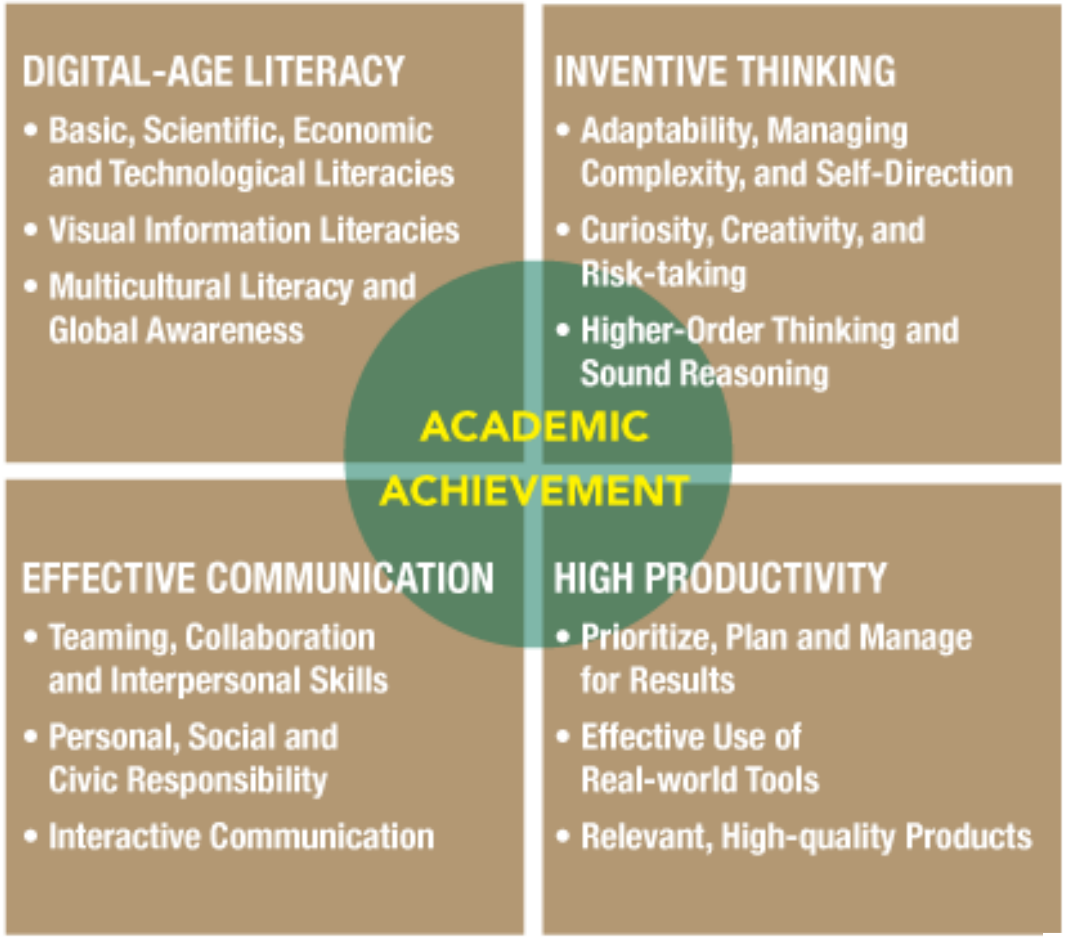
Do Coyle, Ana Halbach,
Oliver Meyer, Kevin Schuck
& Teresa Ting

European Centre for Modern Languages
Centre européen pour les langues vivantes
Europäisches Fremdsprachenzentrum

COUNCIL OF EUROPE CONSEIL DE L'EUROPE

JOHANNES GUTENBERG UNIVERSITÄT MAINZ

21st Century Skills: Lernen mit Blick auf die Zukunft

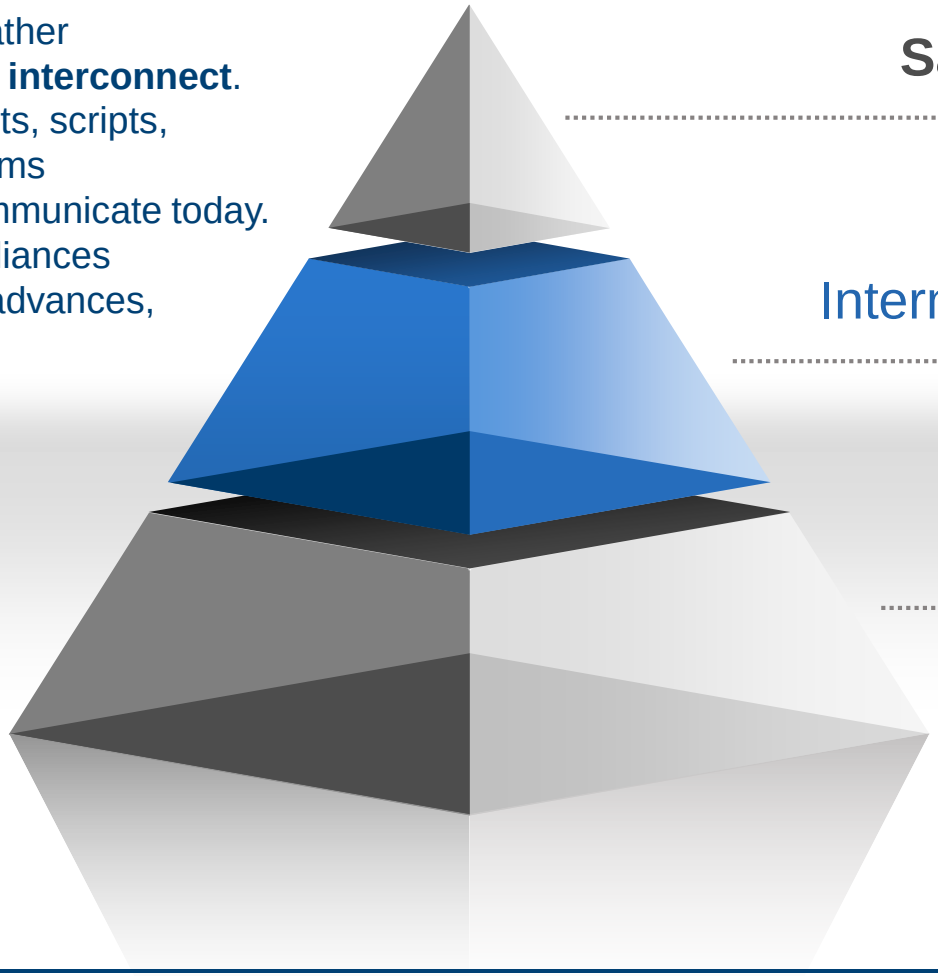


Deeper Learning/Vertieftes Lernen

"Deeper learning
is the ability
to take what was learned in one situation
and apply it to another situation.
Through deeper learning
(which often involves shared learning and
interactions with others in a community),
our students develop expertise
in a particular subject and
they master
the unique ways
of the subject."
(Pellegrino & Hilton 2012)

Literalität entwickeln

"In 21st century plurilingual societies, languages are not compartmentalized in a diglossic situation, but rather they **overlap**, **intersect**, and **interconnect**. A fusion of languages, dialects, scripts, registers, and semiotic systems characterize how people communicate today. As political and economic alliances are shaped and technology advances, **literacy practices and literacy identities are variable and integrated**." (Sridhair in Garcia et al.)



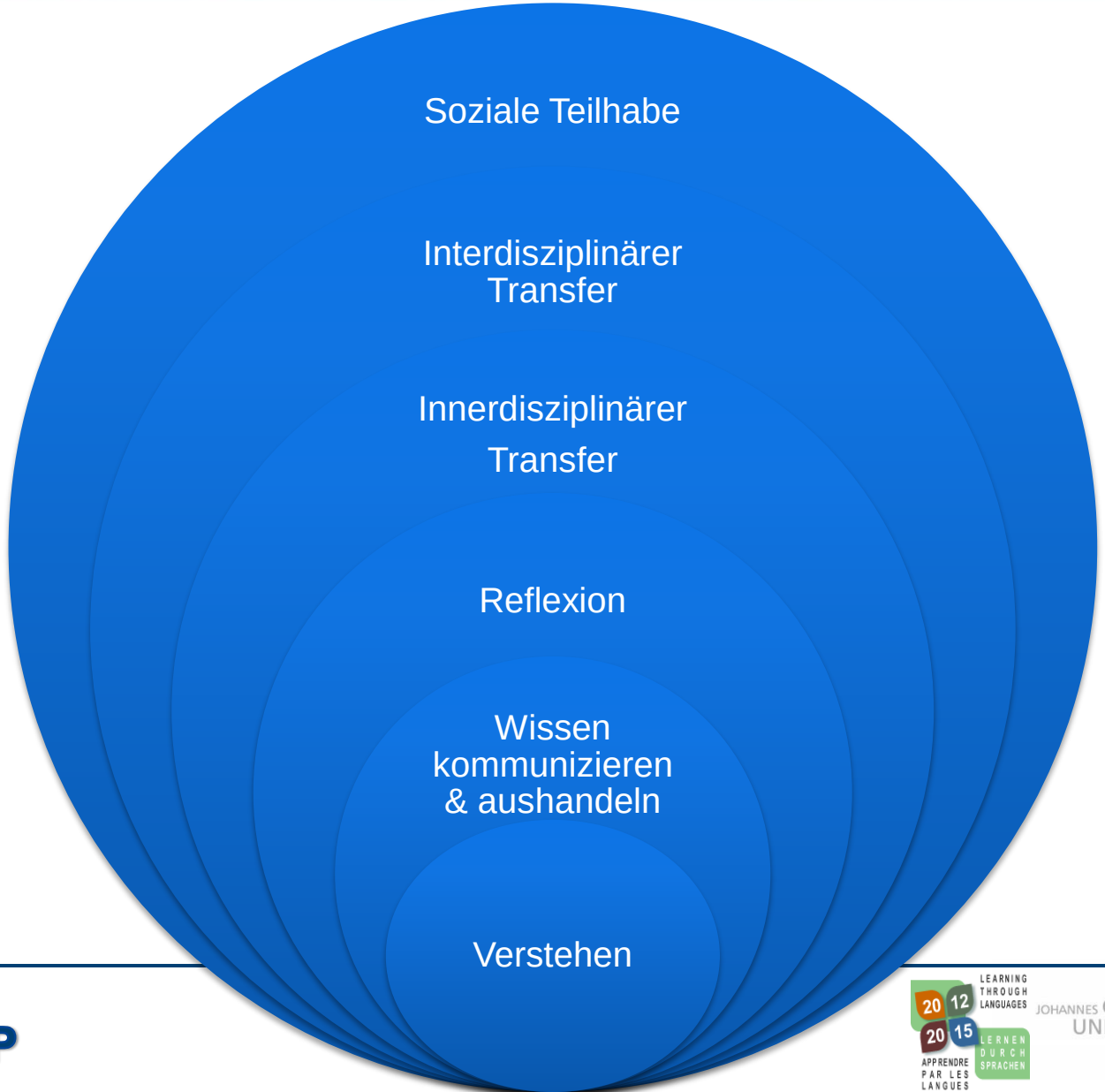
Sachfachliteralität

Intermediate Literacies

Basic Literacies

(Shanahan & Shanahan)

Dimensionen von Sachfachliteralität (Vollmer 2015)

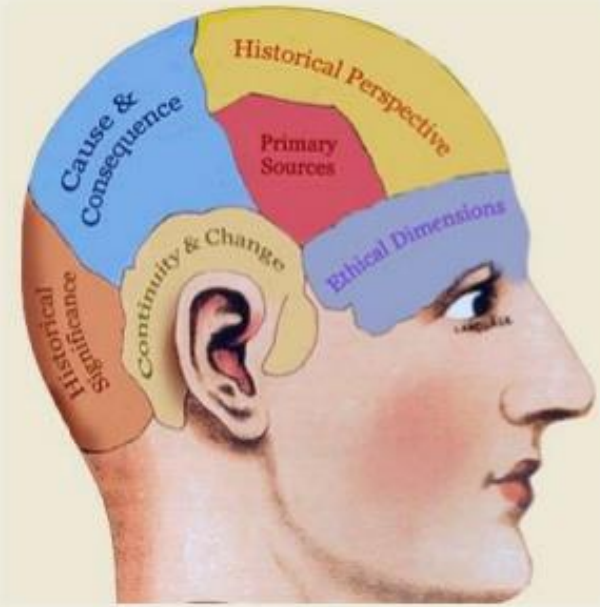


Sachfachliteralität

Thinking like a Historian

www.heritagefairs.ca

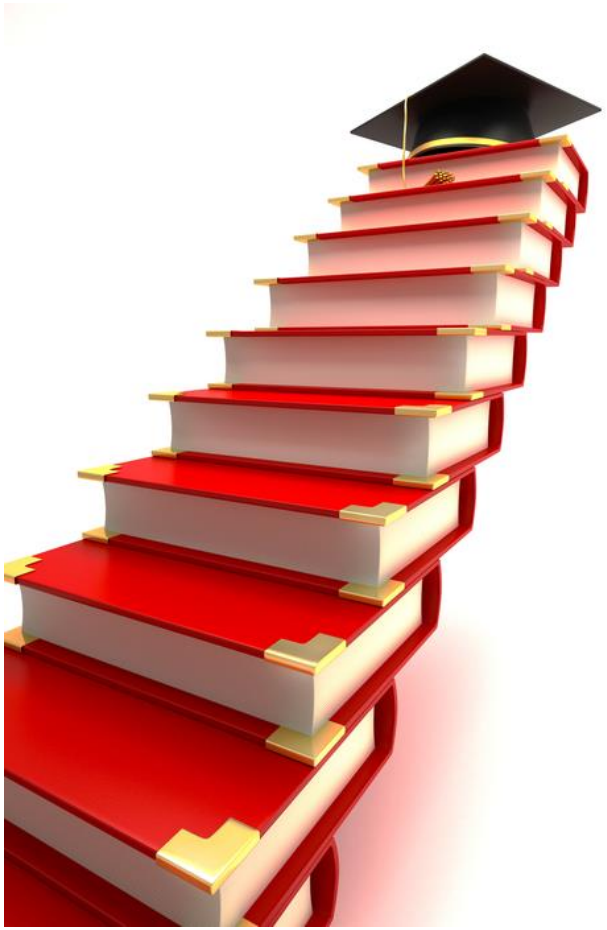
Six Concepts of Historical Thinking:

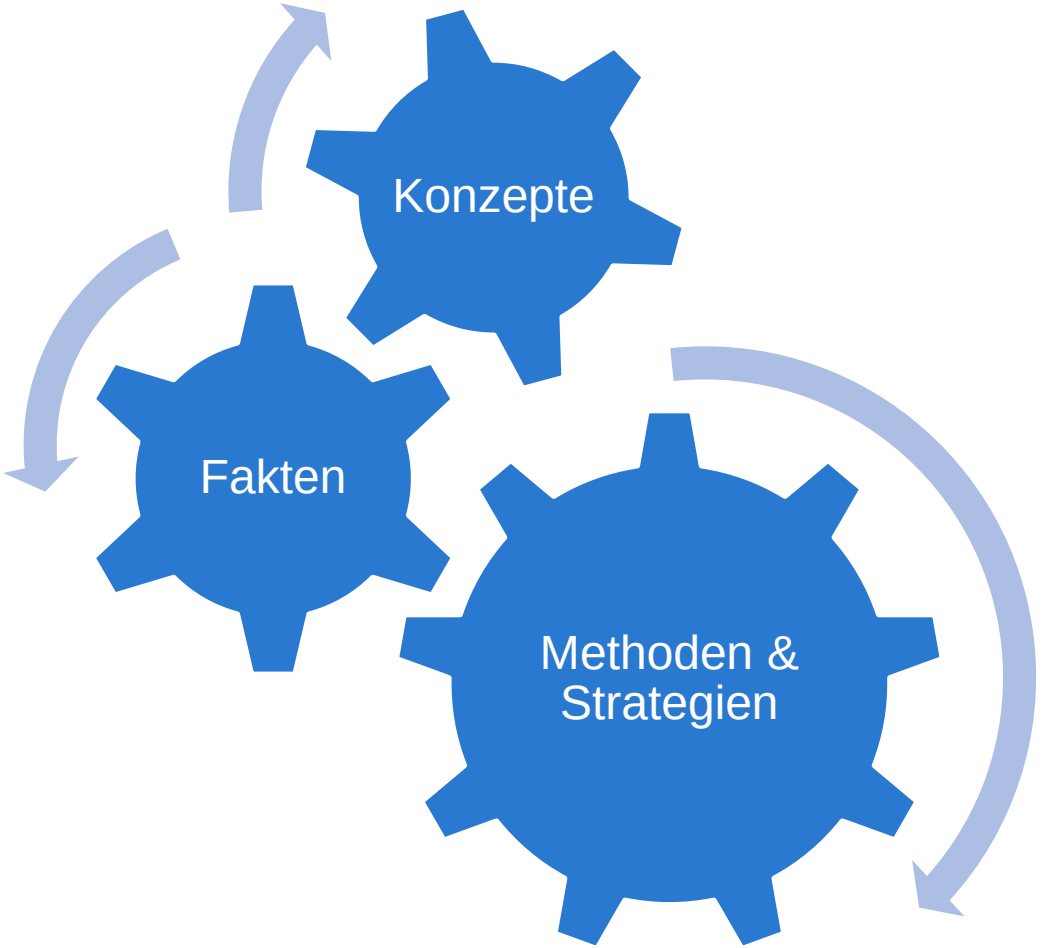


To think historically, students need to be able to:

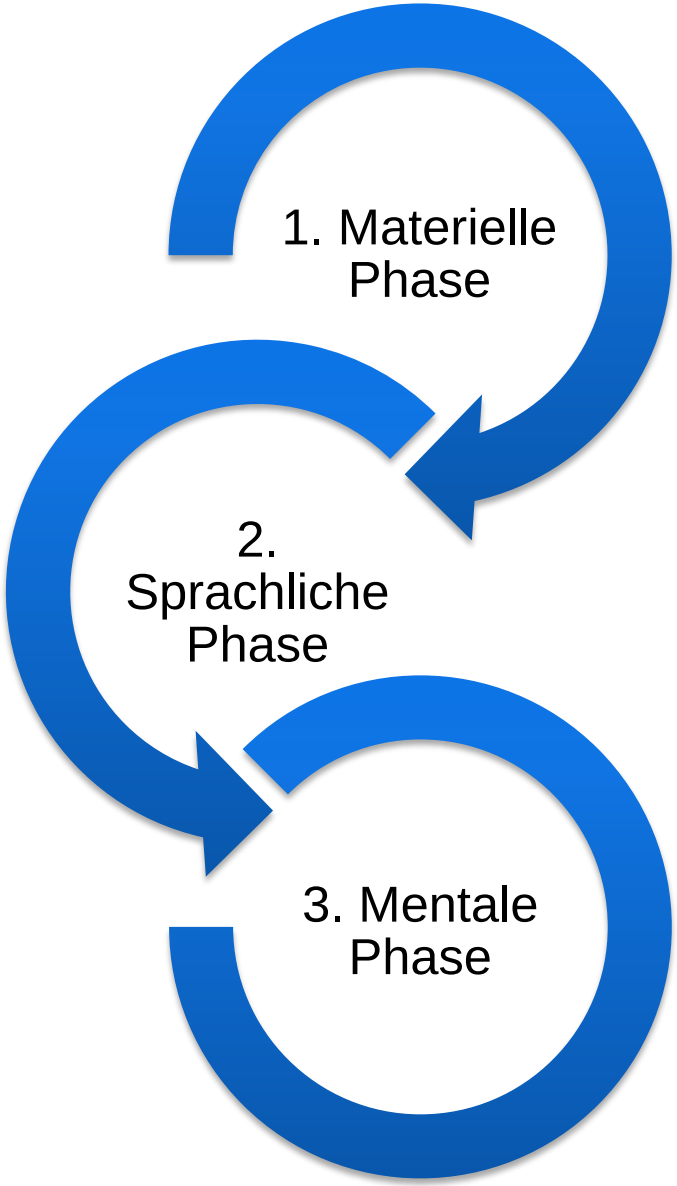
- Establish *historical significance*
- Use *primary source evidence*
- Identify *continuity and change*
- Analyze *cause and consequence*
- Take *historical perspectives*, and
- Understand the *ethical dimension* of historical interpretations.

Wissenspfade modellieren





Vertieftes Lernen I:
3 Stufen des Konzepterwerbs (Vygotsky)



(Lantolf 2014)

back

Vertieftes Lernen IIa: Automatisierung von Fertigkeiten

Regelspeicher

Anwendungsspeicher

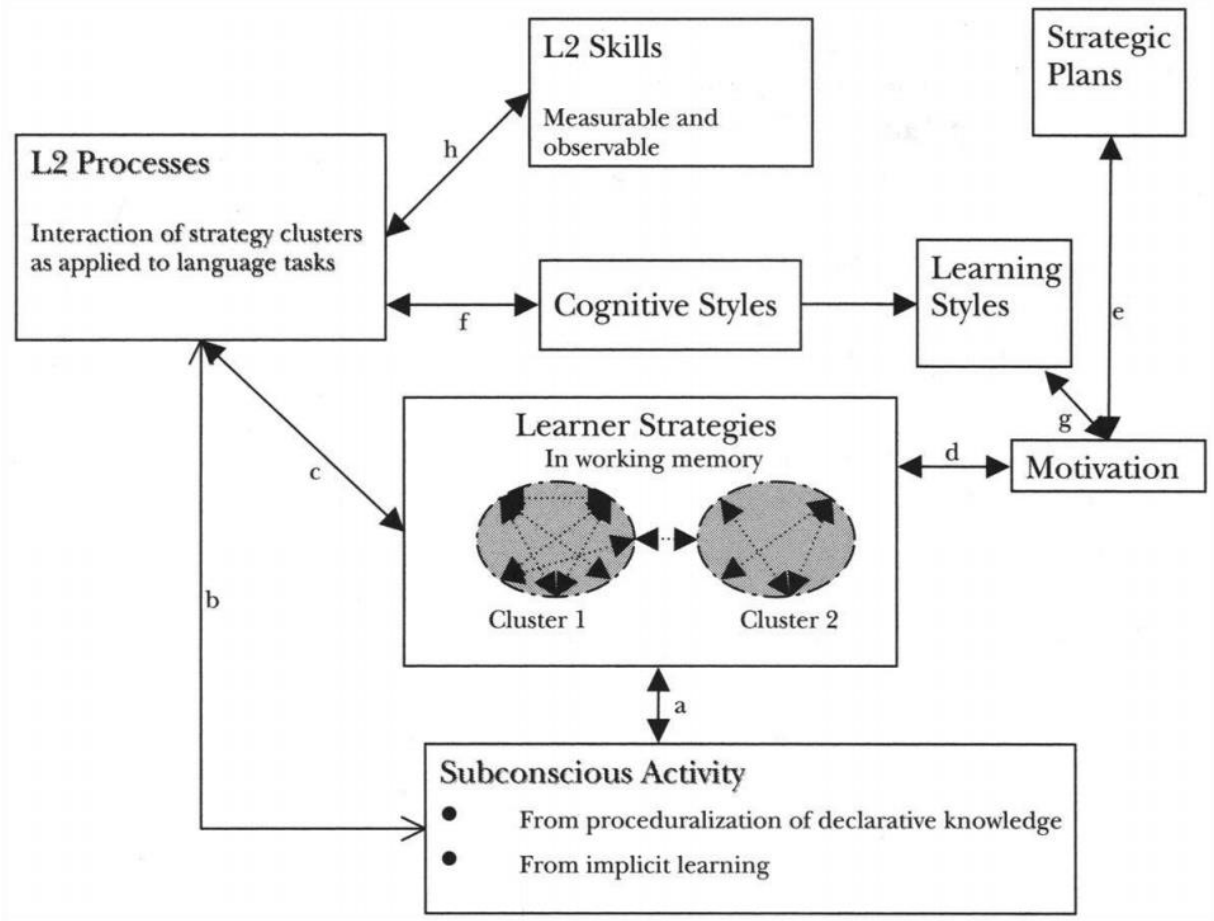
Aufmerk-samkeit

Übung
(Controlled-Practice)

Kompetenzaufgaben
(Communicative-Practice)

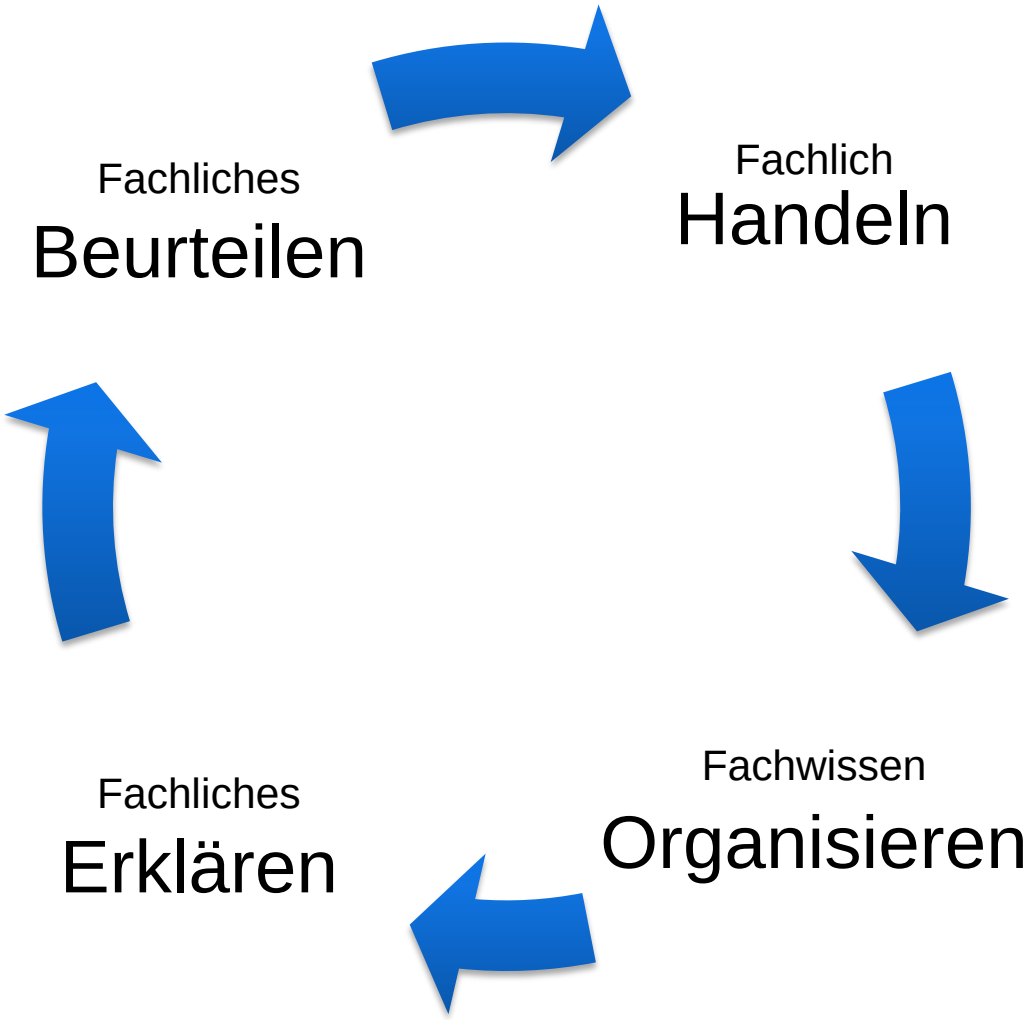
Reflexion

Vertieftes Lernen IIb: Lernstrategien als Schlüssel



Macaro 2006: A Framework of Learning Strategies

Dimensionen sachfachlichen Handelns

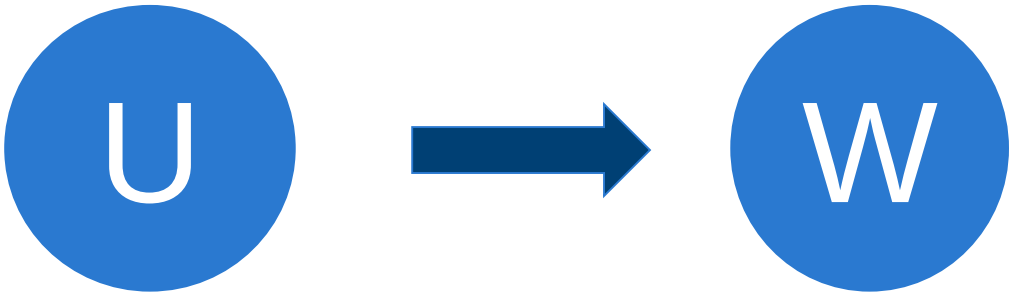


(Polias 2006/15)

Wissenspfade modellieren: Naturwissenschaften

Fachliche Handlungsfelder	Genres	Kommunikationsabsicht
Fachlich handeln	• Anweisungen/Anleitung	Instruktionen erteilen
	• Versuchsprotokoll/-bericht/ Vorgangsbeschreibung	Von Abläufen berichten, gewählte Methoden vorstellen, Ergebnisse präsentieren und diskutieren
Fachwissen beschreiben & organisieren	• Beschreibungen	Aspekte/ Eigenschaften eines konkreten oder abstrakten Phänomens beschreiben
	• Vergleiche	Eigenschaften von mehreren Phänomenen vergleichen
	• Klassifikationen	Phänomene hierarchisieren/zuordnen/kategorisieren
Fachwissen erklären	**temporale Erklärungsmuster**	
	• Sequentielle Erklärung	Erklärung physikalischer Phänomene durch die Präsentationen ursächlicher Ereignisse in ihrer zeitlich korrekten Abfolge
	nicht-temporale Erklärungsmuster	
	• Ursache-Wirkungsmuster	Erklärung der vielfältigen Faktoren, die zu einem speziellen Ereignis oder Phänomen beitragen
	• Theoriegeleitete Erklärungen	Erklärung theoretische Prinzipien oder Gesetzmäßkeiten
Fachwissen beurteilen & fachlich argumentieren	• Argumentation	Den Leser von einem bestimmten Standpunkt überzeugend und ihn auffordern, aktiv zu werden
	• Erörterung	Mehrere Standpunkte abwägen

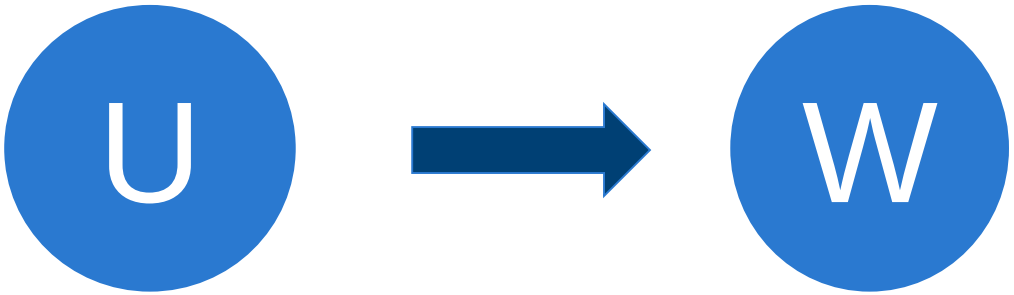
Erklärungsmuster 1: sequentiell



1. Zuerst ...

2. Dann ...

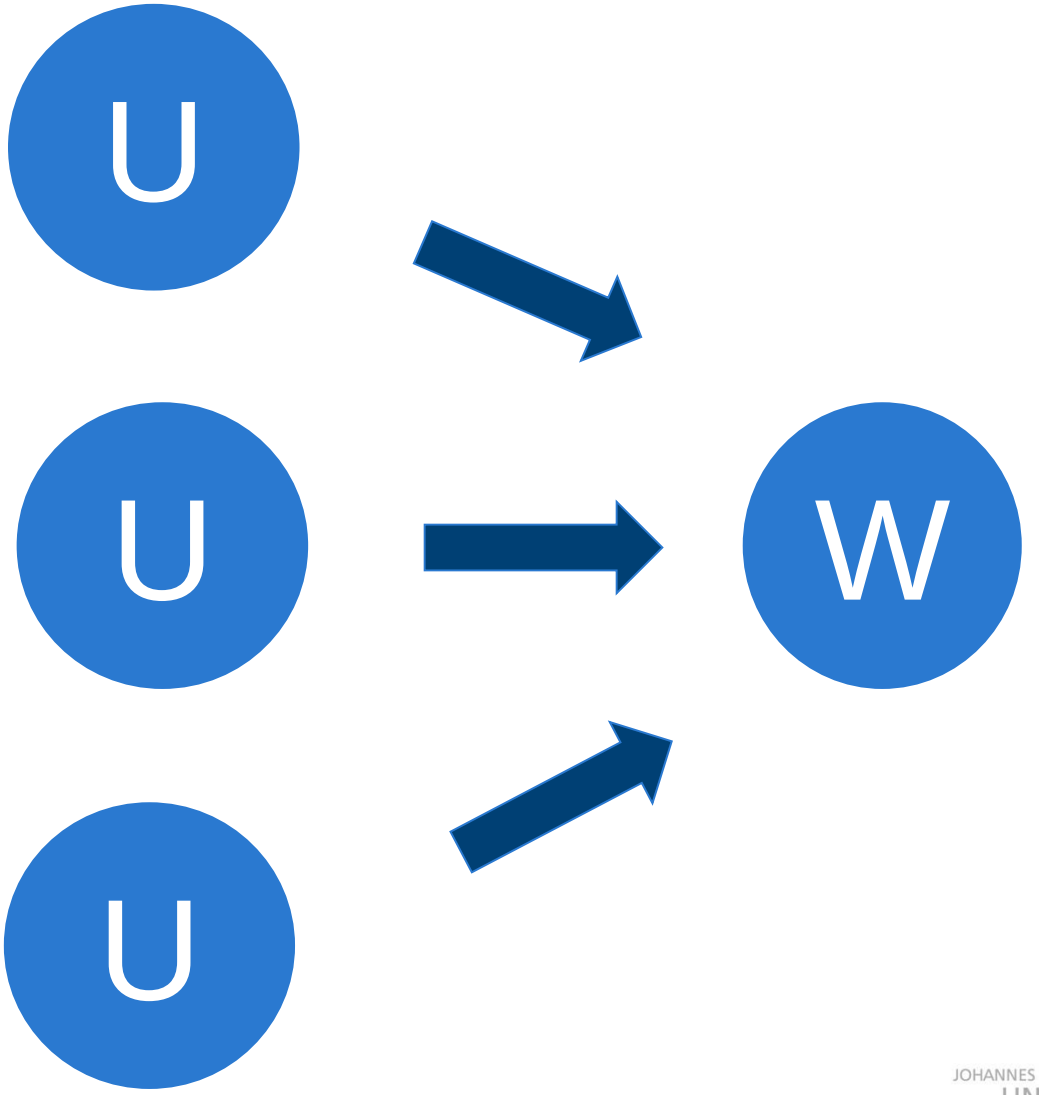
Erklärungsmuster 2: einfach kausal



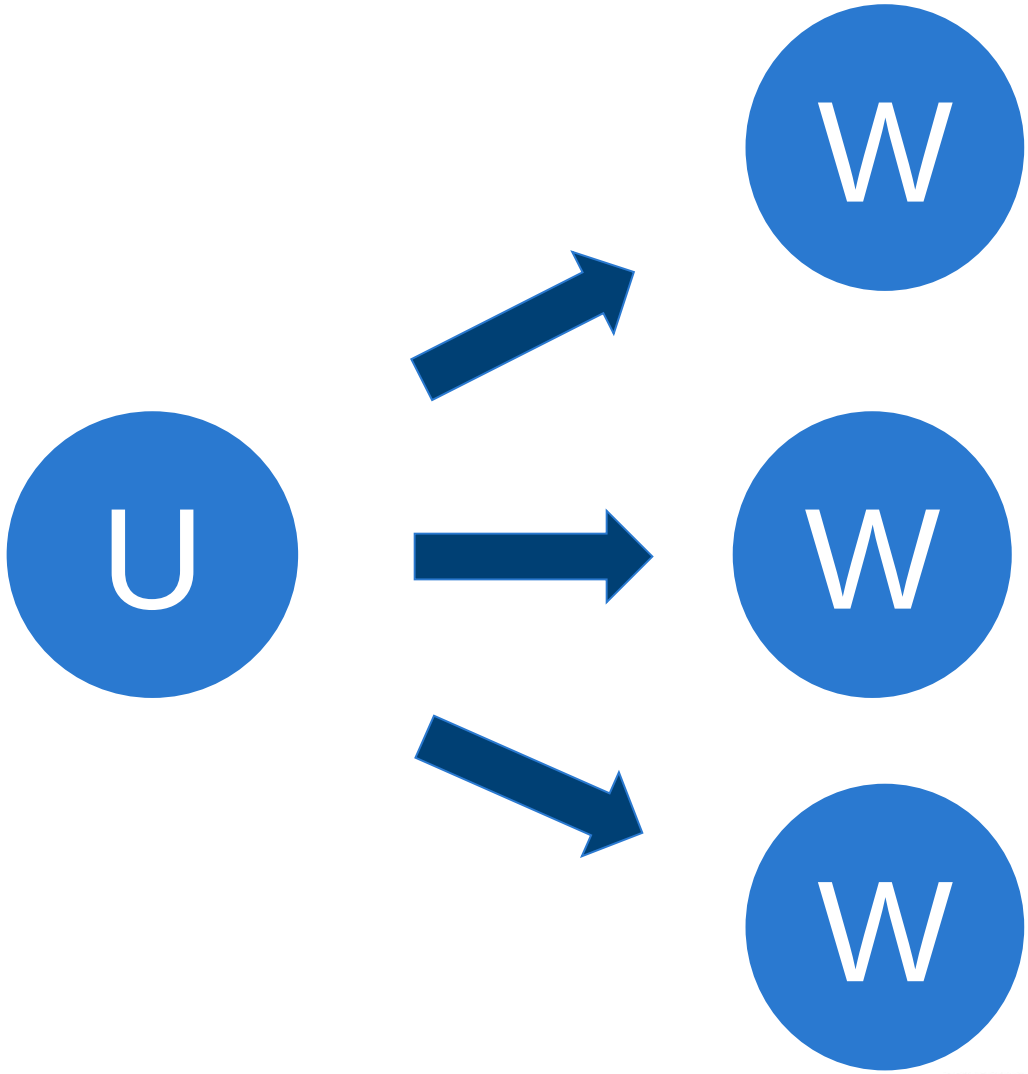
1. Weil ...

2. Dann ...

Erklärungsmuster 3a: komplex kausal



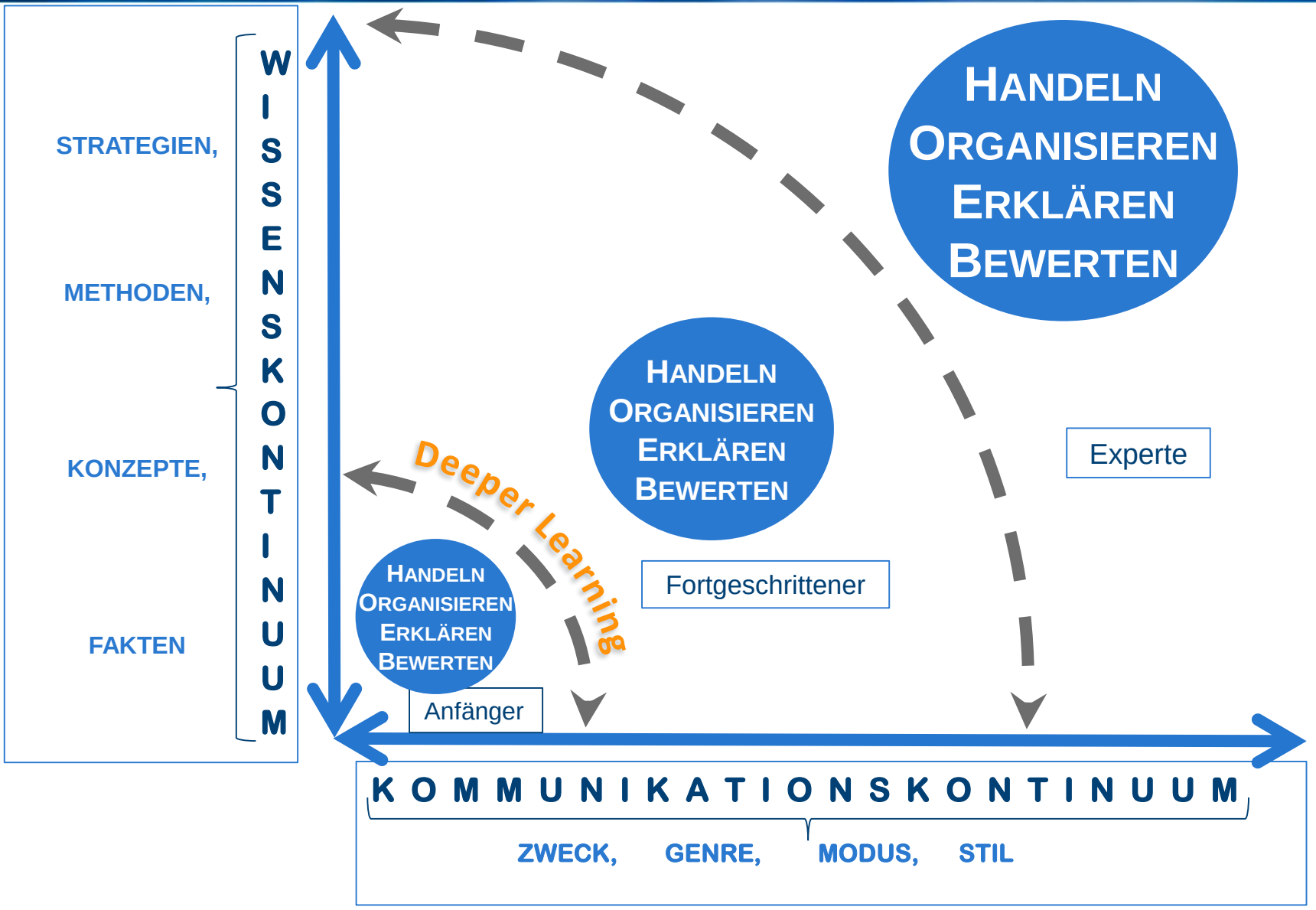
Erklärungsmuster 3b: komplex kausal



Auf dem Weg zu einem neuen Sprachbegriff

SLF sees **language as a means for learning about the world**.
It models **learning as a process of making meaning**, and **language learning as building one's meaning making potential** to make meaning **in particular contexts**.
Knowledge is viewed as meaning, a resource for understanding and acting on the world.
All knowledge is constituted in semiotic systems with language as the most central. (Mohan et al. 2010:221)

Mapping Pluriliteracies Development (Graz Group 2015)



Kognitive Diskursfunktionen: Schlüssel zum Wissensaufbau

Cognitive Discourse Function	Communicative Intention	Operators (Action Verbs)	Knowledge & Activity Domain	Corresponding Genres
Report	I tell you about sth. external to our immediate context on which I have a a legitimate knowledge claim	Report, inform, recount, narrate, present, summarize, relate	**Doing**	- Experiments & Protocols - Lab Reports - Investigations - (Auto-) Biographical, Historical Recount - Historical Report
Describe	I tell you details of what can be seen (also metaphorically)	Describe, label, identify, name, specify	**Organizing**	- Descriptions - Comparisons - Compositions - Classifications - Historical Account
Classify	I tell you how we can put up the world according to certain ideas	Classify, compare, contrast, match, structure, categorize, subsume		
Explain	I give you reasons for and tell you cause/s of X	Explain, reason, express cause/effect, draw conclusions, deduce	**Explaining**	- Temporal explanations - Factorial/consequential explanations - Theoretical explanations
Define	I tell you about the extension of this object of specialist knowledge	Define, identify, characterize		
Explore	I tell you something that is potential/hypothetical	Explore, hypothesize, speculate, predict, guess, estimate, simulate, take other perspectives	**Arguing**	- Arguments (analytical, hortatory) - Discussions
Evaluate	I tell you what my position	Evaluate, judge, argue,		

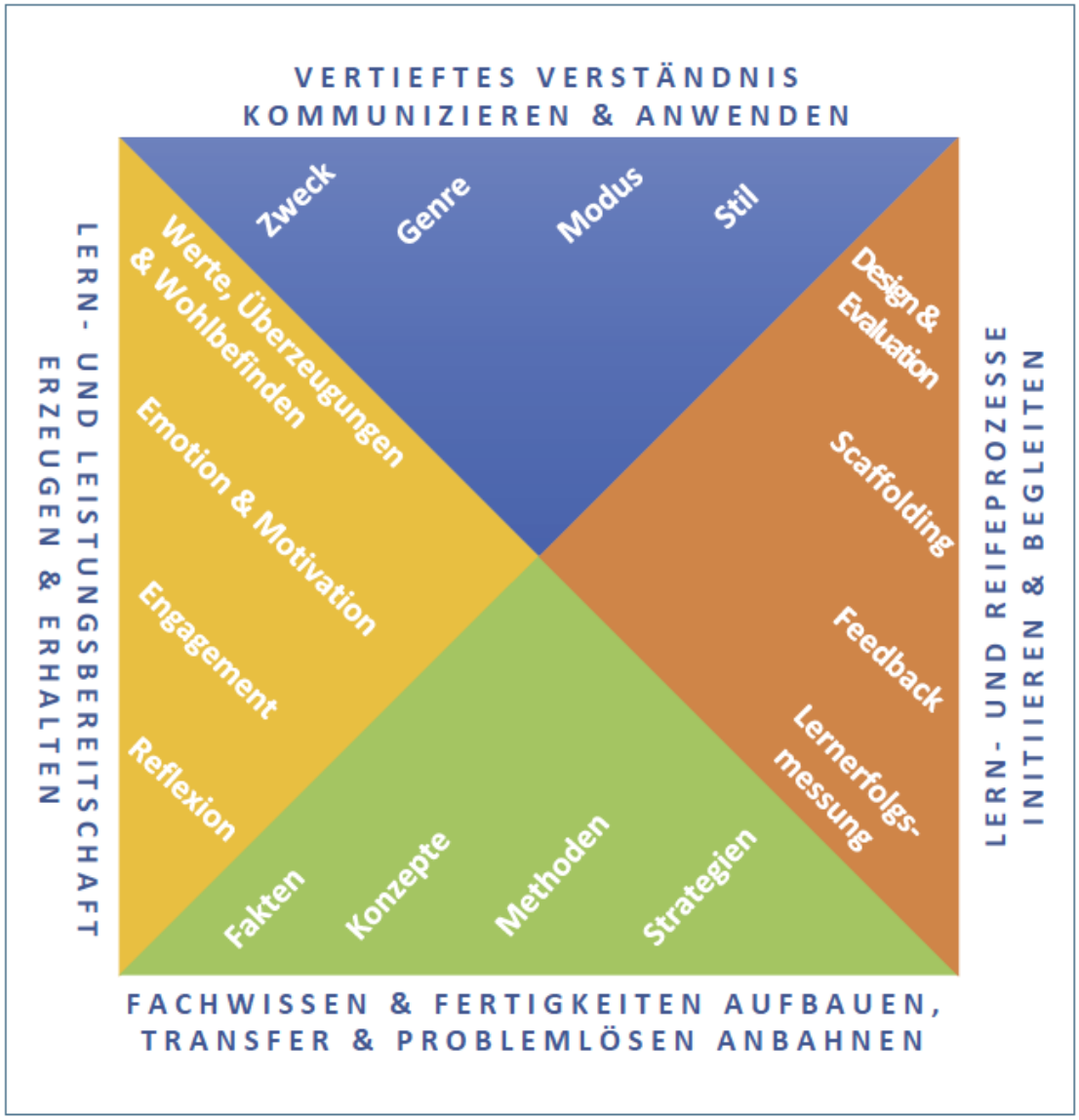
Fachliche Handlungsfelder	Kognitive Diskursfunktion	Operatoren	Genres
Fachlich handeln	**berichten**	*berichten, informieren, nacherzählen, präsentieren, protokollieren, skizzieren, zusammenfassen,*	• Versuchsprotokoll/ • Autobiographischer, historischer Bericht • Vorgangsbeschreibung
Fachwissen beschreiben & organisieren	**beschreiben & klassifizieren**	*beschreiben, benennen, beschriften,* *bestimmen, klassifizieren, ordnen, vergleichen*	• Beschreibungen • Vergleiche • Klassifikationen
Fachwissen erklären	**definieren & erklären**	*definieren, kennzeichnen, identifizieren* *erklären, erläutern, begründen, ableiten, schlussfolgern*	• Definitionen • Sequentielle Erklärung • Monokausale, komplex-kausale oder theoriegeleitete Erklärung
fachlich beurteilen & fachlich argumentieren	**beurteilen & argumentieren**	*deuten, abschätzen, untersuchen, Hypothesen aufstellen, modellieren* *überprüfen, argumentieren, Stellung nehmen, erörtern*	• Argumentation • Erörterung

Lernpfade modellieren

Genre / Niveau	Mikro-Level (kognitive Diskursfunktionen)	Wissen aufbauen & demonstrieren/ kommunizierenen	Makro-Level (i.e. Laborbericht)
Anfänger			
Fortge-schrittener			
Experte			

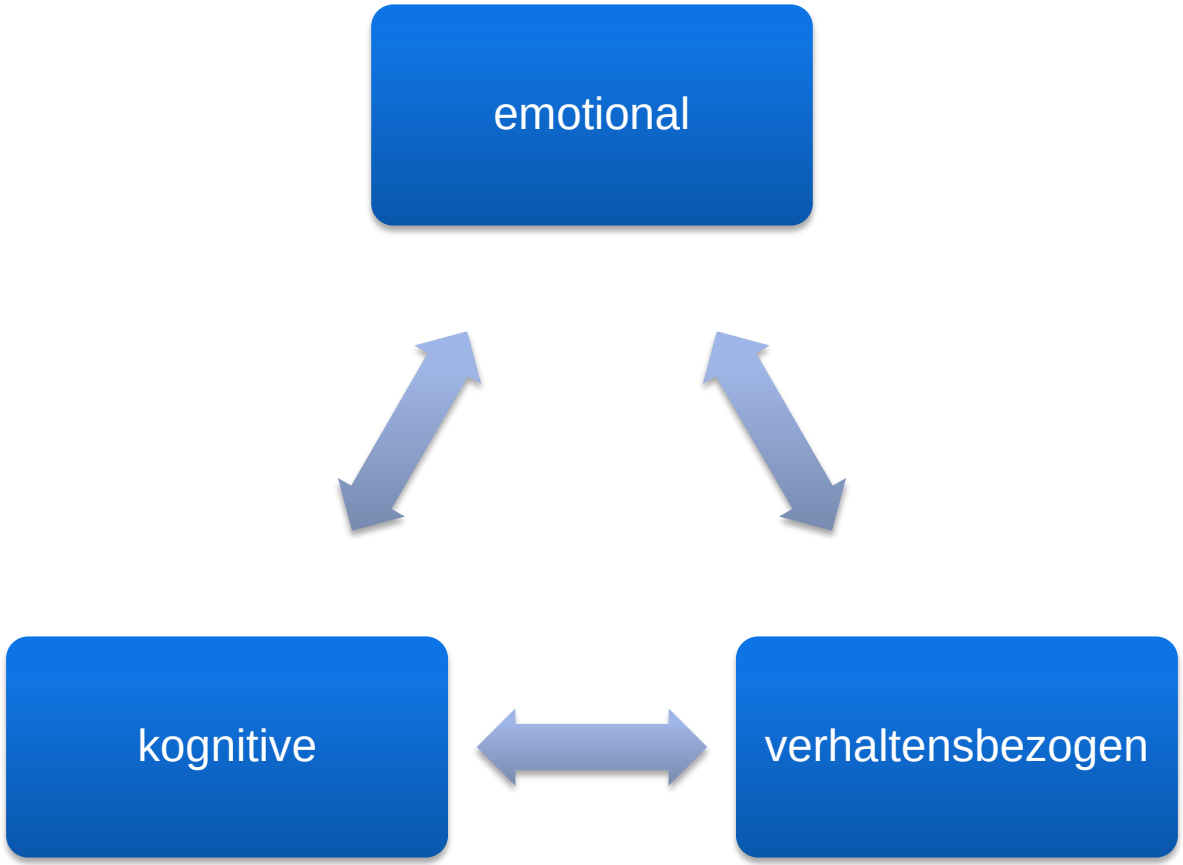
(O. Meyer 2014)

Pluriliterales Lehr-Lernmodell (Graz Group 2017)



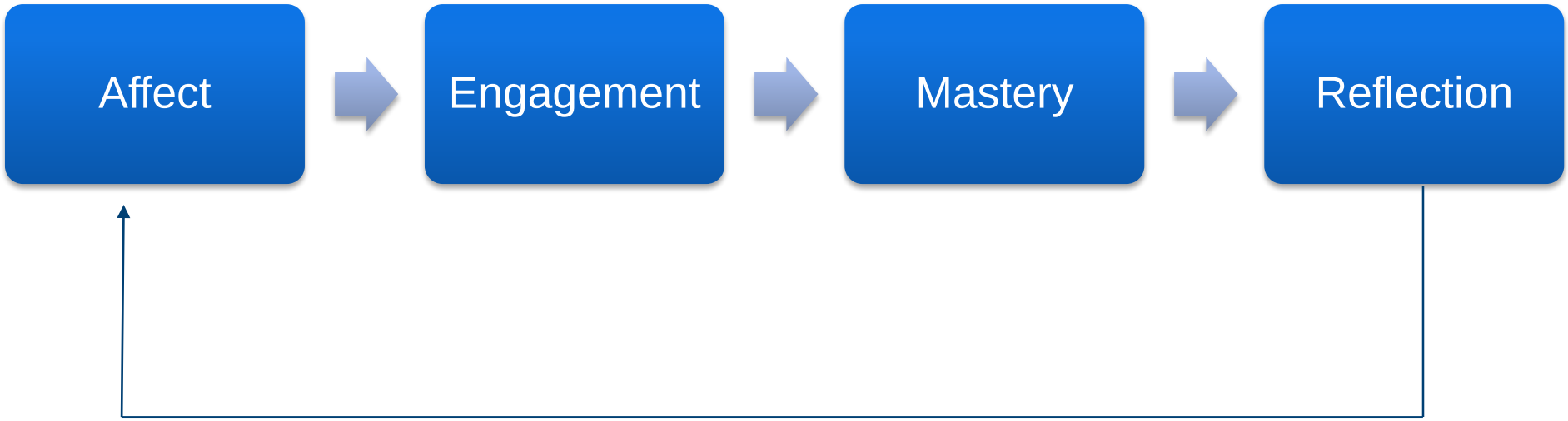
back

Engagierte Lerner = Voraussetzung für Lernerfolg



Prof. Dr. Oliver Meyer
JGU Mainz

Lern- und Leistungsbereitschaft fordern und fördern



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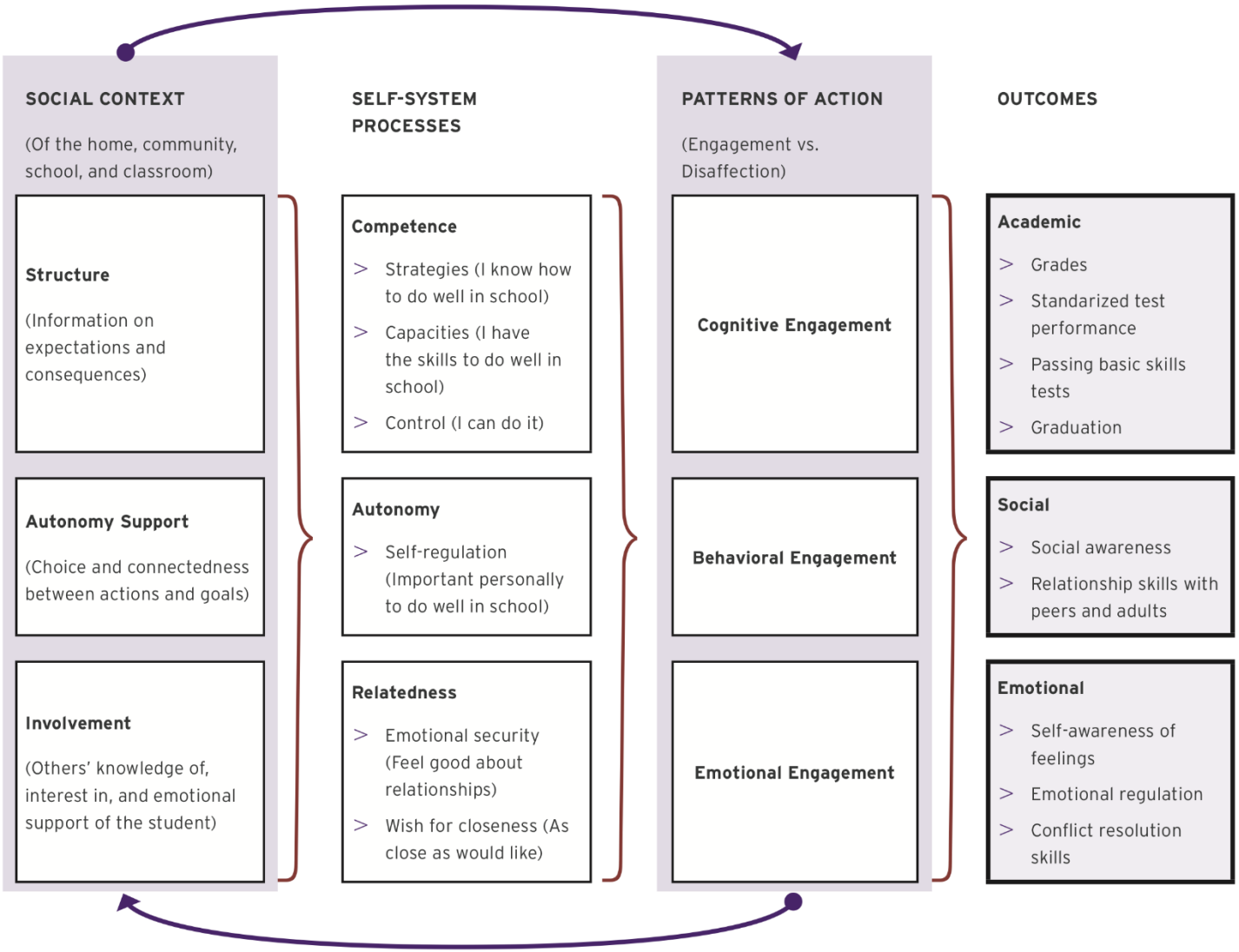
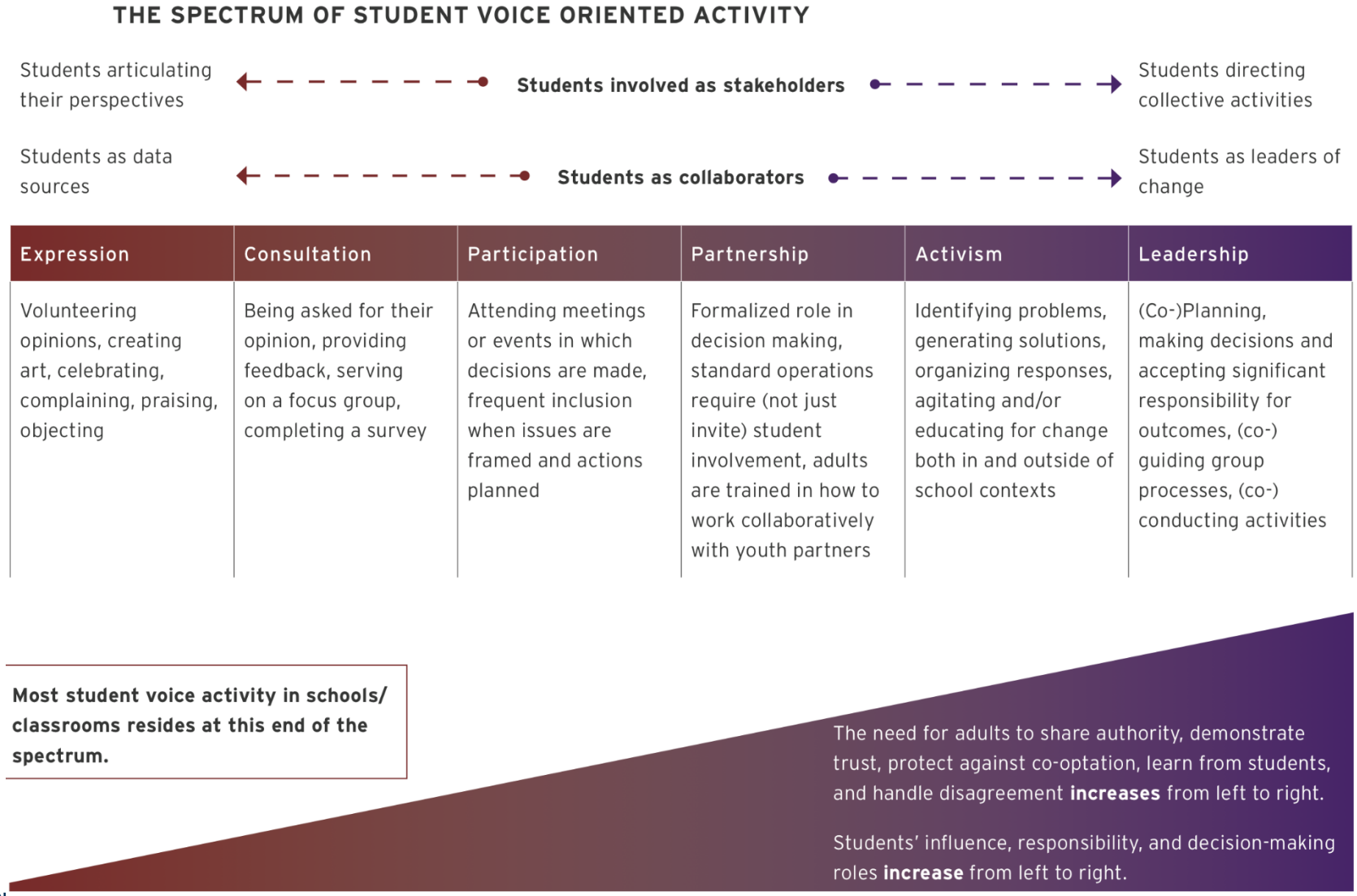
Dimensionen von Aktivierung (Engagement)



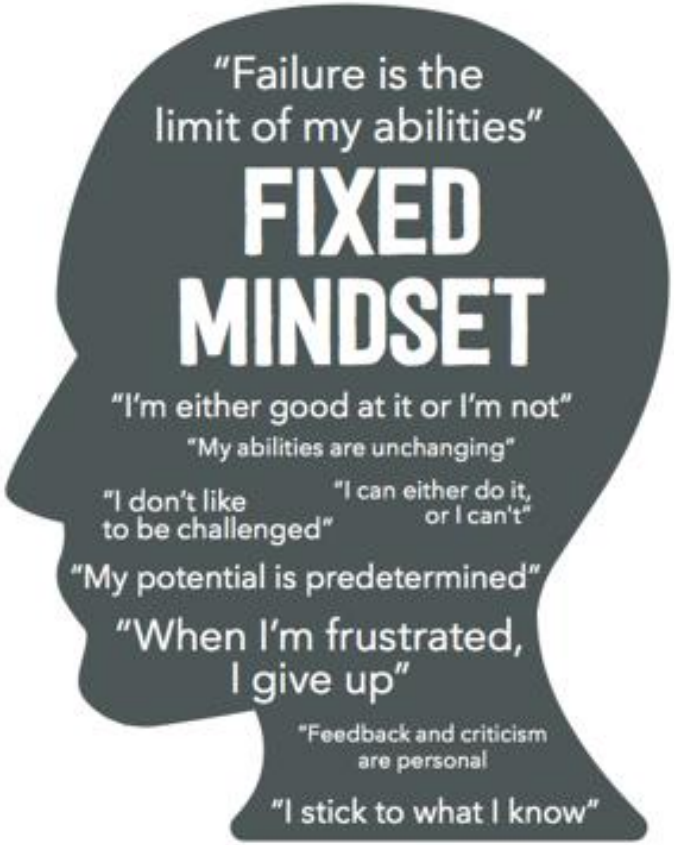
From p. 380 of Appleton, J.J., Christenson, S.L., & Furlong, M.J. 2008. "Student Engagement with School: Critical Conceptual and Methodological Issues of the Construct." *Psychology in the Schools*. Vol. 45, No. 5.

Ziel: Lernerautonomie und Agency stärken

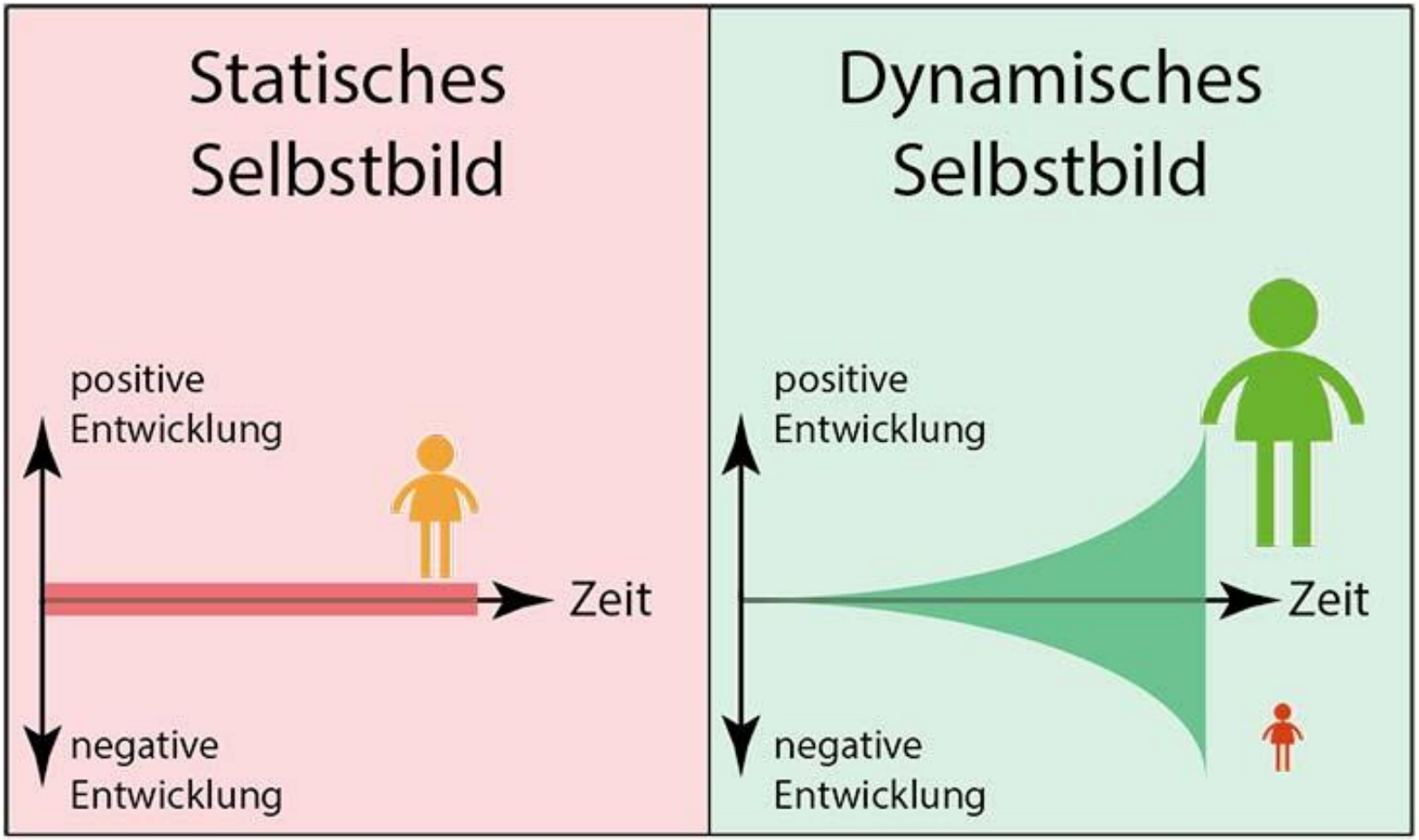


Toshalis, E. & Nakkula, M.J. (2012): Motivation, Engagement, and Student Voice. http://www.studentsatthecenter.org/sites/scl.dl-dev.com/files/Motivation%20Engagement%20Student%20Voice_0.pdf

Growth Mindsets: statische vs. dynamische Selbstbilder



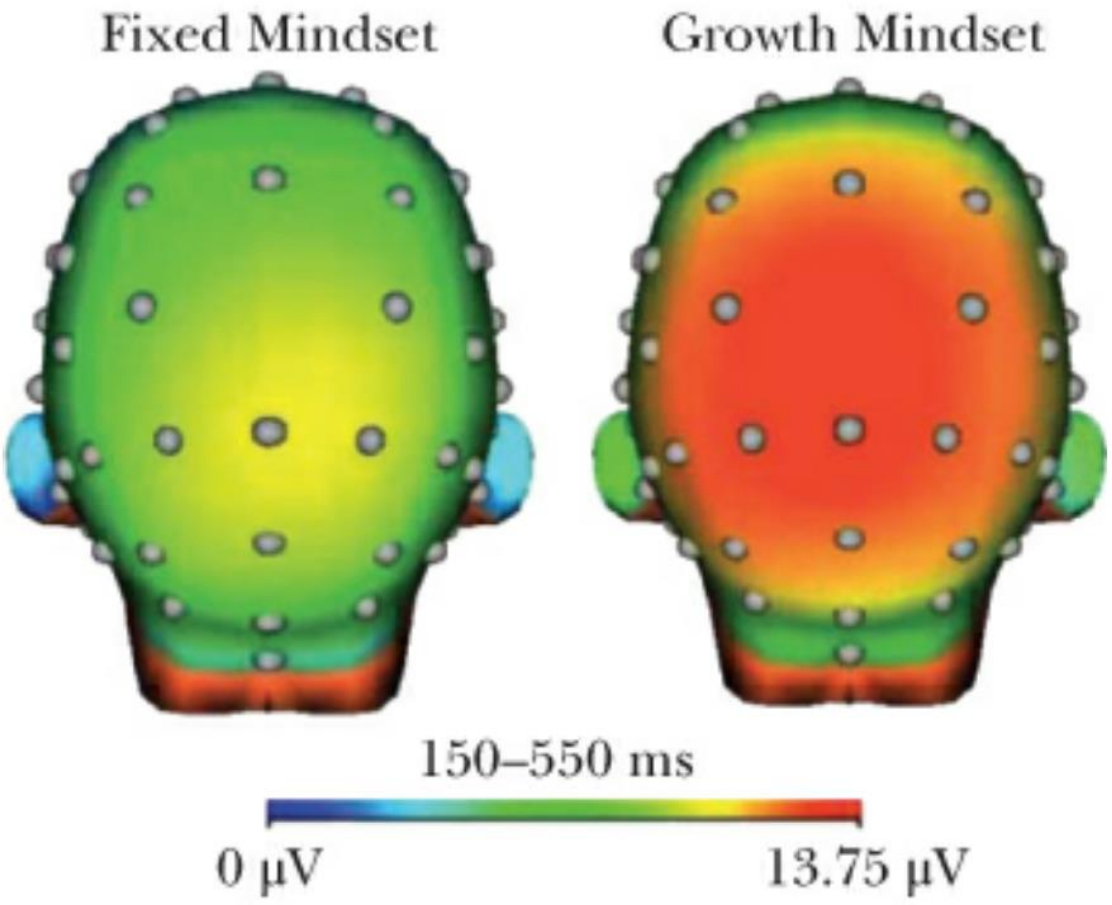
Statische vs. dynamische Selbstbilder



Statische vs. dynamische Selbstbilder

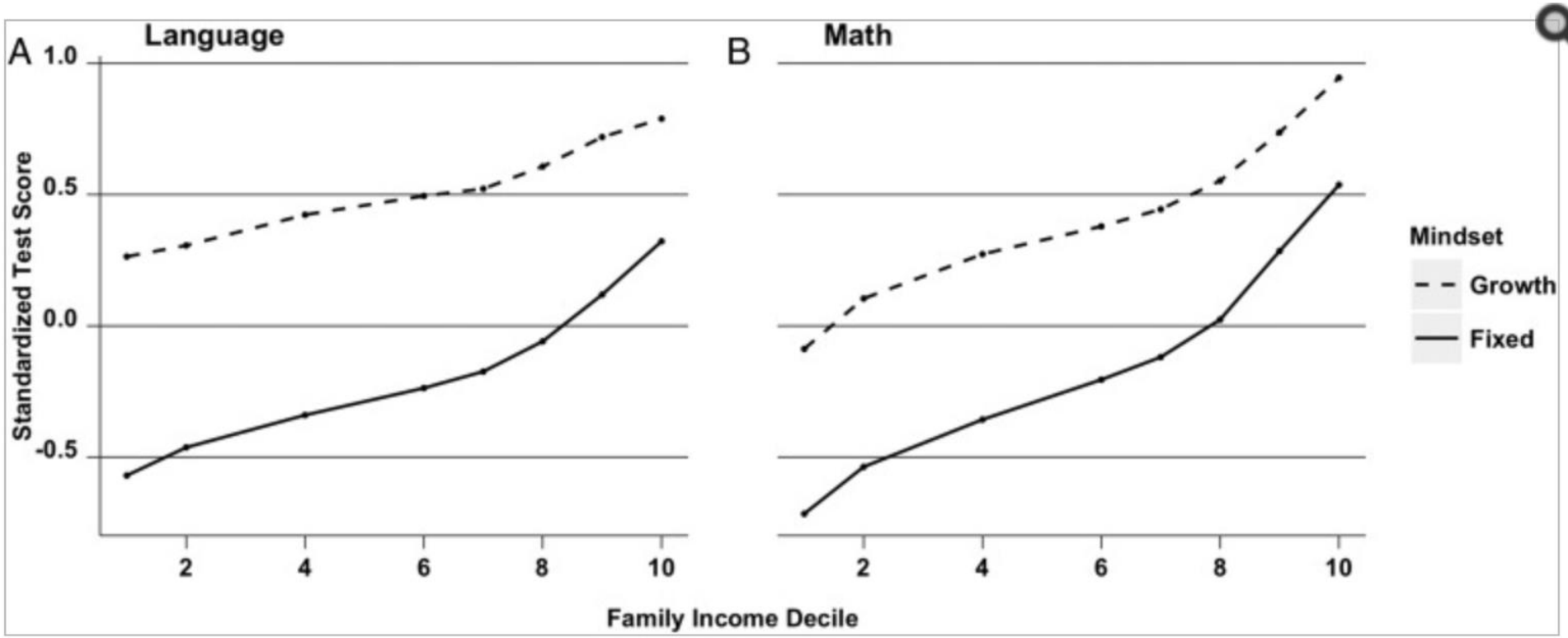
Statisches Selbstbild	Dynamisches Selbstbild
	
FÄHIGKEITEN	
angeboren unveränderbar	Ergbnis von Training und Übung können immer verbessert werden
HERAUSFORDERUNGEN	
werden vermieden decken Defizite auf überfordern	werden angenommen Chance zur Änderung Durchhaltevermögen
ANSTRENGUNG	
nicht wichtig verbunden mit dem Gefühl nicht gut genug zu sein	essentiell führt zu Erfolg
KRITIK	
wird persönlich genommen erzeugt Abwehr	wird begrüßt hilfreich und positiv zeigt Verbesserungs-möglichkeiten auf
RÜCKSCHLÄGE	
Demotivation, Aufgabe andere sind schuld	Chancen, um zu lernen Fokus auf andere Lösungswege

Growth Mindsets: statische vs. dynamische Selbstbilder



Boaler, J. (2016)

Growth Mindsets: statische vs. dynamische Selbstbilder



https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4978255/

Growth Mindsets: statische vs. dynamische Selbstbilder

When teachers were
teaching for understanding
and giving kids **feedback**
in a way that grew their understanding
and were giving them
a chance to revise their work in order
to demonstrate their improved understanding.
That's when they were passing on their growth mindsets (Dweck 2016).

Education at the crossroads

Education at the crossroads

Quellenangaben

Doyle, C., Halbach, A., Meyer, O. (2017). Knowledge ecology for conceptual growth: teachers as active agents in developing a PluriLiteracies approach to Teaching for Learning (PTL). International Journal of Bilingual Education and Bilingualism. (forthcoming).

Meyer, O., Coyle, D., Schuck, K. (2018). *Learnscaping – creating next-gen learning environments for pluriliteracies growth*. Elsner, Buendgens-Kostens (eds.): CALL in multilingual contexts. Multilingual Matters. (forthcoming)

Meyer, O., Coyle, D. (2017): “Pluriliteracies Teaching for Learning: conceptualizing progression for deeper learning in literacies development.” *European Journal of Applied Linguistics*.

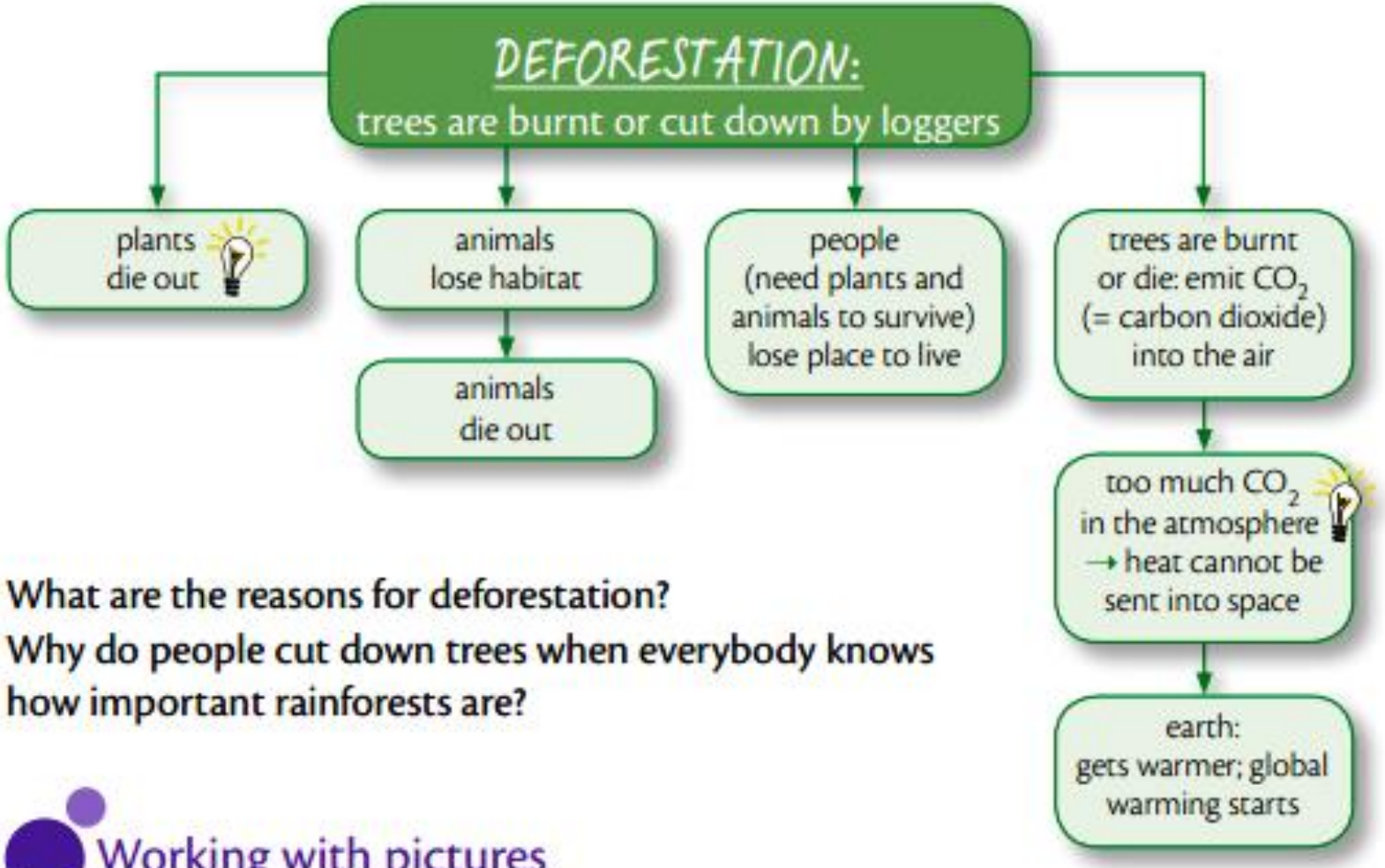
Meyer, O., Coyle, D., Halbach, A., Schuck, K. & Ting, T. (2015): A pluriliteracies approach to content and language integrated learning – mapping learner progressions in knowledge construction and meaning-making. In: Language, Culture and Curriculum, 28/1, 41-57.

www.pluriliteracies.ecml.at

Genre Beziehungen in der Schule

D. Rose, R2L, 2006

Scaffolding Thinking Skills: Cause & Effect



2 What are the reasons for deforestation?
Why do people cut down trees when everybody knows how important rainforests are?

LAT Working with pictures

Back

Working with images

1. **I**ntroduce
2. **D**escribe
3. **E**xplain
4. **A**ssess

Back

1 Where are they in this picture of ancient Rome: a senator, a pillar, a group of people, a horse, some clouds. Complete the sentences below.

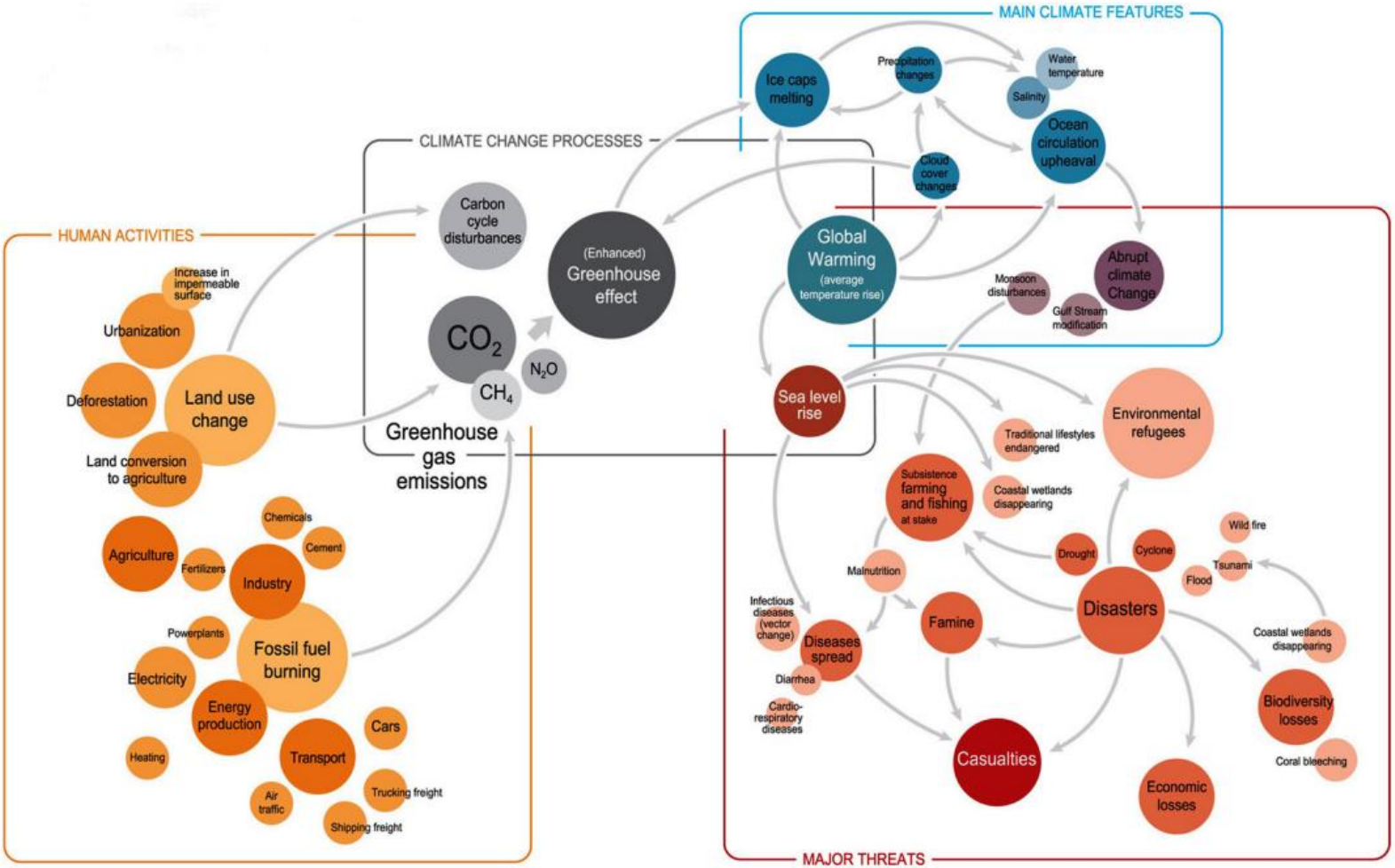
Fill in
- *in the middle*
- *in the foreground*
- *in the background*
- *at the top*
- *at the bottom*
- *on the left/right*
- *in the top/bottom corner*
- *in the left/right corner*

left corner	top	right corner
left	middle	right
left corner	bottom	right corner

Example

There is a statue *in the middle.*

Cause & Effect: Advanced



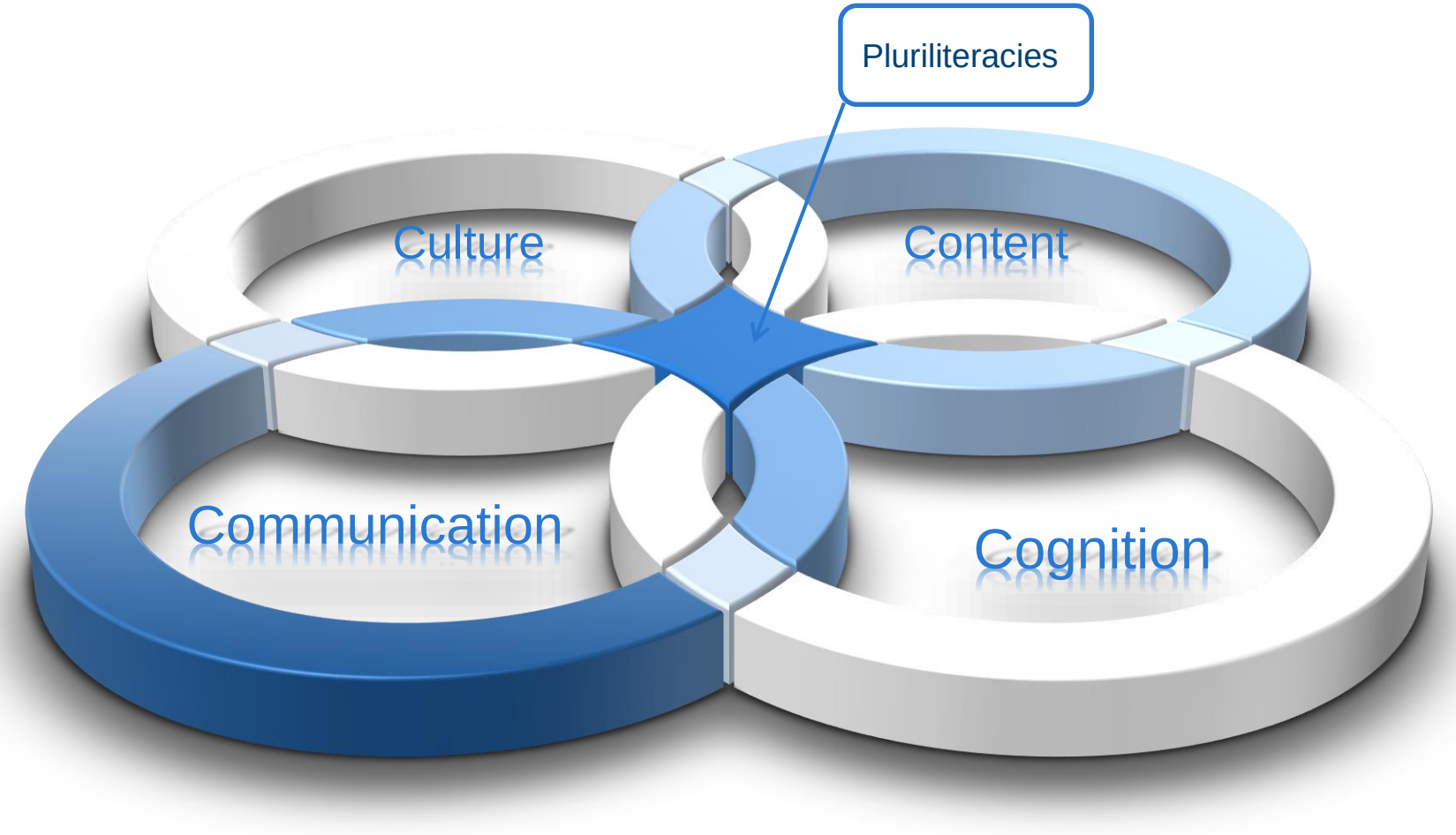
From: http://maps.grida.no/go/graphic/climate-change-global-processes-and-effects1

Language help

- … influences / leads to / is responsible for / results in / is a result of / …
- … barely / (in-)directly / seriously affects …
- The reason for … is (that) …
- Several factors contribute to …
- There is a connection/relationship/link between … and …
- In order to assess/determine/study/discover/find/identify/understand the **cause/consequences** of …
- The real cause of the problem lies in …
- The positive/beneficial/negative/disastrous/harmful/major/principal/likely/potential/possible **effects** of …
- aggravate a problem
-
-

Back

The 4Cs Revisited



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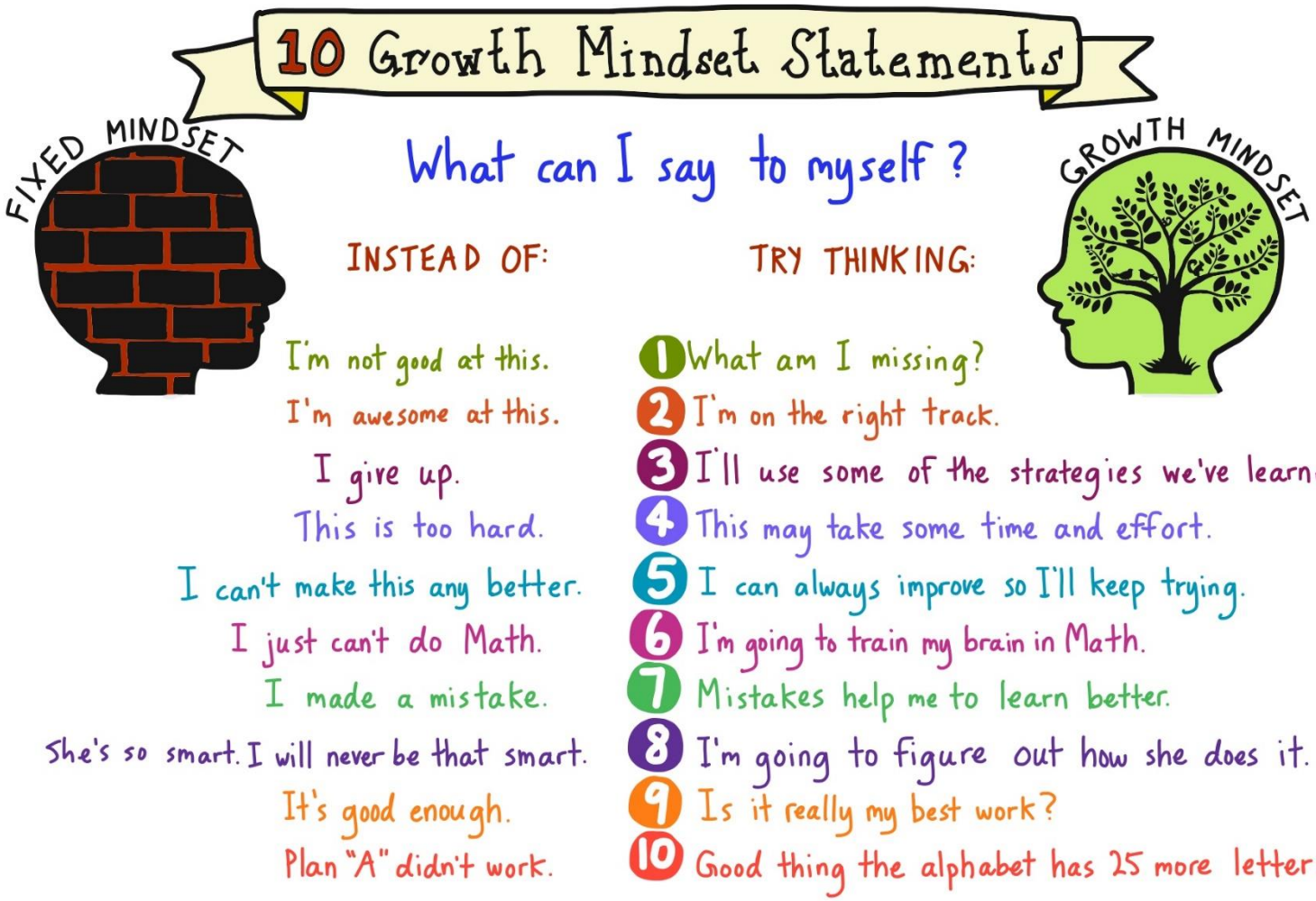
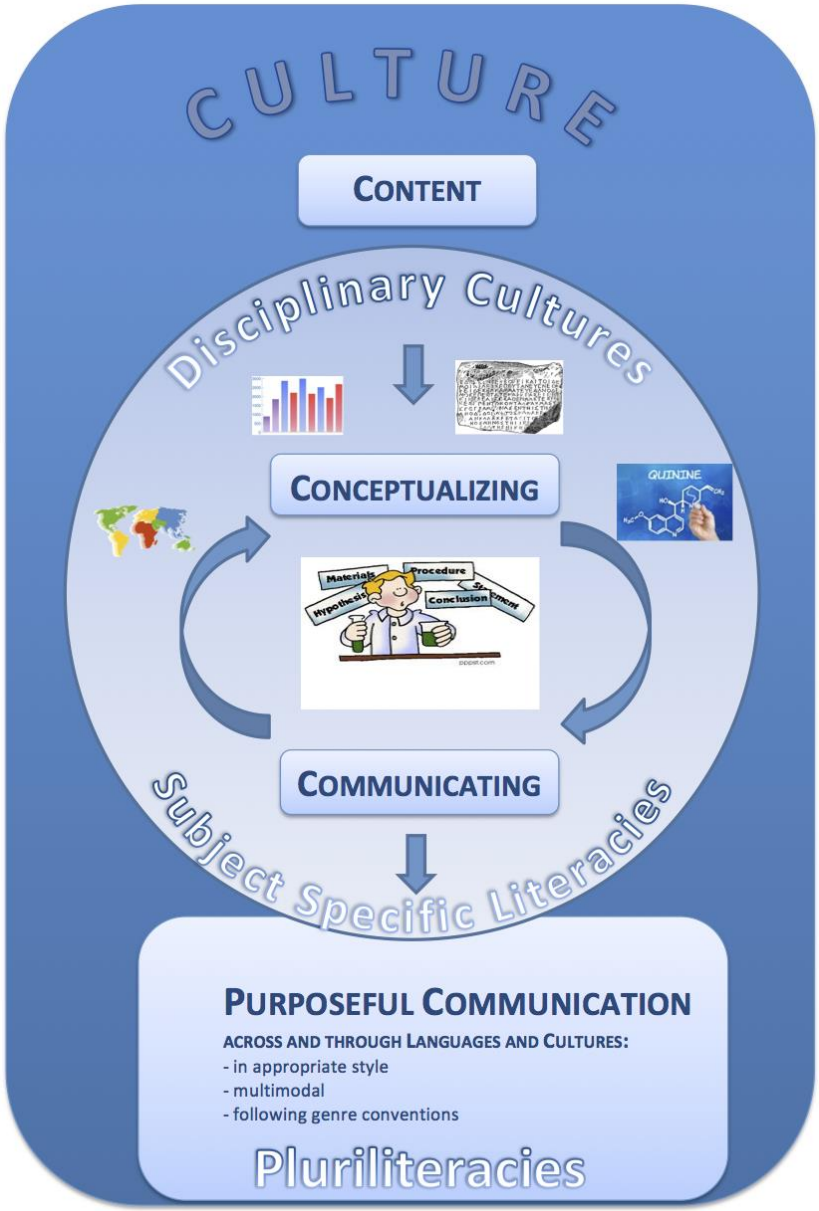


Reconceptualizing CLIL within a Pluriliteracies Approach



Project Website:
http://pluriliteracies.ecml.at/en-us/

Planning CLIL with a Pluriliteracies Focus

CULTURE (BI-FOCAL LENS: BROADER CULTURAL ASPECTS AND DISCIPLINARY CULTURE

DISCIPLINARY FILTER DETERMINES HOW CONTENT IS BEING PROCESSED

- WHICH DISCOURSE FUNCTIONS ARE USED TO CONCEPTUALIZE CONTENT?
- WHICH STRATEGIES/SKILLS ARE NEEDED TO CONSTRUCT MEANING?

CONTENT TO BE CONCEPTUALIZED

Mode (Input)	○ Text (written, audio, video) ○ Chart ○ Diagram ○ Map ○ Historical Source, etc.	**Processing Level** ○ Beginner ○ Intermediate ○ Advanced	
COGNITION: CONCEPTUALIZING AND COMMUNICATING FOR KNOWLEDGE CONSTRUCTION			
Cognitive Discourse Functions **CDFs**	○ Naming/Labeling ○ Describing ○ Explaining ○ Reporting ○ Evaluating ○ Arguing ○ Hypothesizing ○ Experimenting ○ Simulating ○ Modeling, etc.	○ Beginner ○ Intermediate ○ Advanced	
COMMUNICATION: DEMONSTRATING UNDERSTANDING/ MAKING MEANING			
Purpose	Intercultural filter: On/off	**Literacy Level**	
Genre	**Doing:** ○ procedure ○ practical report **Organizing:** ○ descriptive report ○ taxonomic report **Explaining:** ○ sequential ○ causal ○ factorial ○ consequential ○ theoretical **Arguing:** a) argument ○ analytical argument ○ hortatory argument b) discussion	○ Beginner ○ Intermediate ○ Advanced	
Style	○ formal/informal		
Mode (Output)			
Learning Objectives (planning the what)		**Learning Activities** (planning the how)	
Demonstrating Understanding: How do I know my learners know?			

Templates

CLIL-Unit Planning Tool