

Teaching guide

IDENTIFICATION DETAILS

Degree:	University Master's Degree in Bilingual Education		
Field of Knowledge:	Arts and Humanities		
Faculty/School:	Legal and Social Science		
Course:	ASSESSMENT AND EVALUATION IN CLIL.		
Type:	Compulsory	ECTS credits:	4
Year:	1	Code:	8369
Teaching period:	Second semester		
Area:			
Module:	The Bilingual Classroom		
Teaching type:	Distance		
Language:	English		
Total number of student study hours:	100		

Teaching staff	E-mail
Alexandra Santamaria Urbieto	

SUBJECT DESCRIPTION

La asignatura Assessment and evaluation in CLIL se adentra en la evaluación continua en AICLE. Se estudiará la complejidad de evaluar, de manera simultánea, competencias lingüísticas y competencias de área. Asimismo, el estudiante analizará, adaptará y creará herramientas de evaluación.

GOAL

El objetivo de esta asignatura es que el/la alumno/a conozca los diferentes tipos de evaluación que se pueden llevar a cabo en el aula, así como estudiar los beneficios de una correcta evaluación. Asimismo, el/la alumno/a conocerá el modelo AICLE: cómo y por qué evaluar siguiendo este modelo. Finalmente, se le proporcionarán las herramientas necesarias para crear sus propios sistemas de evaluación siguiendo este modelo.

COURSE SYLLABUS

UNIT 1:

CLIL

oWhat is CLIL?

oWhat are the benefits of CLIL?

oKey Concepts and the CLIL classroom

Different models of CLIL

4 Cs of CLIL

BICS and CALP

oWhy is CLIL relevant to contemporary education?

oWhy is CLIL relevant to the teaching profession?

oExamples of curricular models

Pre-school (3-6 years)

Primary (5-12 years)

Secondary (12-19 years)

UNIT 2:

Evaluation/Assessment and its pedagogical function

oWhat is evaluation? What is assessment?

oAssessment vs. evaluation

oStages of evaluation: initial, formative, summative

oFeatures of an effective assessment

oPrinciples of assessment

For students

For teachers

UNIT 3:

Main issues for assessment in CLIL

oWhy assess

oWhat is assessed: language or content?

oAssessment examples

oWho assesses

oPeer and self assessment

oHow to assess

Types of assessment

Types of answers in assessment

Grading and assessment

oSummary of assessment principles

UNIT 4:

Assessment instruments and practices

oAssessment for learning vs. assessment of learning

oInstruments

Exams and tests

•Graphs

•Diagrams

•Multiple choice

•Gap fill

•Full sentence answers

•Charts

•Texts

•Match text (and visuals)

•Mind maps

•Maps

•True/False

•Correction of sentences/order

•Images / pictures

Rubrics

•Definition and features

•Benefits

•Procedure and design

Portfolio assessment

•Definition and features

•Stages

- Parts
- Technology and assessment: a perfect match

EDUCATION ACTIVITIES

Students will need to carry out two activities.

ACTIVITY 1: Knowledge and principles of CLIL

1. Choose CLIL materials from the subject you teach and compare them with ELT (English Language Teaching) books. Study, at least, two sets of materials. You can include snapshots of the materials or scanned them. Explain the following:

Which are from ELT books and which from CLIL books?

How do you know?

Explain and describe how the 4 Cs are included, as well as BICS and CALP.

2. How would you describe CLIL to a teacher who does not know what CLIL is?

3. Which model of CLIL programme do you have in your school or in any of the schools you have worked at? If there isn't/wasn't a CLIL programme, why do you think is/was that? If you have never worked at a school, talk about how the situation was when you were at school.

4. Which three of the seven aims of slide 13 do you think are the most important for CLIL?

5. Give your personal opinion on CLIL. What do you think about it? Is it possible to put it in practice in today's schools?

ACTIVITY 2: Technologies and assessment: a perfect match

1. Choose one application/software to assess your students in your subject. You may use one of the applications described in today's class or include new ones you know/use or discover new ones.

•Don't forget to include snapshots of the application.

2. Answer the following questions:

•Why have you chosen this application/software?

•Explain how it works.

•How often do you use technology when you assess your students?

•What are the advantages and disadvantages of using ICTs (Information and Communication Technologies) during the assessment process?

Length: minimum 1 page – maximum 3 pages

Format: You can do it on a PPT or a Word document (Times New Roman 12 – single spaced)

You can do the activity individually or in pairs.

Students also need to participate a total of four times in the forums.

FORUM I: How CLIL are you?

FORUM II: Reflections on CLIL assessment

DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
4 hours	96 hours

SKILLS

Basic / general / cross skills

To endow students with learning skills to enable them to pursue their studies in a largely self-taught or independent manner.

To possess and understand knowledge laying the foundations for or offering scope for originality in the development and/or application of ideas, often related to research.

To endow students with capacity for applying knowledge and problem-solving skills acquired in new settings or largely unknown ones as part of a broader (or multidisciplinary) context linked to their area of study.

To endow students with capacity to integrate knowledge and cope with the complexity of forming judgments based on incomplete or limited information including reflections on social and ethical responsibilities associated with the application of their knowledge and judgments.

To ensure students are able to convey their conclusions and knowledge to specialist and non-specialist audiences in a clear unambiguous manner, providing convincing reasoning backing them up.

To critically analyse CLIL methodology and the other different bilingual educational programmes, with special attention to those classified as "mainstream bilingual" Spanish-English.

Assess the importance of speaking English and knowing other cultures in a global society, devising different strategies in order to transmit to the student the importance of multiplurality.

Design teaching-learning processes based on the guidelines of the Common European Framework of Reference for Languages of the European Union.

Analyse the new forms of communication developed by the new technologies and apply them in order to achieve the improvement and internationalisation of English-Spanish bilingual education.

Assess the methods, strategies and resources present in the Spanish-English bilingual system in Obligatory Education, selecting those that present the best results in the development of communicative and cultural skills in the English language.

Assess the challenges that a student in a bilingual Spanish-English system of Obligatory Education faces, creating teacher-learning processes that adapt to his or her needs.

Design and develop learning spaces with special attention to equity, emotional education and values, equal rights and opportunities between men and women, citizenship education and the respect for Human Rights which facilitate life in society, the taking of decisions and the building of a sustainable future.

Specific skills

Design curricula according to the CLIL model, integrating linguistic and disciplinary content which develop the (Spanish-English) bilingual model.

Promote the reflection and assessment of the different teaching models and the assessment tools used in evaluating the teaching of English as a foreign language.

Create and adapt material and assessment tools that may be used in the bilingual classroom (Spanish English), bearing in mind the level of linguistic competence of our students, the different learning rates and their suitability for being used in the subject's knowledge area.

LEARNING RESULTS

Reconoce la función pedagógica de la evaluación.

Pone en práctica los diferentes tipos de evaluación.

Analiza los beneficios de una correcta evaluación.

Valora el método AICLE y su evaluación.

Distingue quién, qué y cómo se evalúa siguiendo el método AICLE.

LEARNING APPRAISAL SYSTEM

- Conocimiento: 50% (examen final)

- Actividades obligatorias: 40%. El alumno/alumna que no presente las actividades, no podrá presentarse al examen final.

- Actividad 1 (20%)

- Actividad 2 (20%)

- Participación en el foro: 10% (mínimo dos intervenciones en el foro)

La calificación final se basará en una puntuación total de 10 puntos obtenida por el estudiante, de acuerdo a la siguiente escala: Suspenso: 0-4,9 / Aprobado: 5-6,9 / Notable: 7-8,9 / Sobresaliente: 9-10 y Matrícula de Honor, lo cual implicará haber obtenido sobresaliente, además de una mención especial.

Se valorará muy especialmente la originalidad y creatividad a la hora de realizar cualquiera de las actividades e intervenciones en el foro.

El plagio, en cualquiera de los aspectos evaluadores de la materia, será motivo de suspenso de la asignatura.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

BARBERO, T. (2012). Assessment Tools and Practices in CLIL. In Quartapelle, F. (Ed.), Assessment and Evaluation in CLIL (p. 38-56). Pavia: Ibis-Como. Available at <http://www.alsdgc.ro/userfiles/2827-10627-1-PB.pdf>

BENTLEY, K. (2015). The TKT Course – CLIL Module. Cambridge: Cambridge University Press.

COUNCIL OF EUROPE. (2001). Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Cambridge: CUP. Available at <http://www.coe.int/lang-CEFR>

COYLE, D., HOOD, P. & MARSH, D. (2013). CLIL. Cambridge: Cambridge University Press.

PUERTO, F. G., LACABEX, E. G., & LECUMBERRI, M. L. G. (2009). Testing the Effectiveness of Content and Language Integrated Learning in Foreign Language Contexts: The Assessment of English Pronunciation. In Ruiz de Zarobe, Y. & Catalán, R. M. J. (Eds.), Content and Language Integrated Learning Evidence from Research in Europe (p. 63-80). Bristol: Multilingual Matters.