

## **Vertical transversal CLIL. The student protagonist of their own learning**

Joint project between:

ITIS “Cardano” Pavia. Class: 3BT (Liceo Scientifico tecnologico)

Scuola Media di Vittuone (MI): Classes 3°A and 3°B

The project follows the CLIL methodology using only the second language to communicate, listen to and learn from the others, thanks to the integrated technology.

It can be considered as a vertical project because it involves students from different grades of school as well as a transversal one because the subjects dealt with, Mendel’s Law, is part of the ministerial programme for both grades.

The schools involved are a middle school (scuola secondaria di primo grado) in the Province of Milan and a Secondary High School (scuola secondaria di secondo grado) in Pavia.

Students of the middle school study the cell in English while students of the high school study Mendel’s Law in the same language.

The students exchange information, documents and presentations using the second language and some WEB 2.0 tools. By means of videoconferencing they experiment peer education and tutoring showing what they learnt using the IWB

In this way students become the protagonists of their own learning while teachers are facilitators and in a certain sense learners too.

As feedback, the students cooperate and collaborate to create presentations, documents and videos to post and share on their blog and on the school website.

The aims of this project are to:

- Improve overall target language competence
- Diversify methods & forms of classroom practice
- Provide opportunities to study content from different perspectives
- Access subject-specific target language terminology
- Develop oral communication skills
- Develop social abilities to build up knowledge using the WEB 2.0 tools.
- Improve learning in a student familiar environment.
- Increase learner motivation

The project meets the students’ educational and formative needs such as:

Students’ educational and formative needs	Motivate Students to learn Be protagonist of their own learning Foster the different learning styles Learn to learn Cooperate and collaborate Use Web 2.0 tools efficiently Create online process steps to share knowledge Tutoring and peer education
Formative goals	Use the second language to pass on information Learn the cell parts to understand biogenetics better Find useful documents in English Improve searching skills Develop thought processes

	Develop thinking skills Use WEB2.0 resources to share documents and exchange information
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## Expected goals :

competence, skills knowledge	Use the second language to communicate Learn to learn Be aware of one's own experience Conduct peer education and tutoring Succeed in managing a laboratory and collaborative lesson Share information Retrace one's own path Use WEB 2.0 tools in an efficient way  Collaborative writing Group organizer Sum up a project Organize a file Create a shared web resources list
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Reasons for using the IWB and Web 2.0:

- to overcome the interpretation of knowledge as something objective and measurable, but out of their experience
- to reach a new conception of knowledge as an individual or group learning process linked to their experience
- to use the second language as a communicative tool
- to make good use of learning time for better integration

## Project development

**Phase 1** Teachers from the different schools agree on the goals, the topics, the phases, the time and the methodology to follow using Google docs. and Google Calendar

**Phase 2** The English and Science teachers of scuola secondaria di primo grado collaborate in explaining the cell in English.

The students present Meiosis and mitosis in English to their students.

Both schools use IWB for the presentation, to surf the internet and to connect to Youtube videos

**Phase 3** Use the Web site to search for documents to share ( wikipedia, You tube videos etc)

**Phase 4** By means of Google tools, student create different groups and share documents and presentations to post on their Blog where each group can make comments

**Phase 5** Student tutoring. By means of videoconference students sum up what they have studied about the cell, meiosis and mitosis and using IWB show Mendel's Law experiment.

**Phase 6** Edit the final work after having shared documents and presentations through Google docs. and slideshare

**Phase 7** Final Assessments. Junior secondary school students fill in a questionnaire prepared by the secondary high school students about this experience and topic. After that the questionnaires are check by older students through a "peer to peer" assessment employing

Google Docs

**Phase 8** Feedback. Through a final videoconference the older students provide a feedback of correct and incorrect answer and correct the wrong ones.

## ASSESSMENT

Phase 6 and 7 are devoted to assessment. As stated above, the older students prepare a test in English. Using Google Docs the test is administered to each student of the Junior school. The tests are checked by older students and, always employing Google Docs, the checked tests are sent back to the junior school students. Through a final videoconference a general feedback is provided. The students use only English.





