



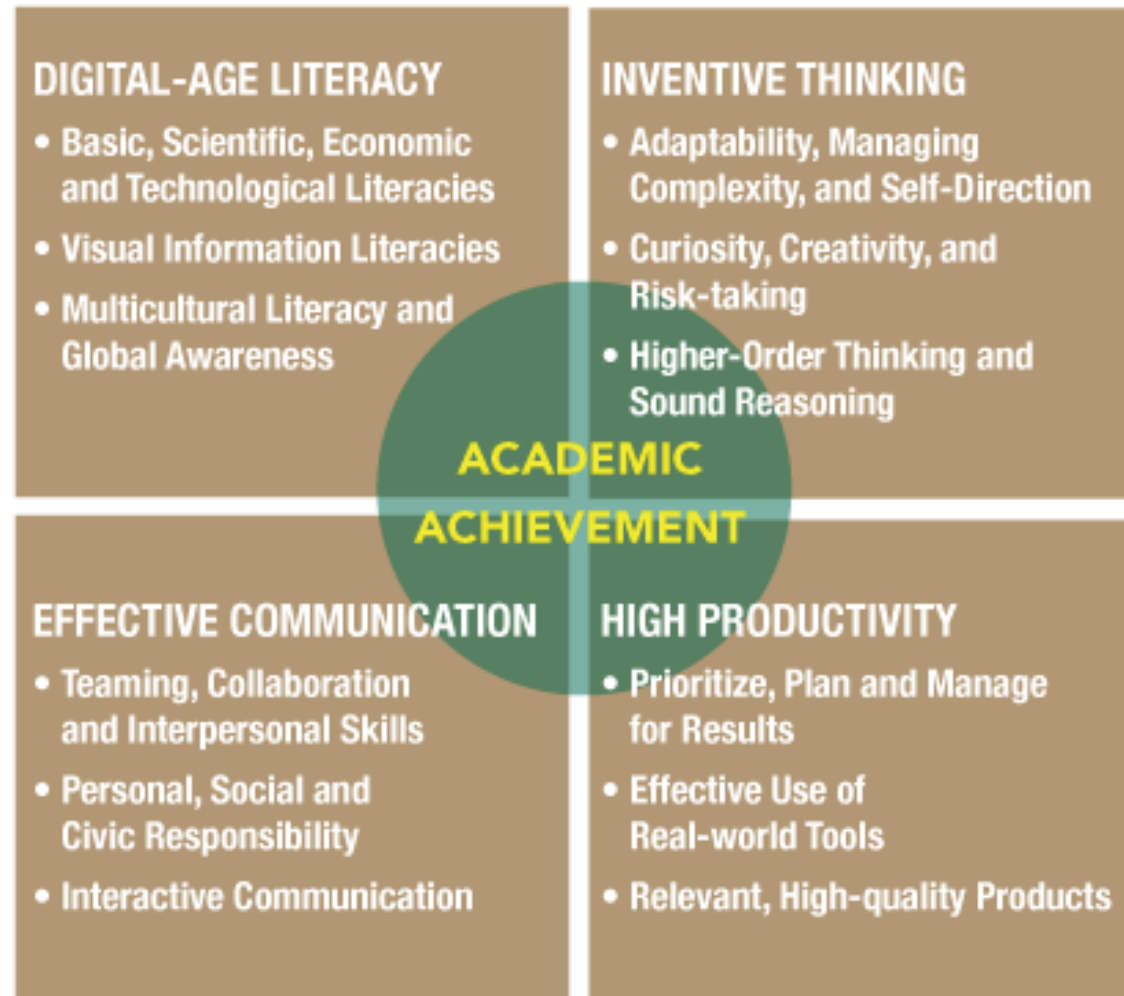
Vertiefte Lernprozesse
anbahnen & begleiten

Dr. Oliver Meyer
The Graz Group

Graz 6.10.2017

<http://pluriliteracies.ecml.at/en-us/>

21st Century Skills: Lernen mit Blick auf die Zukunft



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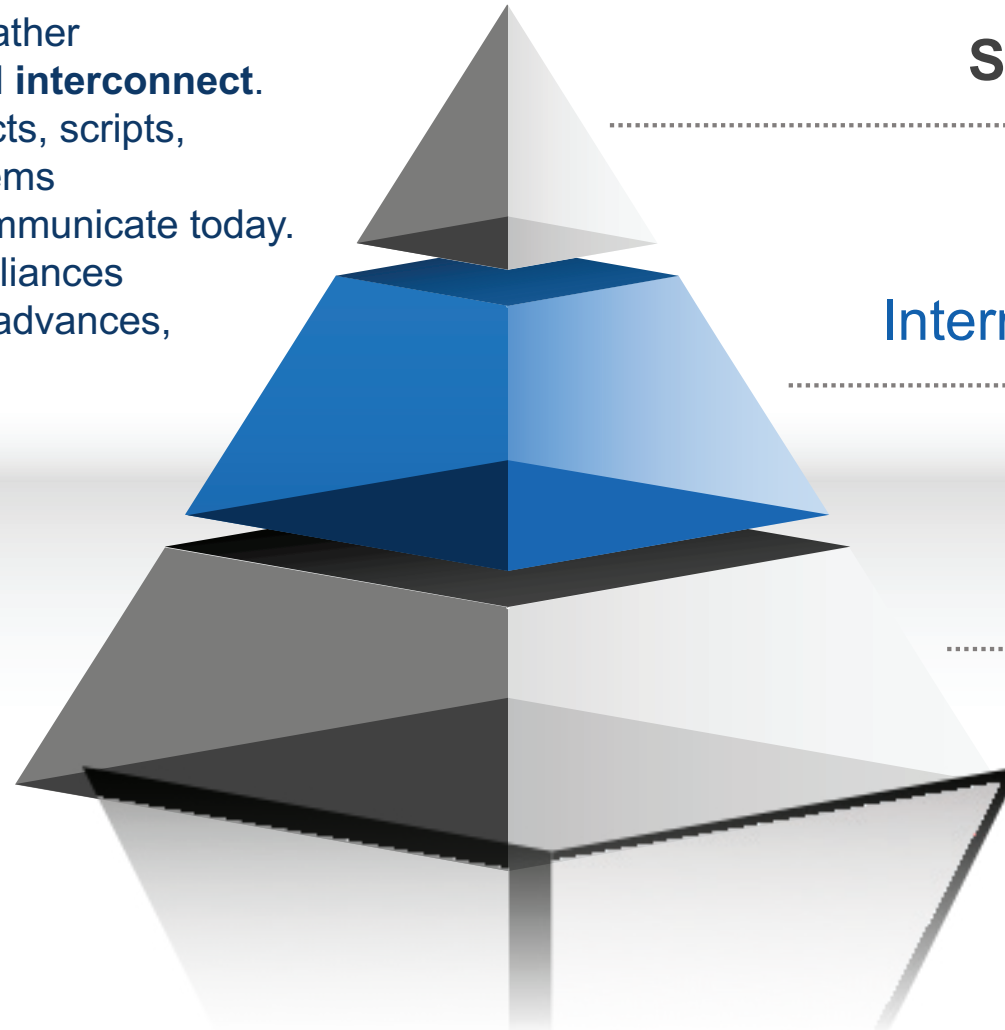
“Deeper learning
is the ability
to take what was learned in one situation
and apply it to another situation.
Through deeper learning
(which often involves shared learning and
interactions with others in a community),
our students develop expertise
in a particular subject and
they master
the unique ways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

(Pellegrino & Hilton 2012)





“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.)

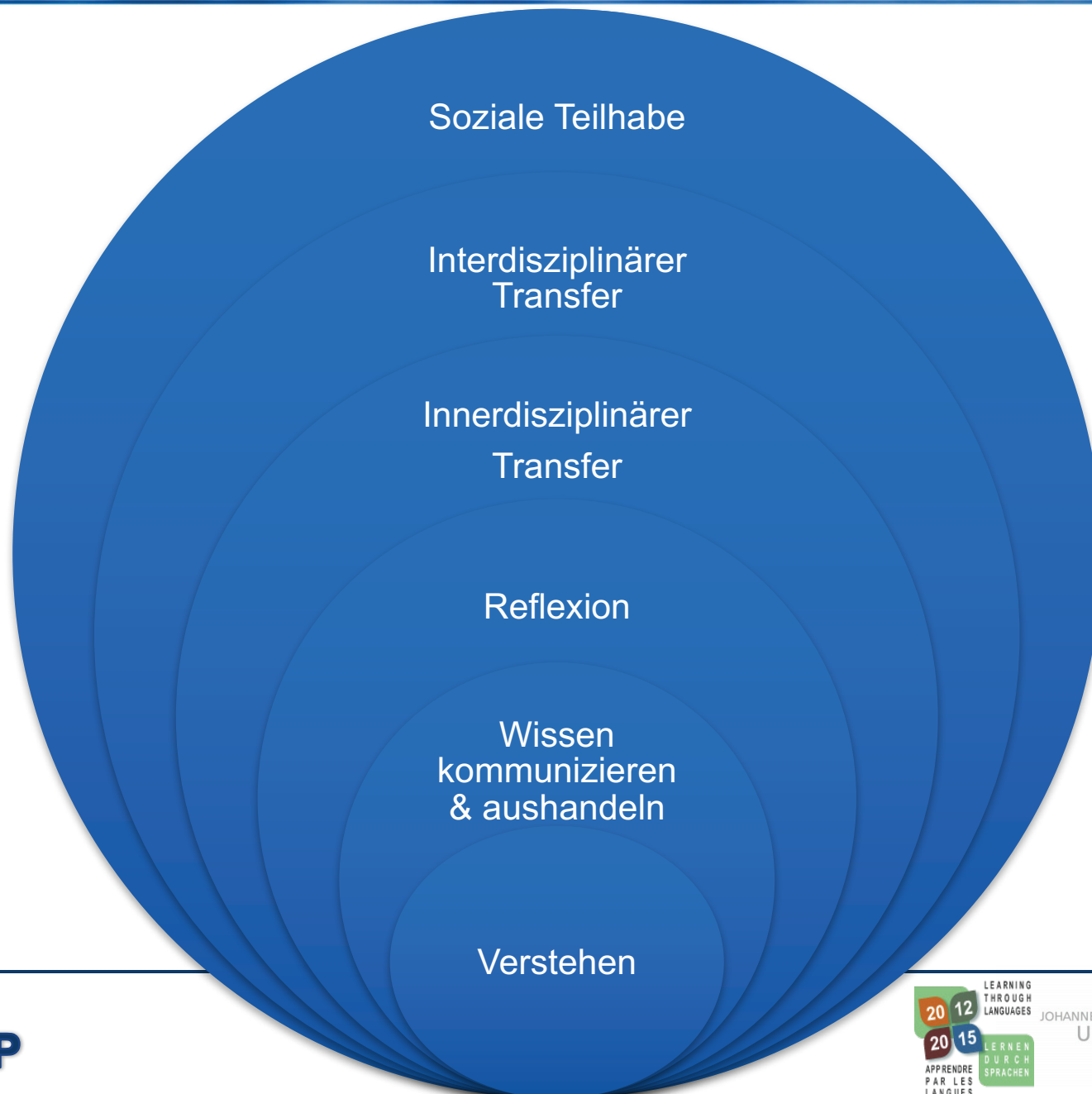


Sachfachliteralität

Intermediate Literacies

Basic Literacies

(Shanahan & Shanahan)





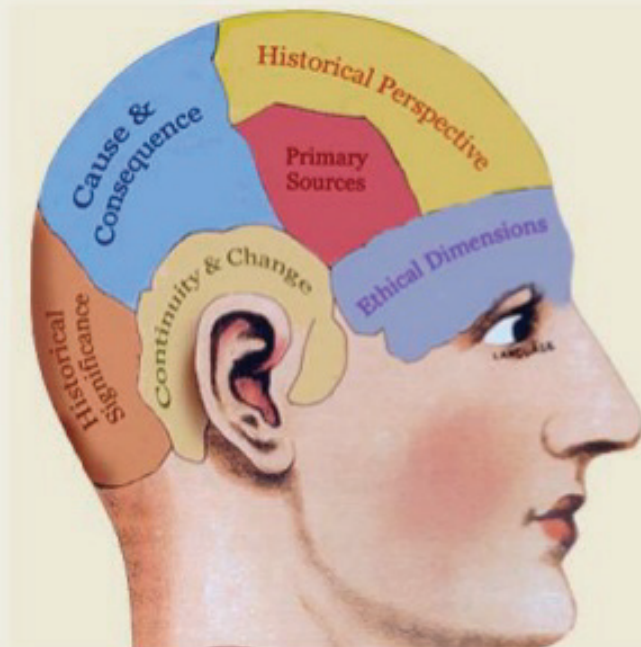
Thinking like a Historian



www.heritagefairs.ca



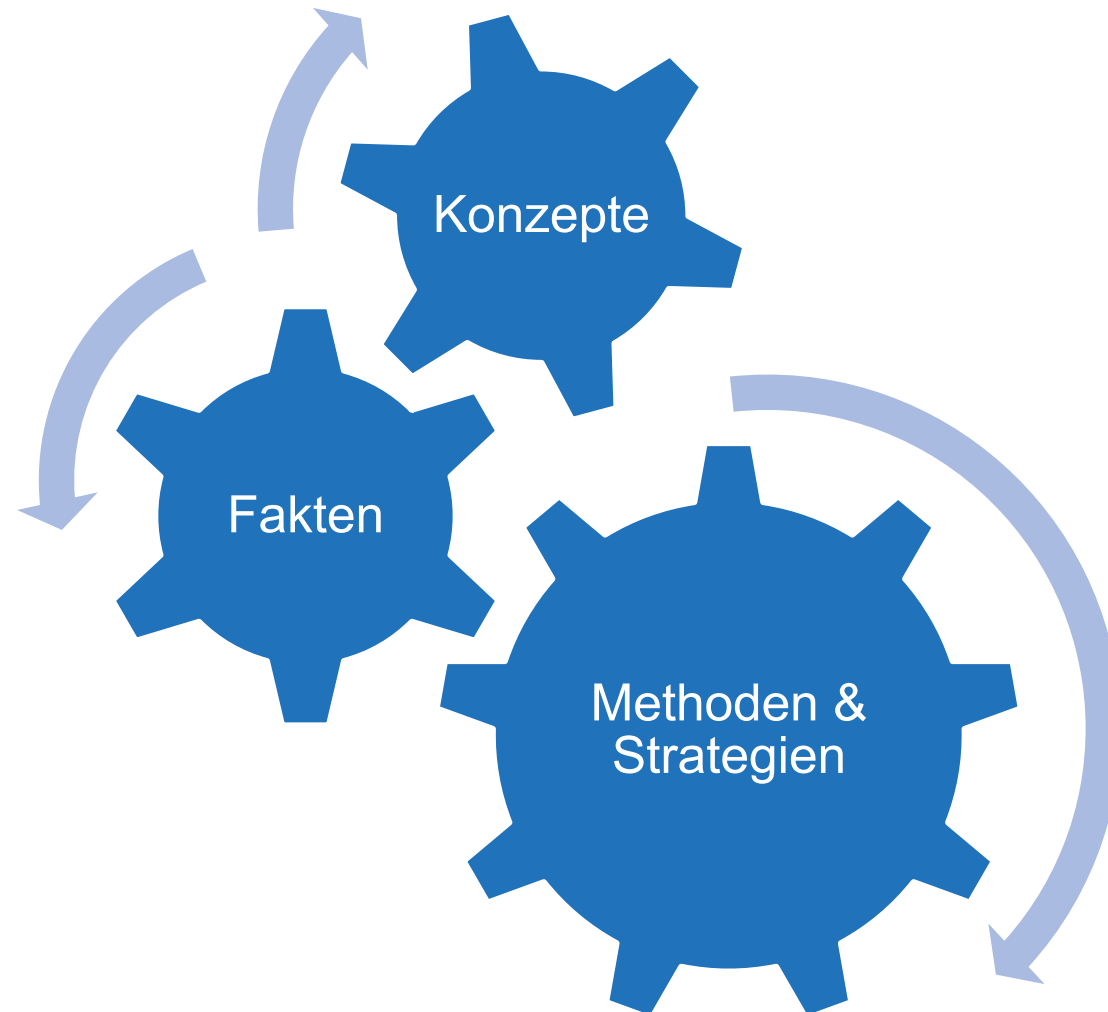
Six Concepts of Historical Thinking:

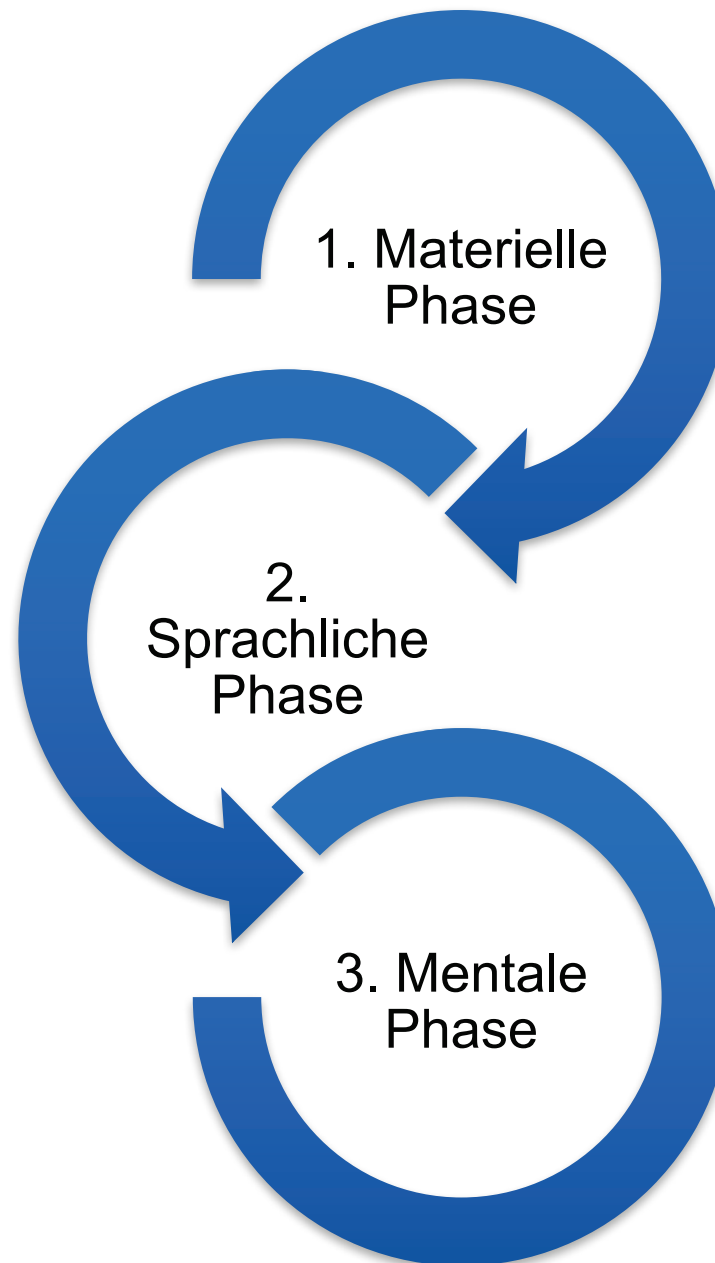


To think historically, students need to be able to:

- 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





(Lantolf 2014)

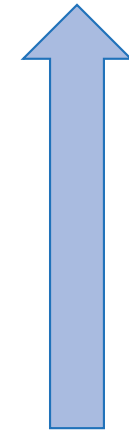
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Vertieftes Lernen IIa: Automatisierung von Fertigkeiten



Regelspeicher

Anwendungsspeicher



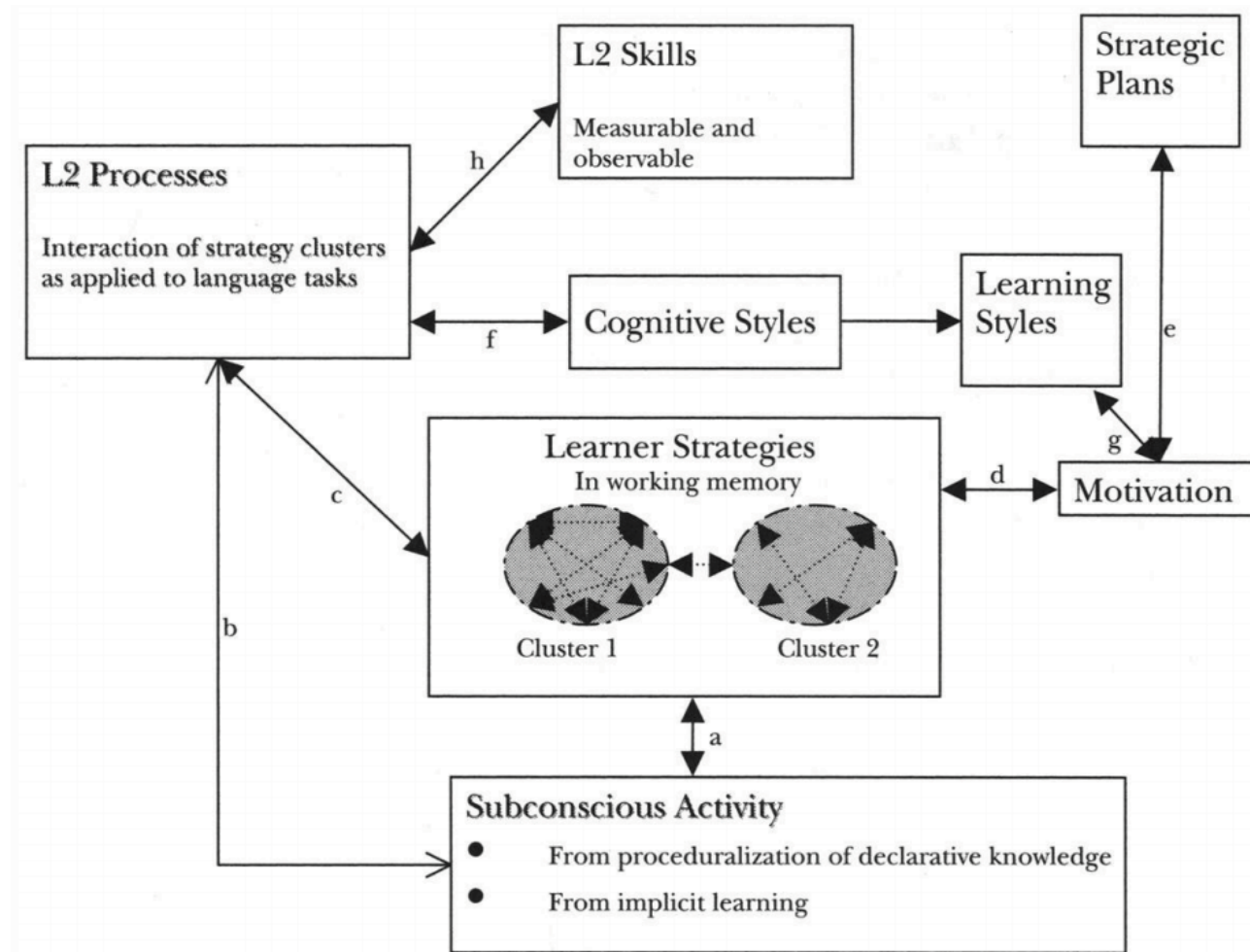
Aufmerk-
samkeit

Übung
(Controlled-Practice)

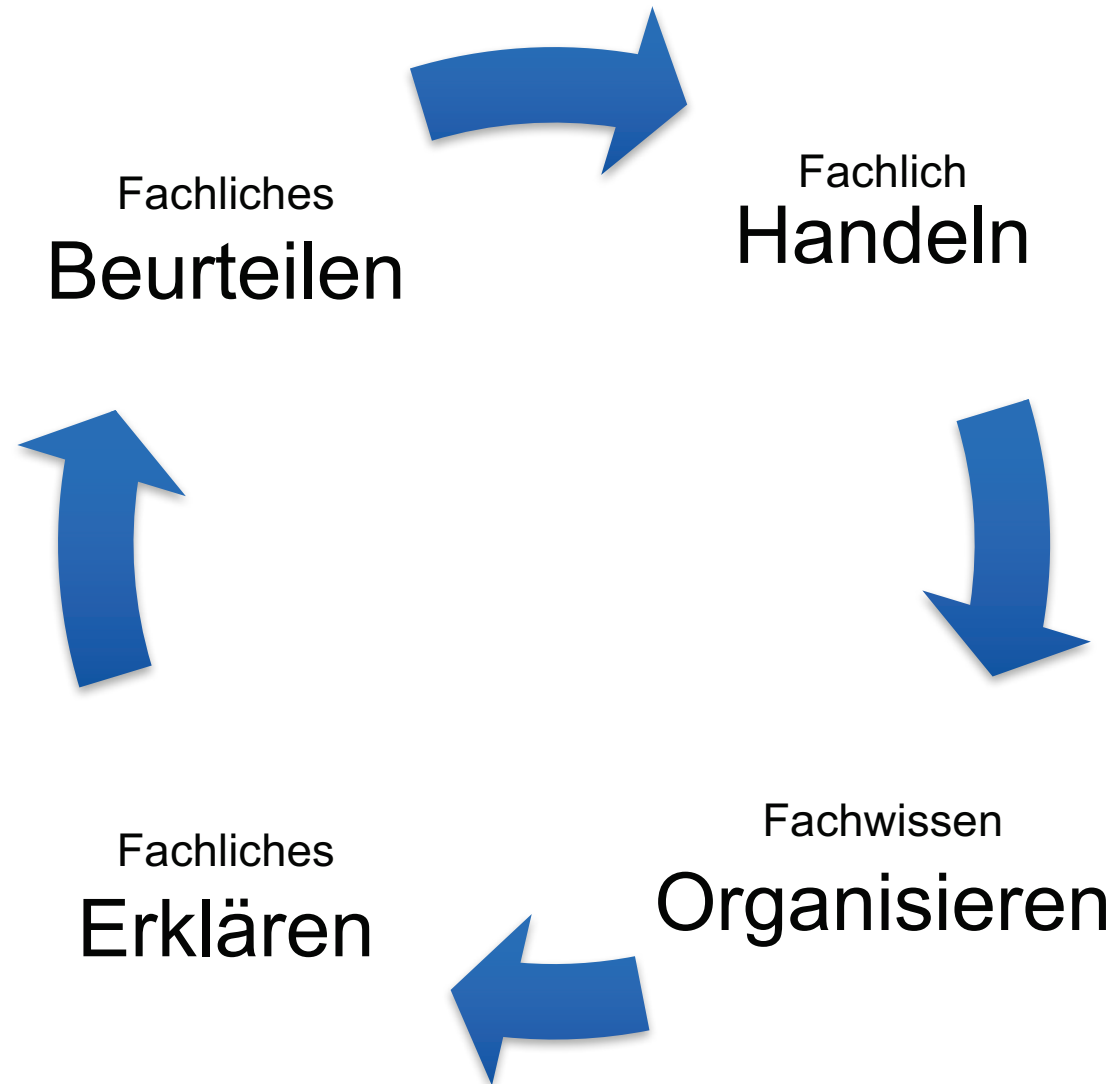
Kompetenzaufgaben
(Communicative-Practice)

Reflexion

Vertieftes Lernen IIb: Lernstrategien als Schlüssel



Macaro 2006: A Framework of Learning Strategies



Wissenspfade modellieren: Naturwissenschaften



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

Erklärungsmuster 1: sequentiell



1. Zuerst ...



2. Dann ...

Erklärungsmuster 2: einfach kausal

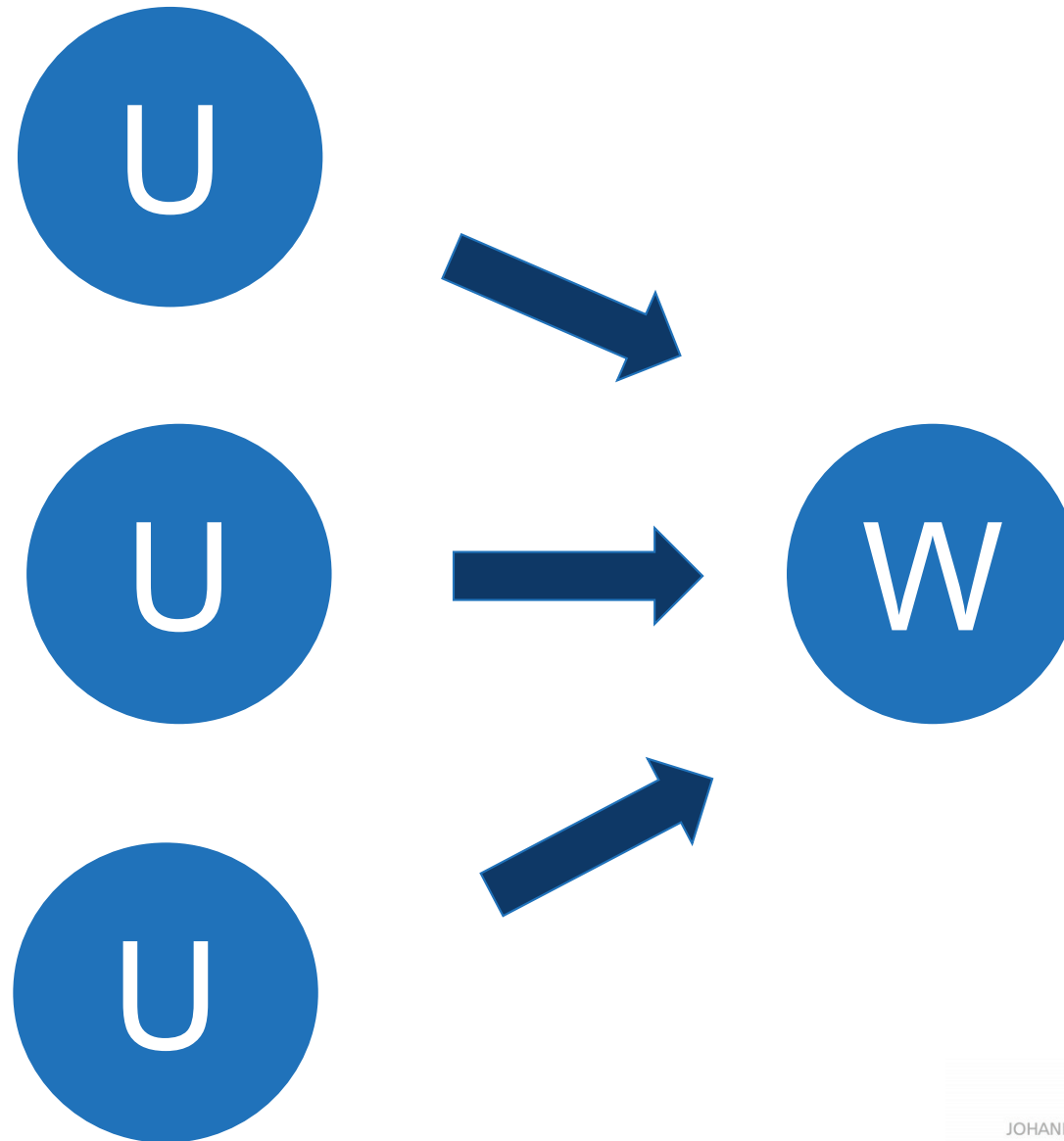


1. Weil ...

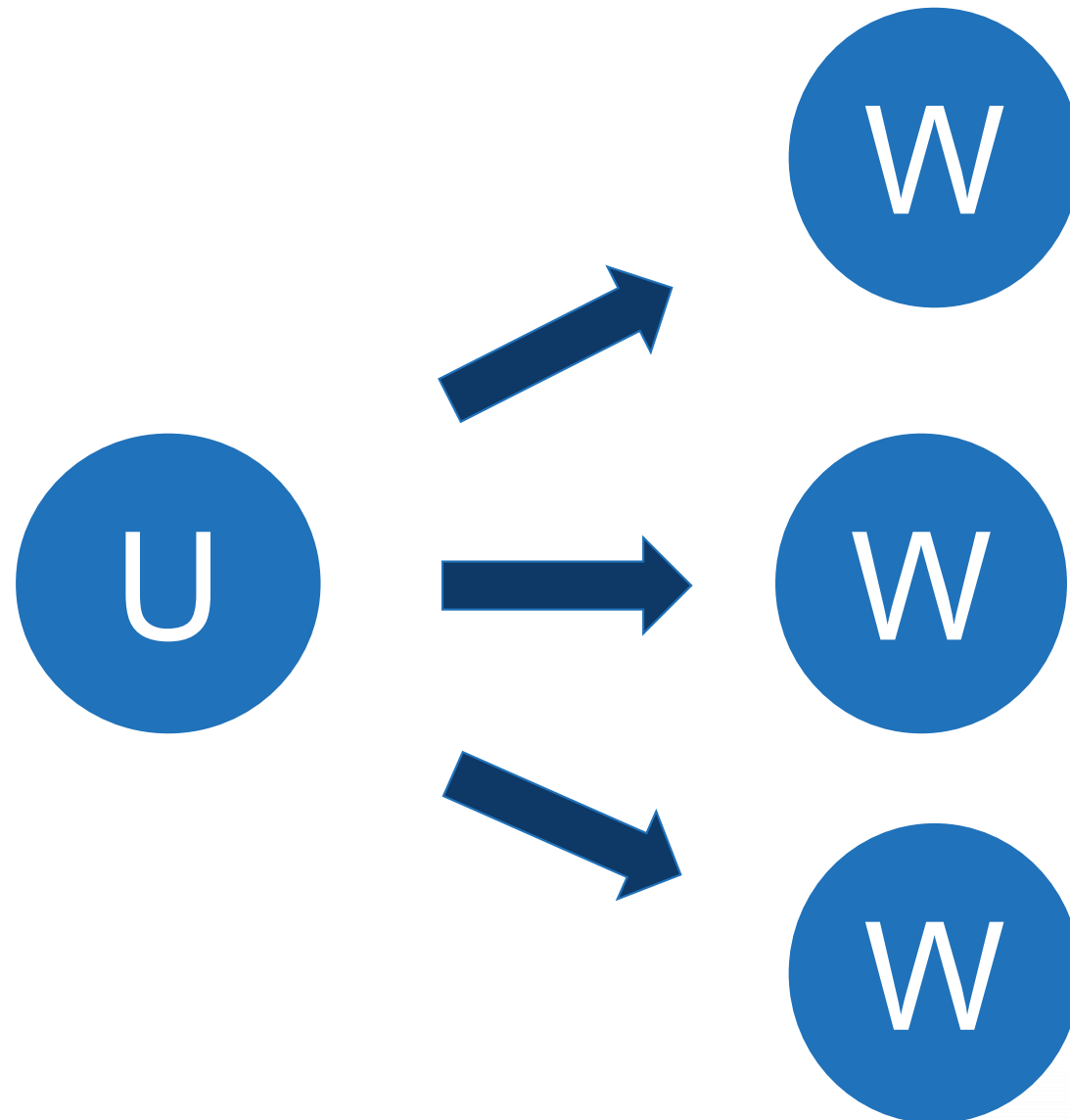


2. Dann ...

Erklärungsmuster 3a: komplex kausal



Erklärungsmuster 3b: komplex kausal



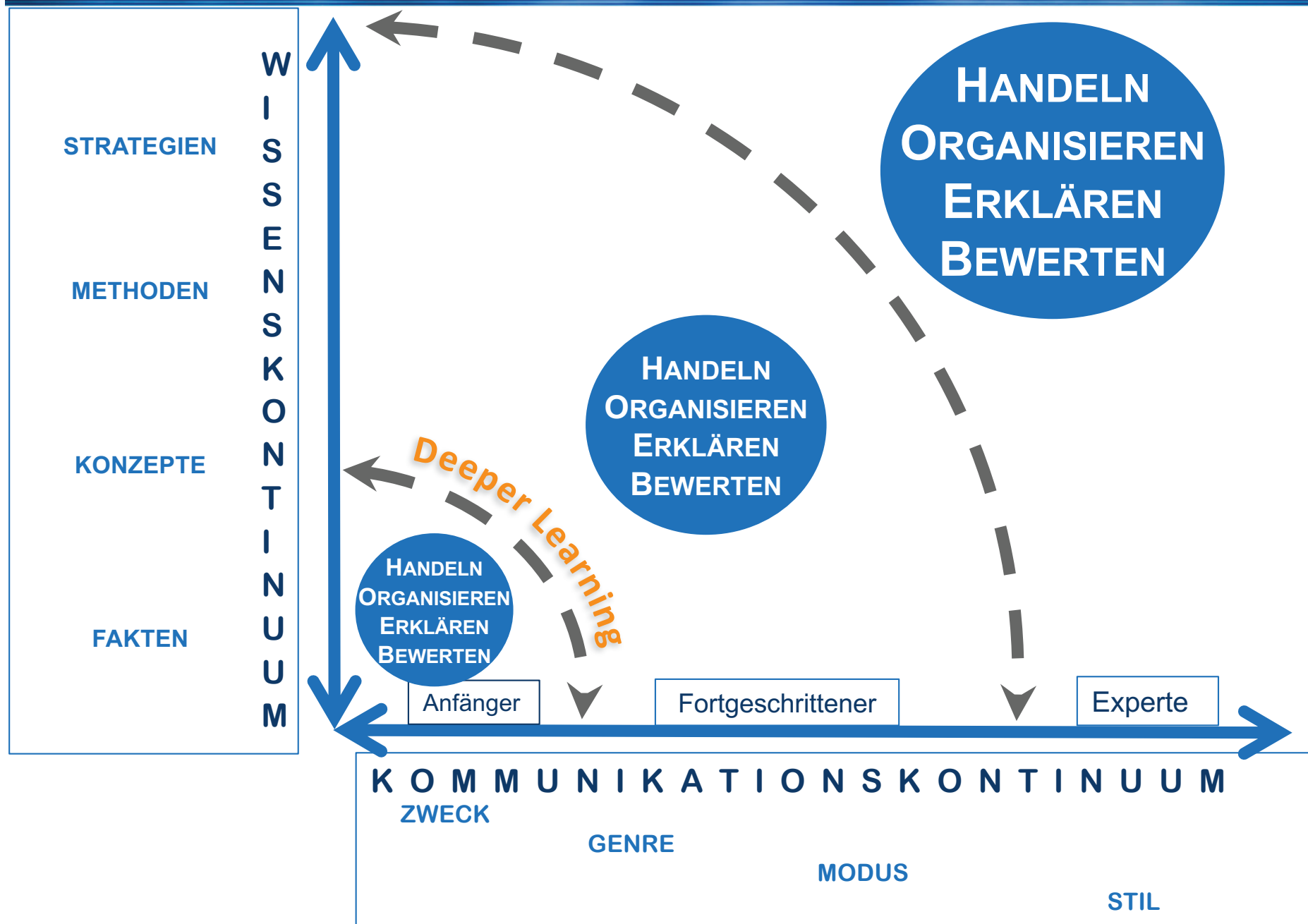


SLF sees **language as a means for learning about the world.**
It models **learning as a process of making meaning**, and
language learning as building one's meaning making potential
to make meaning **in particular contexts.**

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 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,		

Lernpfade modellieren



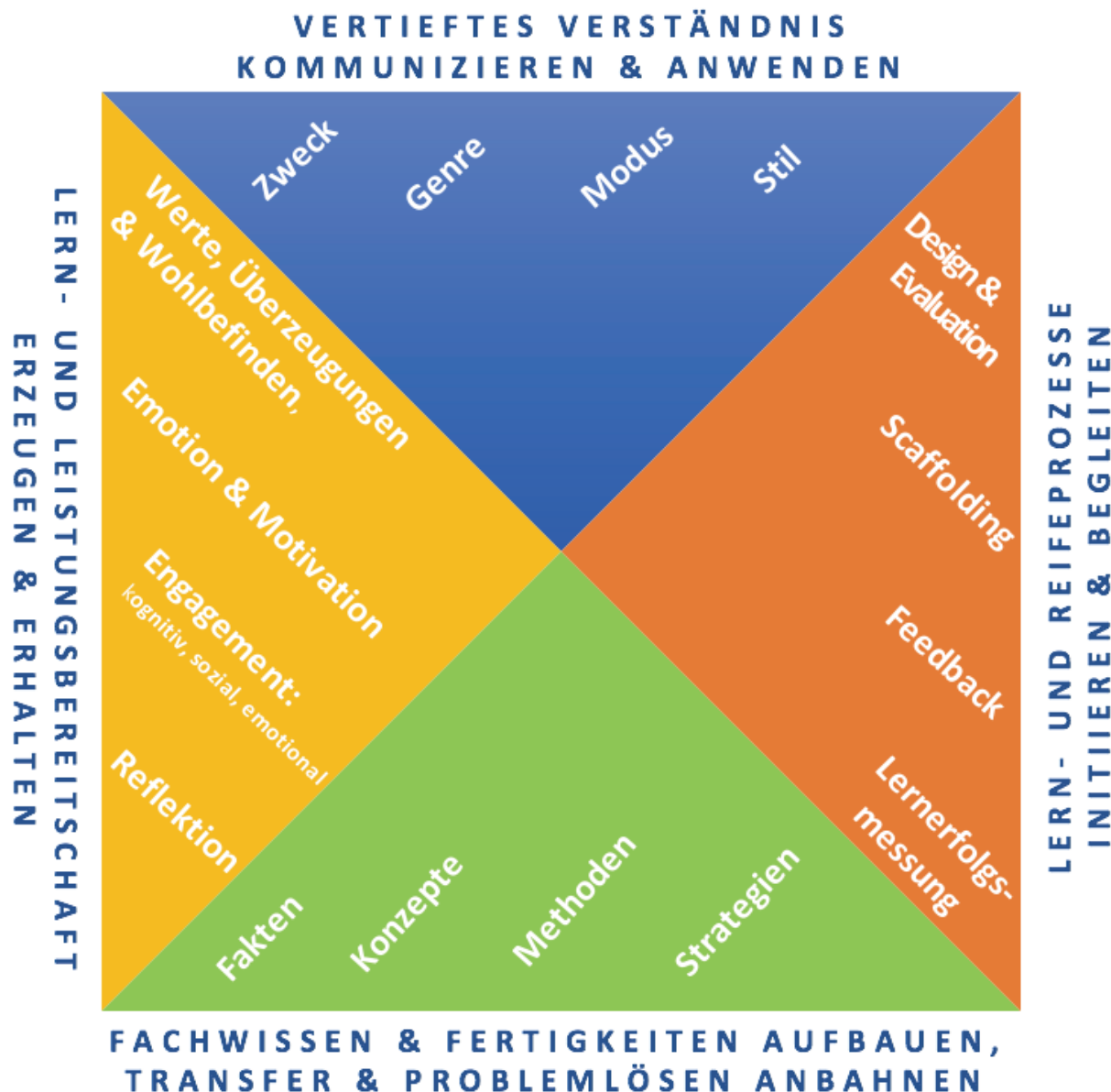
Genre Niveau	Mikro-Level (kognitive Diskursfunktionen)	Wissen aufbauen & demonstrieren/ kommunizieren	Makro-Level (i.e. Laborbericht)
Anfänger			
Fortge- schrittener			
Experte			

(O. Meyer 2014)

Vier Dimensionen vertieften Lernens (Graz Group 2017)

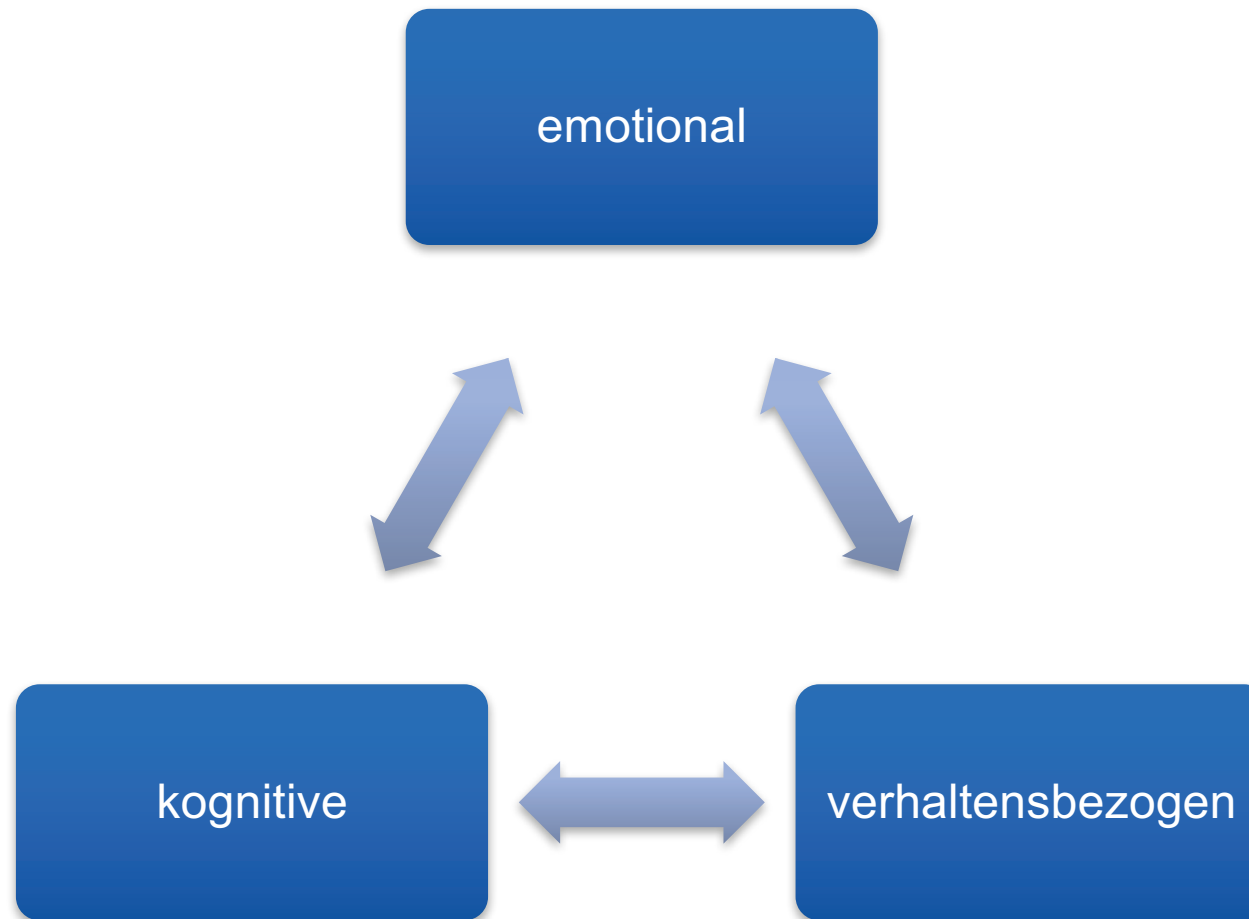


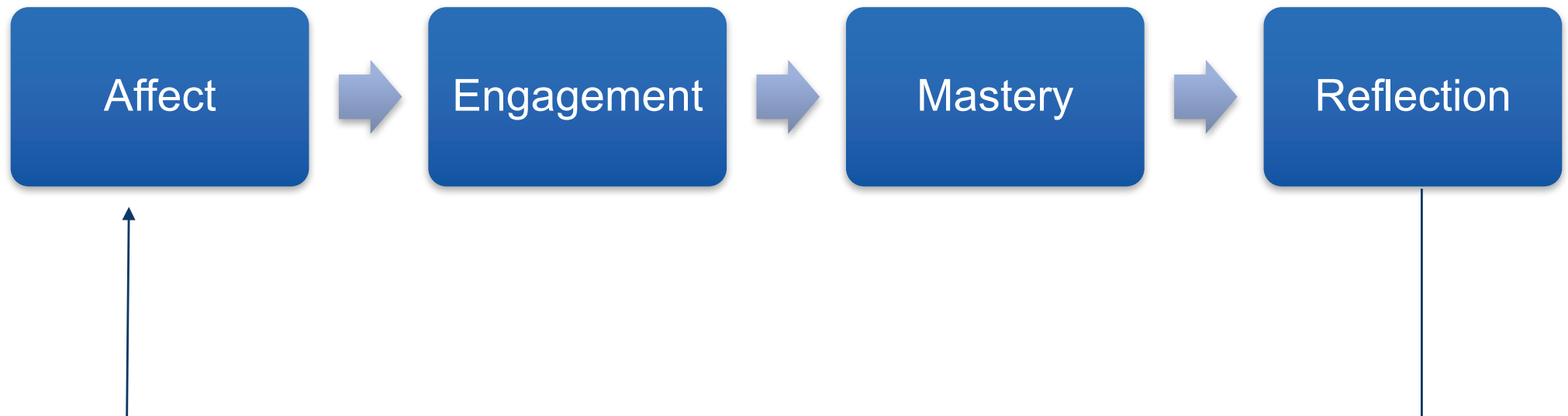
Pluriliterales Lehr-Lernmodell (Graz Group 2017)



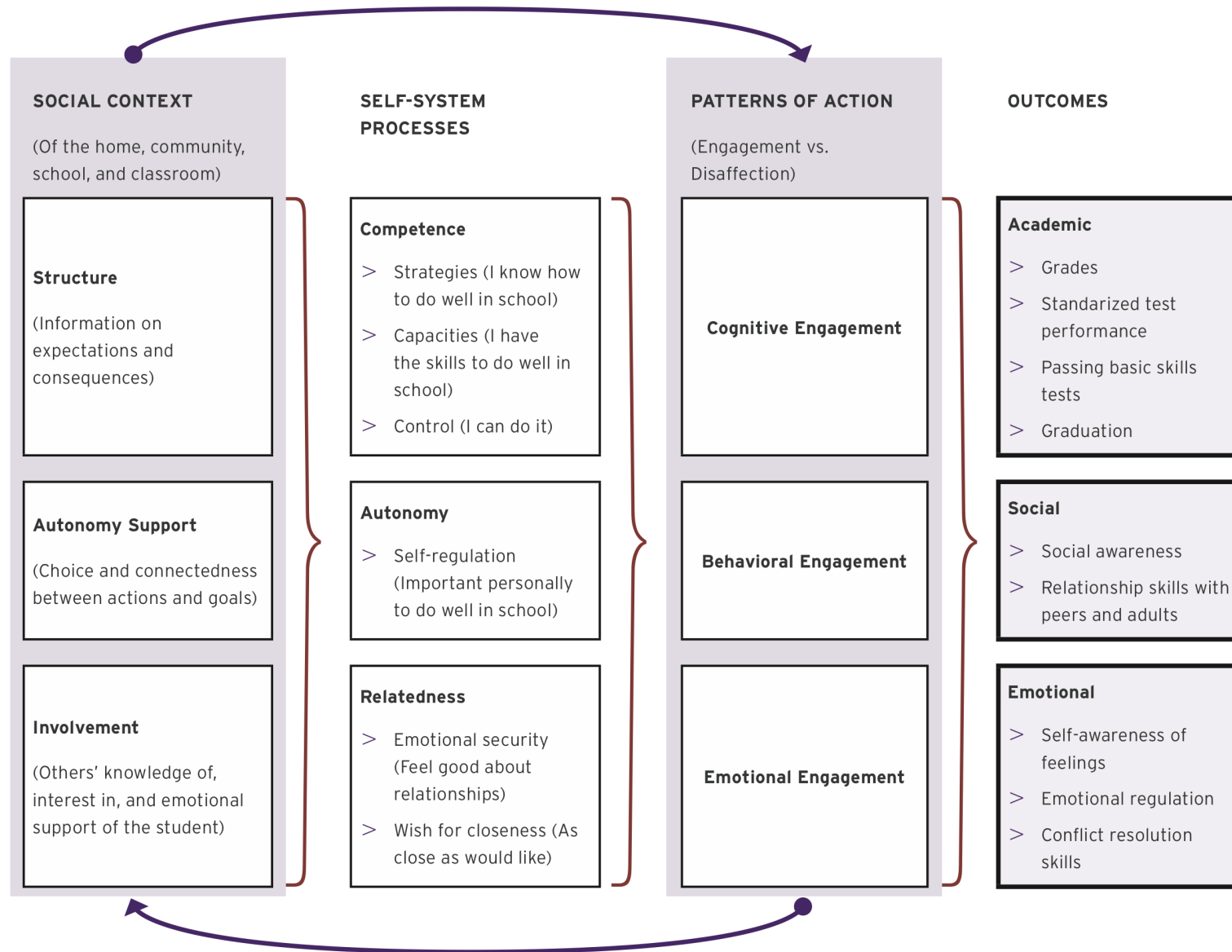
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Engagierte Lerner = Voraussetzung für Lernerfolg





Dimensionen von Aktivierung (Engagement)

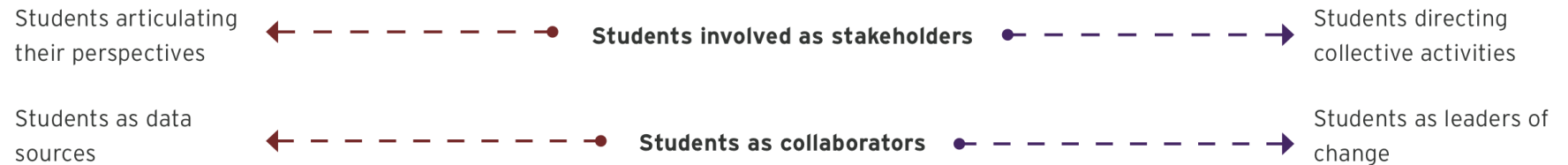


From p. 380 of Appleton, J.J., Christenson, S.L., & Furlong, M.J. 2008. "Student Engagement with School: Critical Conceptual and Methodological Issues of the Construct." *Psychology in the Schools*. Vol. 45, No. 5.

Ziel: Lernerautonomie und Agency stärken



THE SPECTRUM OF STUDENT VOICE ORIENTED ACTIVITY



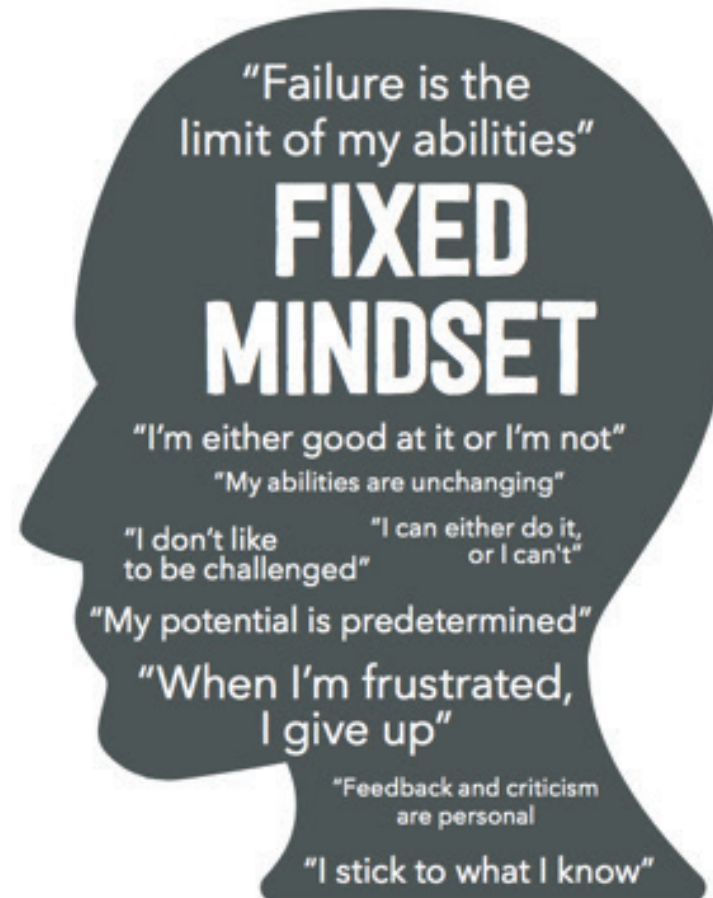
Expression	Consultation	Participation	Partnership	Activism	Leadership
Volunteering opinions, creating art, celebrating, complaining, praising, objecting	Being asked for their opinion, providing feedback, serving on a focus group, completing a survey	Attending meetings or events in which decisions are made, frequent inclusion when issues are framed and actions planned	Formalized role in decision making, standard operations require (not just invite) student involvement, adults are trained in how to work collaboratively with youth partners	Identifying problems, generating solutions, organizing responses, agitating and/or educating for change both in and outside of school contexts	(Co-)Planning, making decisions and accepting significant responsibility for outcomes, (co-) guiding group processes, (co-) conducting activities

Most student voice activity in schools/ classrooms resides at this end of the spectrum.

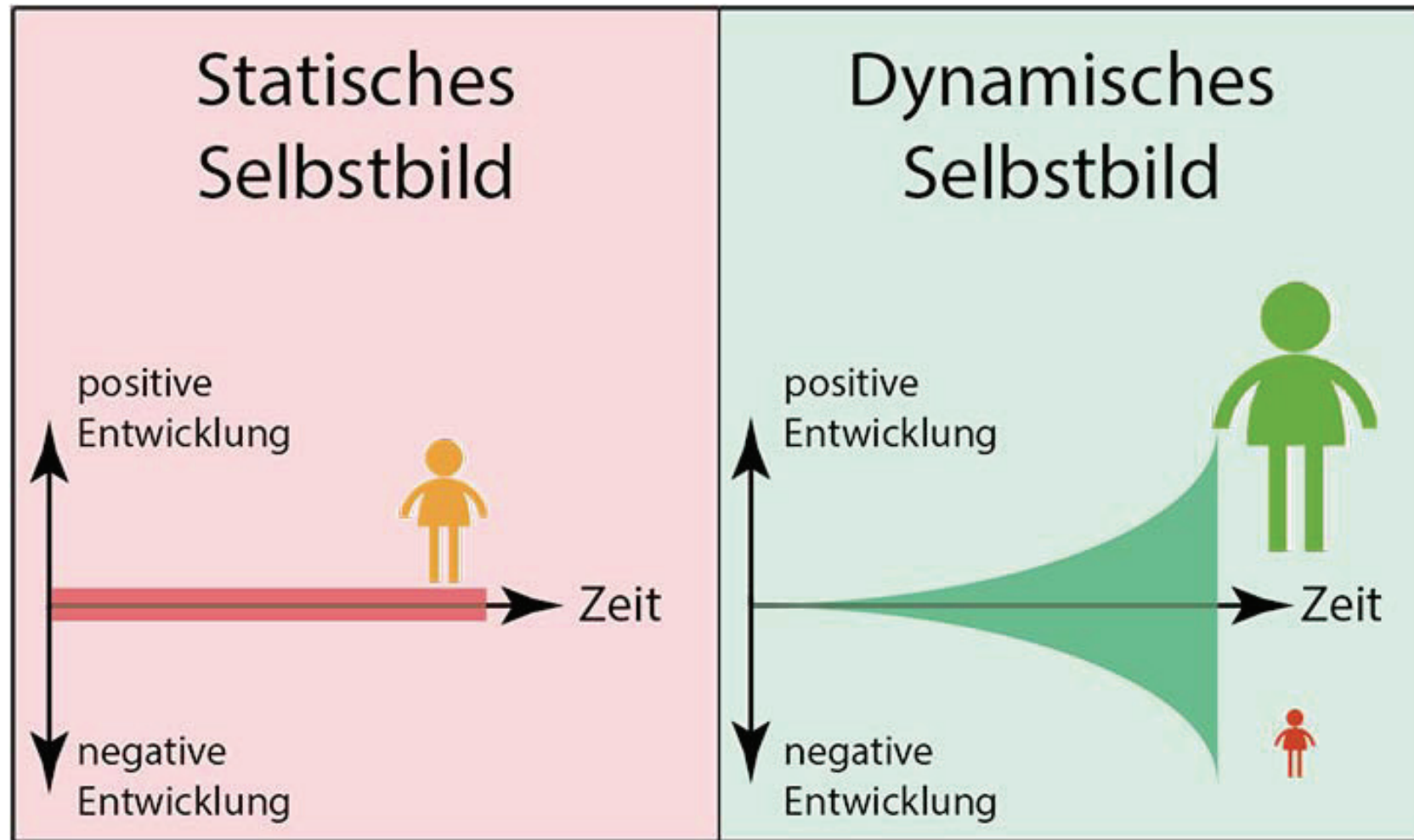
The need for adults to share authority, demonstrate trust, protect against co-optation, learn from students, and handle disagreement **increases** from left to right.

Students' influence, responsibility, and decision-making roles **increase** from left to right.

Growth Mindsets: statische vs. dynamische Selbstbilder



Statische vs. dynamische Selbstbilder



Statische vs. dynamische Selbstbilder



Statisches Selbstbild



Dynamisches Selbstbild



FÄHIGKEITEN

- angeboren
- unveränderbar

- Ergebnis 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

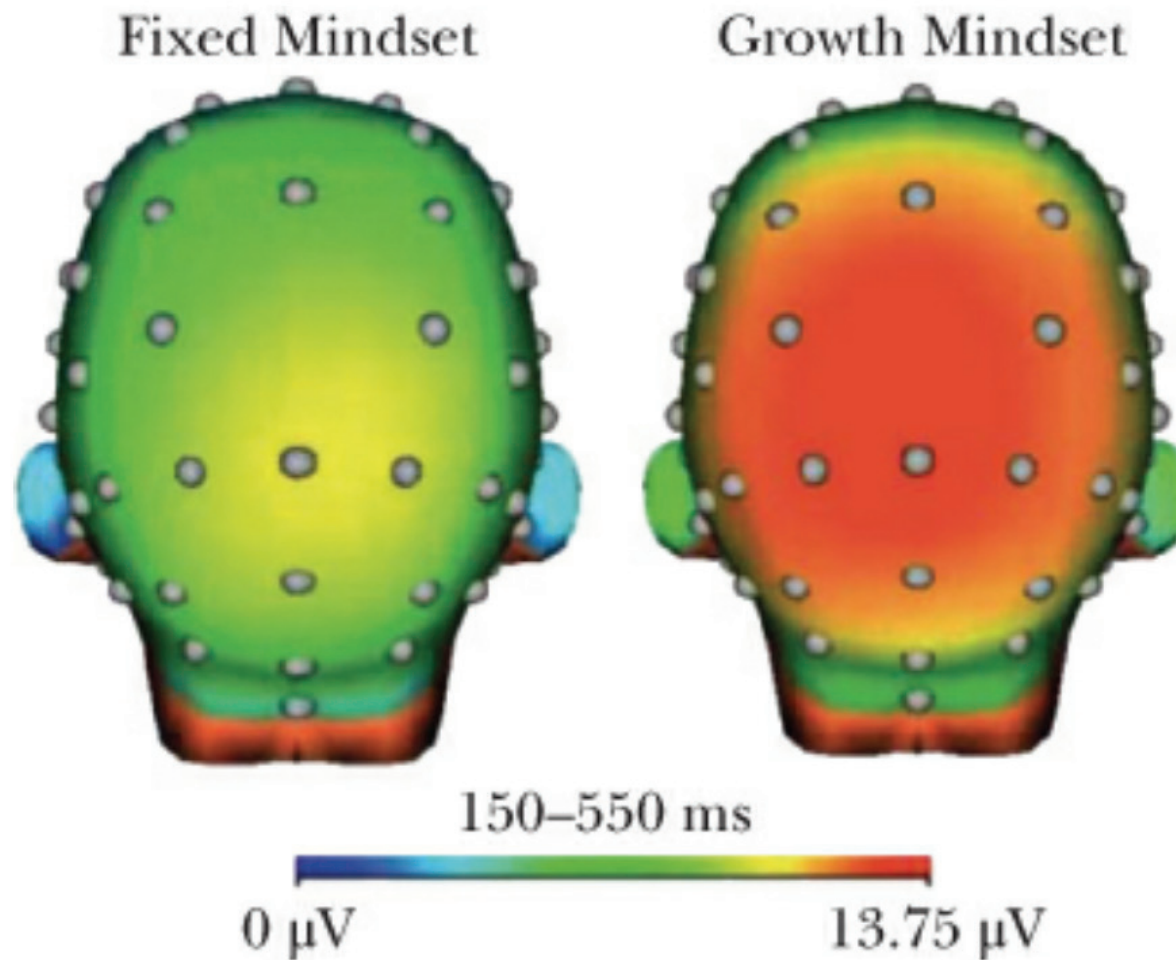
- wird begrüßt
- hilfreich und positiv
- zeigt Verbesserungsmöglichkeiten auf

RÜCKSCHLÄGE

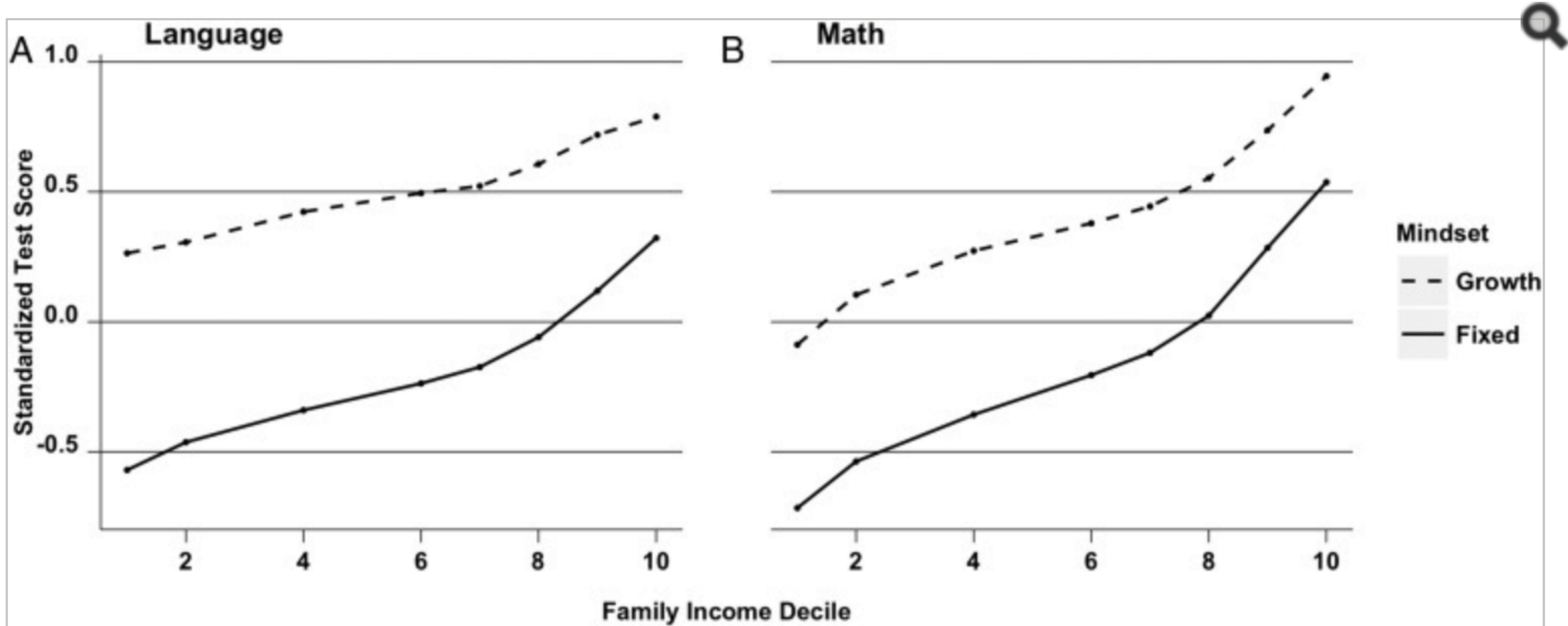
- Demotivation, Aufgabe
- andere sind schuld

- Chancen, um zu lernen
- Fokus auf andere Lösungswege

Growth Mindsets: statische vs. dynamische Selbstbilder



Growth Mindsets: statische vs. dynamische Selbstbilder



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



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



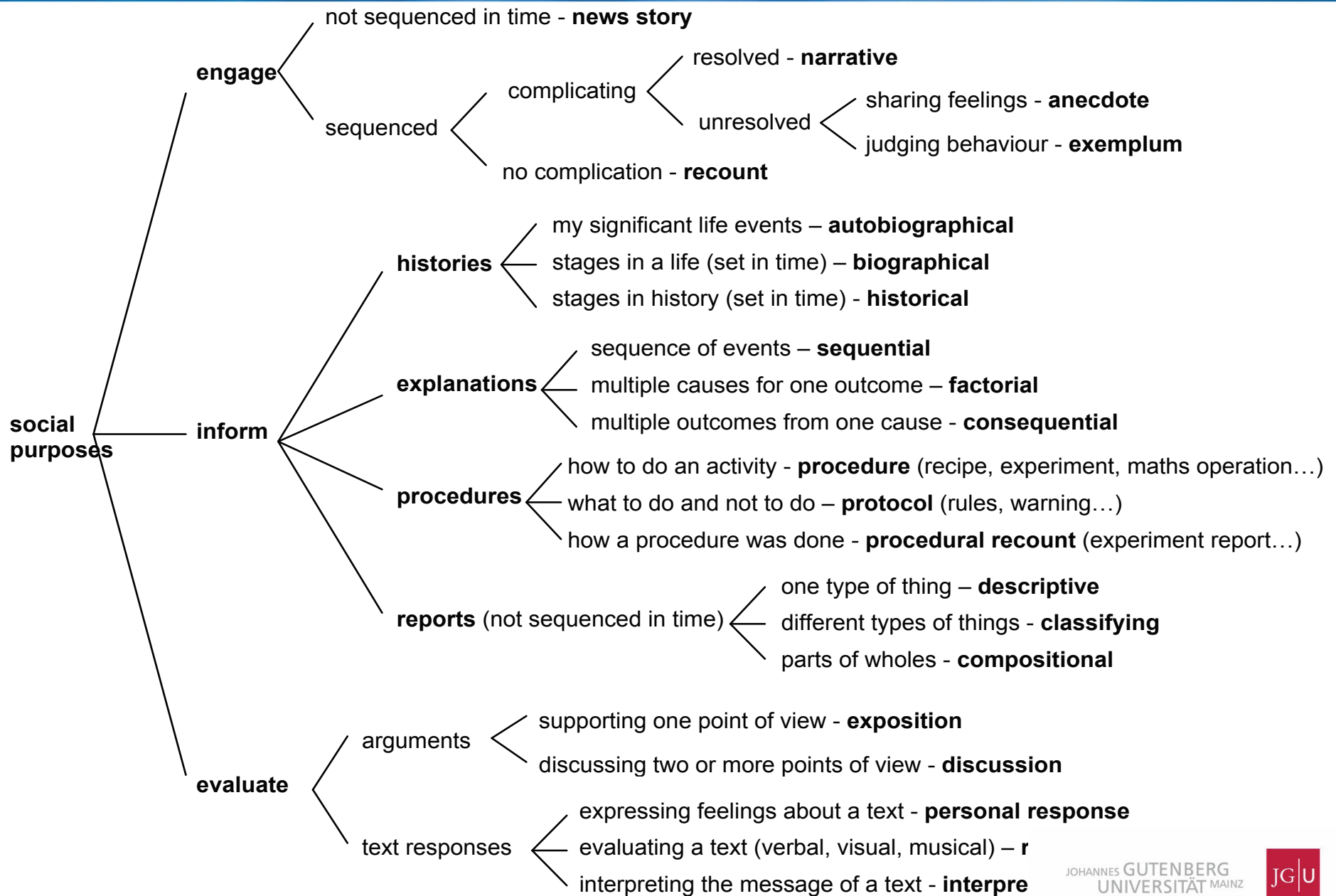




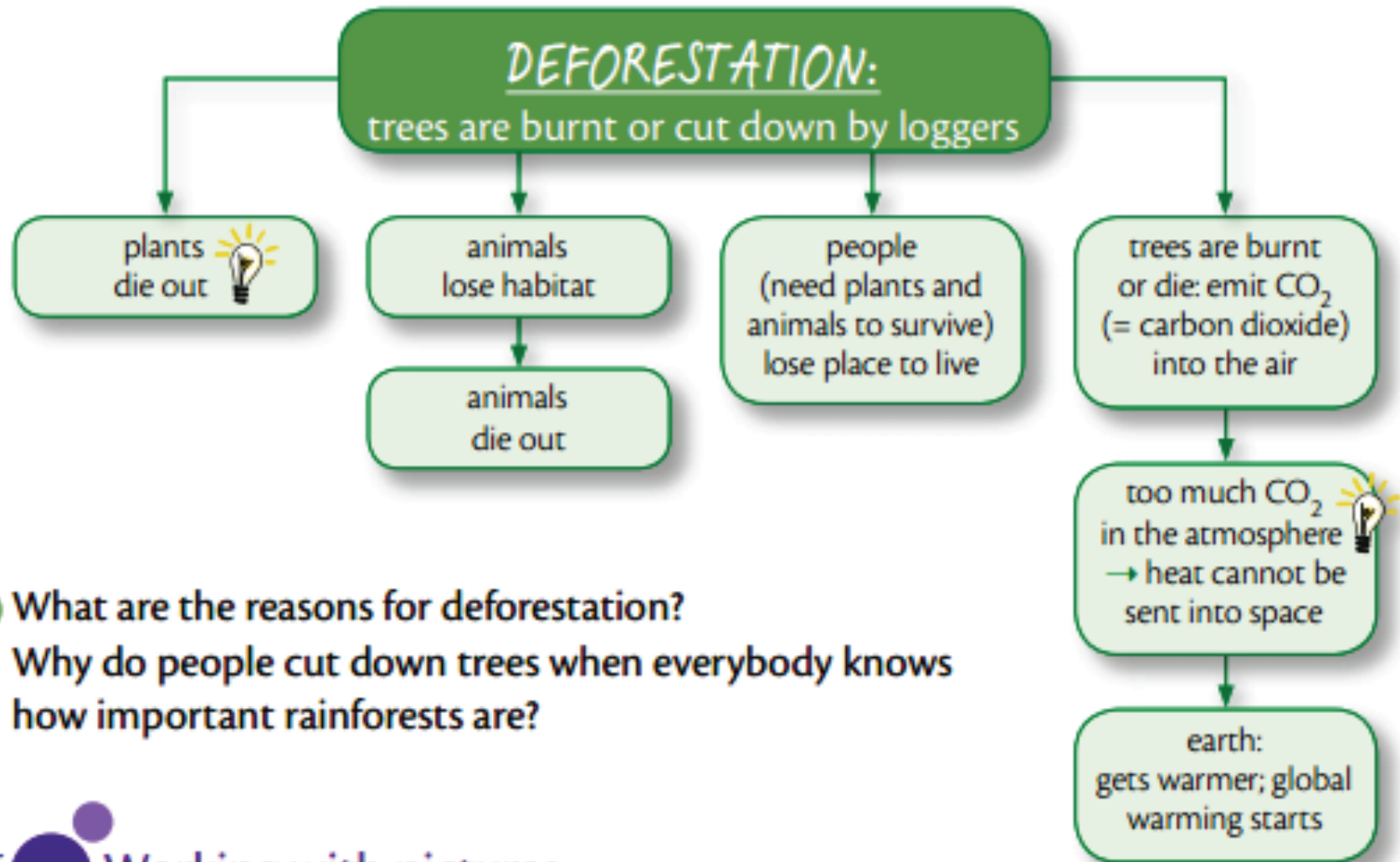
- Doyle, C., Halbach, A., Meyer, O. (2017). Knowledge ecology for conceptual growth: teachers as active agents in developing a PluriLiteracies approach to Teaching for Learning (PTL). *International Journal of Bilingual Education and Bilingualism*. (forthcoming).
- Meyer, O., Coyle, D., Schuck, K. (2018). *Learnscape – 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



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?

Working with images



- 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.



1. Introduce
2. Describe
3. Explain
4. Assess

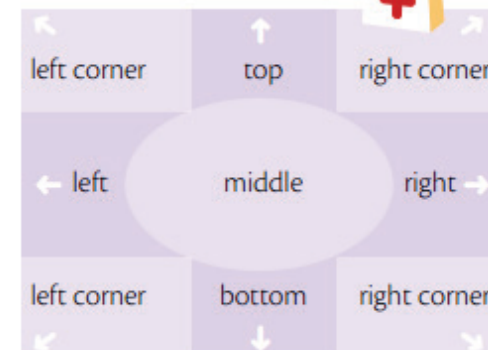
Back

Fill in

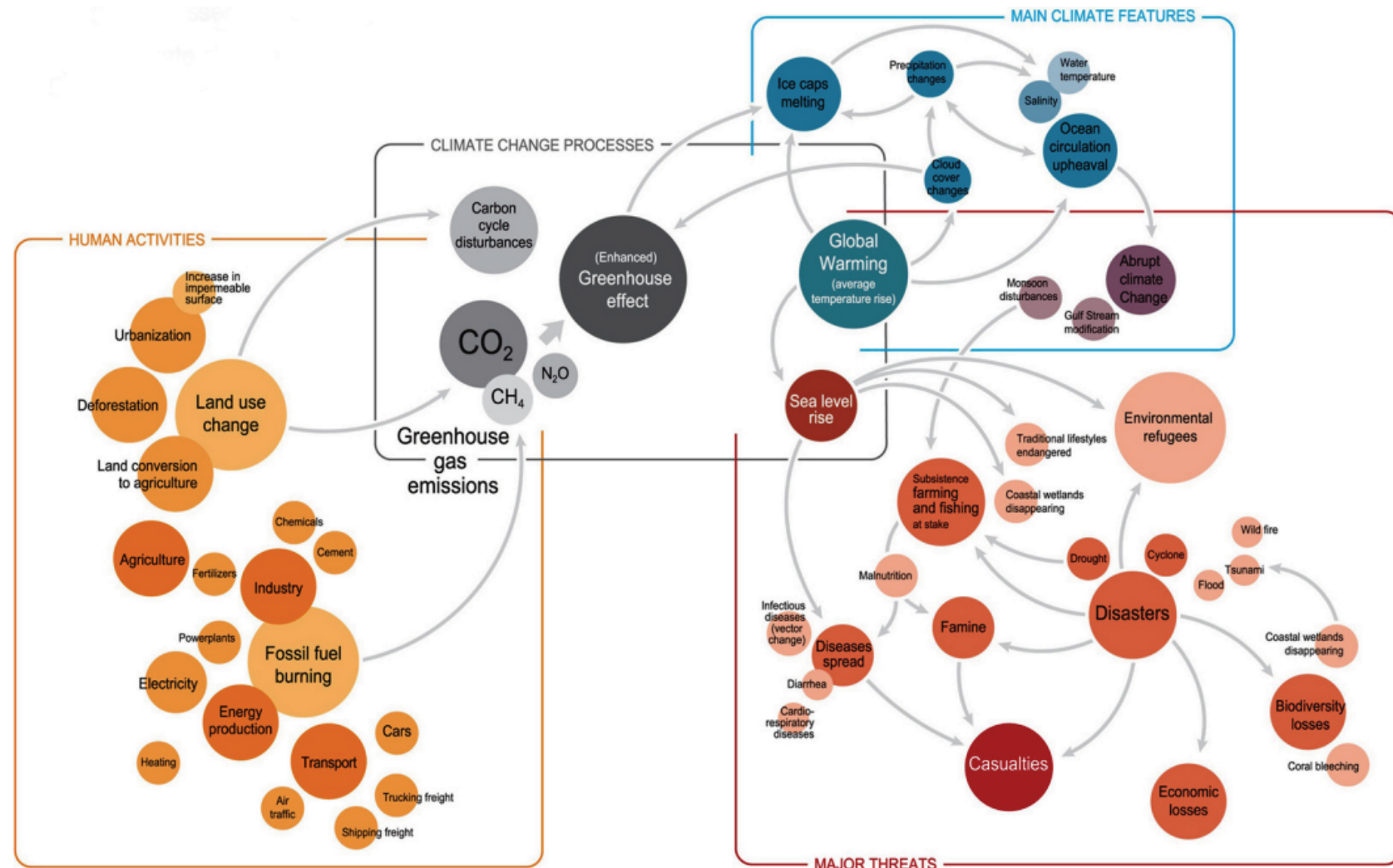
- in the middle
- in the foreground
- in the background
- at the top
- at the bottom
- on the left/right
- in the top/bottom corner
- in the left/right corner

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) ...

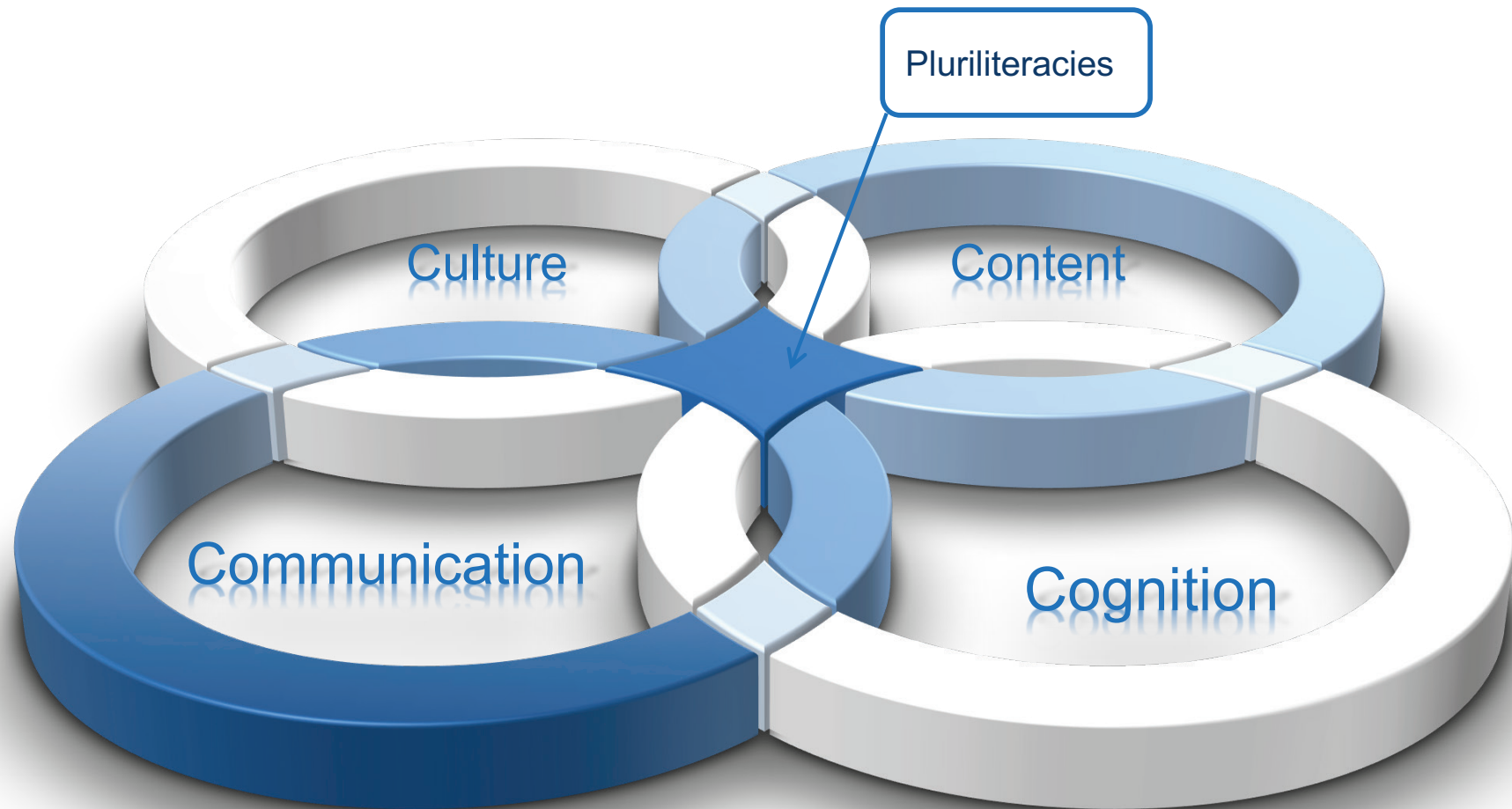
- Several factors contribute to ...
- There is a connection/relationship/link between ... and ...
- In order to assess/determine/study/discover/find/identify/understand the cause/consequences of ...

- 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





10 Growth Mindset Statements



What can I say to myself?

INSTEAD OF:

I'm not good at this.

I'm awesome at this.

I give up.

This is too hard.

I can't make this any better.

I just can't do Math.

I made a mistake.

She's so smart. I will never be that smart.

It's good enough.

Plan "A" didn't work.

TRY THINKING:



1 What am I missing?

2 I'm on the right track.

3 I'll use some of the strategies we've learned.

4 This may take some time and effort.

5 I can always improve so I'll keep trying.

6 I'm going to train my brain in Math.

7 Mistakes help me to learn better.

8 I'm going to figure out how she does it.

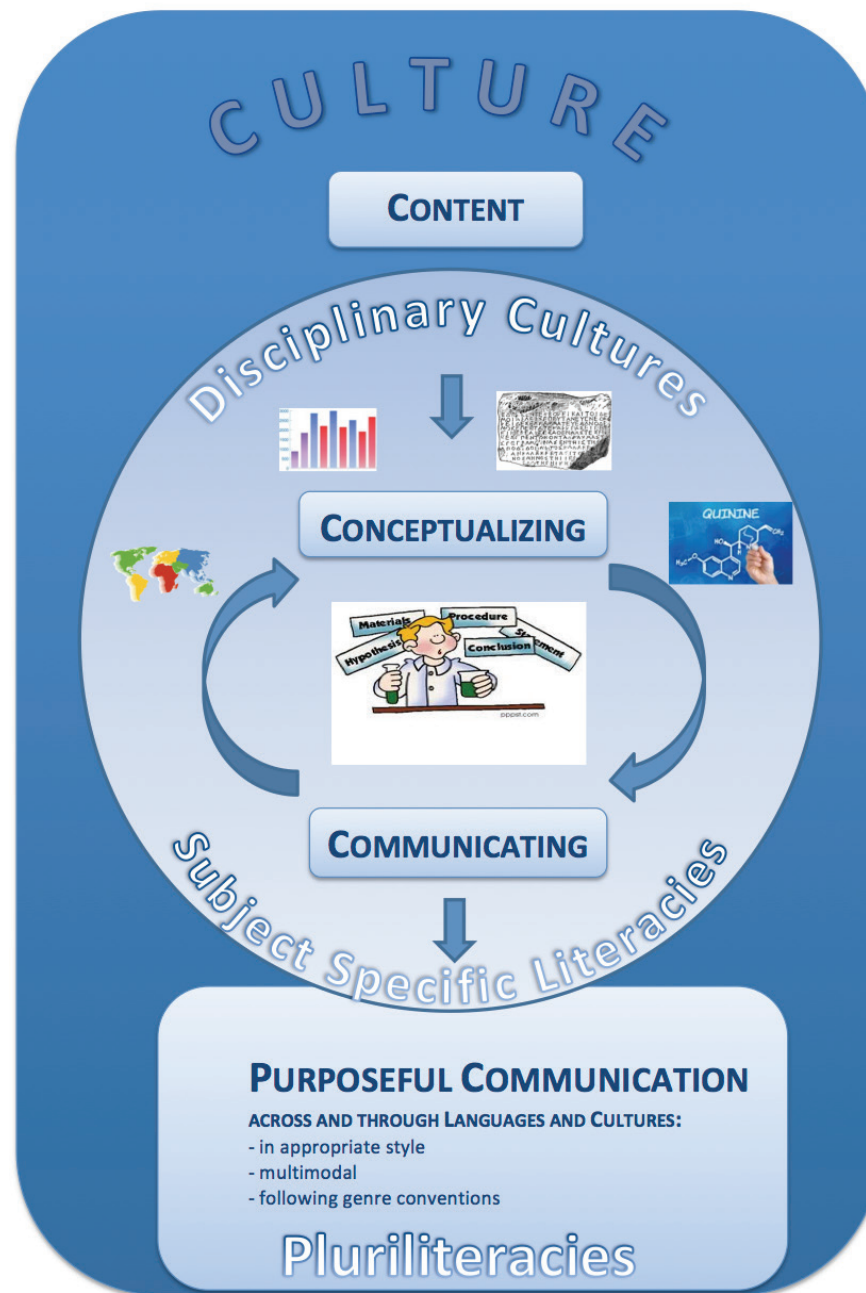
9 Is it really my best work?

10 Good thing the alphabet has 25 more letters!

(Original source unknown)

@sylvia duckworth

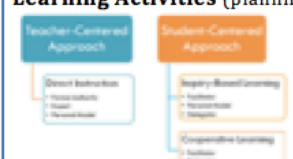
Reconceptualizing CLIL within a Pluriliteracies Approach



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

