Blended Learning in Teachers Professional Development –
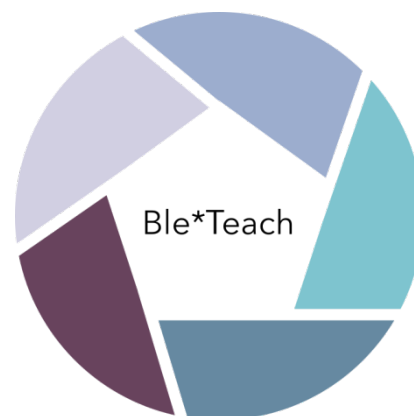
**Developing a Blended Learning Course in Content Area Literacy
for Secondary Teachers**

Erasmus+

Ble*Teach

IDEAL – Improving Disciplinary Learning through Literacy

English Master Version of the Complete Course

Christine Garbe (Ed.)

Blended Learning in Teachers Professional Development –

**Developing a Blended Learning Course in
Content Area Literacy for Secondary Teachers**
Website: www.blend-ed.eu

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**Blended Learning in Teachers´ Professional Development –
Developing a Blended Learning Course in Content Area Literacy for Secondary Teachers**

BleTeach, c/o University of Cologne, Germany; Prof. Dr. Christine Garbe; Email: christine.garbe@uni-koeln.de,
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Introduction: The English Master Version of the IDEAL course: "Improving Disciplinary LEArning through Literacy" – a European Blended Learning Course for Teachers´ Professional Development

The BleTeach project was funded from November 2015 to April 2018 as an Erasmus+ Project under KA 2: Cooperation for innovation and the exchange of good practices: "Strategic partnerships in the field of education, training and youth". The project addresses two crucial needs in teachers´ continuous professional development (CPD) in most European countries: (1) A general structural problem: The unsatisfying structures of teachers' continuous professional development (CPD) in the EU, and (2) a specific, content related problem: the lack of expertise of secondary school teachers, i.e. content area teachers required to address the problem of low literacy skills of children and adolescents in many European countries.

(1) In many European countries the time for face-to-face learning in teachers´ CPD is limited to a few days per year and thus privileges "one-shot-approaches" which are not effective and sustainable in making a difference, meaning: in changing the daily classroom practice of those teachers who participated in those CPD formats and ultimately improving learning results of their students. This is what evidence in research has proven. Therefore, the BleTeach project intended firstly to explore and analyse the most promising formats in blended learning offers in CPD for teachers in order to develop and implement a blended learning (BL) course for secondary teachers (and teacher trainers).

(2) The PISA studies carried out by the OECD (2000 ff.) revealed severe deficits in basic literacy skills among adolescents (15 year olds): In European countries, on average one out of five adolescents lack the necessary basic literacy skills to cope with literacy requirements in education, training, workplace, societal participation and lifelong learning. One reason for these deficits of adolescents in literacy is seen in the lack of a systematic reading instruction in mother tongue and content area education in secondary schools. International research found that understanding content area texts (or disciplinary texts) should be taught in all subjects and all grades systematically. In most European countries, however, secondary teachers mainly study their subjects and subject-related didactics during pre-service education but do not get trained in content area literacy. The term content area literacy (CAL) refers to teachers' competence to deal with reading / writing and learning instruction not only on the elementary level in the language arts classes, but in all subjects and all school levels. But in most European countries, content area teachers are not trained to fulfill this task.

The BleTeach project thus pursued two main objectives: (1) Modernizing structures of teacher

education by integrating digital learning opportunities into teachers´ professional development, and (2) Developing a model blended learning course (BL-course) in CAL to be included into the regular course programme of numerous European Teacher Training Centres in the 5 partner countries: Belgium, Germany, Hungary, Portugal, and Romania.

Regarding the first objective, the BleTeach project published two major outcomes: (1) National Reports about "Good Practice Examples and Blended Learning Concepts in Teachers´ CPD" in Belgium, Germany, Hungary, Portugal and Romania, and (2) a "Handbook of Success Factors in Blended Learning Offers for Teachers´ In-Service-Training". Both publications are available on the BleTeach website: www.blend-ed.eu

Regarding the second objective: Developing a blended learning course about Content Area Literacy, the BleTeach project could build on two previous Comenius-projects, which have been coordinated by Prof. Garbe (University of Cologne) as well:

BaCuLit stands for „**Ba**sic **Cu**rriculum in Teachers´ In-Service Training in Content Area **Lit**eracy in Secondary Schools" and was funded for two years as a Comenius multilateral project in 2011 - 2012. Within this project an international in-service teacher training programme was developed which aims at providing secondary teachers of all school subjects with the necessary knowledge and skills to support their students in "reading and writing to learn". BaCuLit was developed from experts of 7 European countries (Germany, Hungary, Netherlands, Norway, Portugal, Romania and Sweden) and some CAL-experts from the United States. The curriculum consists of 6 core modules comprising about 40 h of (face-to-face) CPD training. These modules contain the BaCuLit principles of lesson planning, engagement, interaction and metacognition, as well as basic knowledge about text structure and text diversity, academic vocabulary instruction, reading strategies and formative assessment. The BaCuLit training concept builds upon international research on effective in-service training and engages participants in building new knowledge through practical exercises in their everyday classrooms between the course units, documented and reflected in a portfolio. The BaCuLit course is available in English and 6 European languages and can be disseminated in other countries as well.

In the subsequently funded Comenius project **ISIT** (**I**mplementation **S**trategies for **I**nnovations in **T**eachers´ Professional Development, 2013-2014) the implementation opportunities of regular BaCuLit courses in teacher training institutions in three core countries (Germany, Hungary, Romania) and five associated countries (Belgium, Cyprus, Finland, Greece, Portugal) were explored and analyzed. About 40 teacher trainers from the 3 core partner countries have been trained and certified as BaCuLit trainers by means of a Blended Learning Course and an International Summer School. More information about both projects can be found on the BleTeach-website: www.blend-ed.eu

Within the BaCuLit and ISIT projects all partners shared a common approach: Together we agreed on a concept and produced a complete **Master Version in English language** by means of work distribution: usually, each national team took the responsibility for producing one module. Afterwards, this English Master Version was translated into the national languages and piloted or implemented in the national teacher training institutions. In this approach, we indeed had only *one* BaCuLit or ISIT version – mostly based on research and material from the Anglophone countries, especially the United States – which was only *translated* into national versions. However, in

BleTeach we decided to modify this approach, as our experience with implementing this course under quite differing national conditions taught us to grant much more flexibility to the national developing teams. Therefore, we decided in the course of the project – in deviation from our project application where we built on the ´old´ approach – to follow an alternative approach: To agree on a basic English Master Version of our course, but give all national teams the flexibility to *adapt* this Master Version and *modify – reduce and / or complete* – it according to specific national conditions and needs. For this *transformation* (instead of *translation*) two principles were guiding us: (1) In terms of *conceptual decisions,* each team was free to decide either to delete modules from the master version which were not needed in the national version (as, for example, these topics were already covered by other programmes), or to complete the master version by additional modules which responded to national needs or requirements. (2) In terms of *material and references,* each team was requested to use as much national material, textbooks, curricula and research resources as possible. This principle should make the national versions of our BleTeach course much more attractive for national teacher training institutions to implement our course than the previous programmes as they were now supposed to be much more responsive to national conditions and needs.

As a consequence of this decision, the BleTeach consortium decided in the third transnational project meeting (October 2016), that we would *not produce a common English Master Version* including all *materials* (as we promised in our application), but only the basic structure of the master version. The main reasons for this decision were that we had no English (speaking) partner in our consortium, who would have been interested in making use of material in English; and all BleTeach partners were requested to produce their own material and not just translate the English master version. All partners agreed during this meeting about the concept and structure of the master version and about the work distribution for producing it; the English master version, which we present in this publication, consists of **three documents for each module:**

1. The **Module Description** gives an overview of the content and structure of the respective module, including information about the ratio of E-learning and face-to-face units; furthermore it defines the competences which shall be gained by participants and contains a list of all materials which are used in this module.
2. The **Planification Chart** describes the way in which the single modules will be offered in teacher trainings: Each module contains different (thematic) blocks which are subdivided into sequences and activities. In the planification charts these sequences are described regarding the objectives, the content and material to be used, the activities of trainers and participants, the requested time, the technical tools needed and the "hybridization level" (the ratio of online and face-to-face learning).
3. Finally, in the **Activity Sheet** we go more into the details and give a refined description of all activities and materials which will be used in the (national) version of the creating team. Thus, all other teams get a clear idea what the developing team planned for this module and can transform it accordingly for their national contexts. Additionally, in the Activity Sheet we connect our module plans to the didactical framework for Blended Learning which we explained in our "Handbook of Success Factors in Blended Learning Offers for Teachers´ PD". According to this framework, we design different "learning events" when creating a blended learning course: Imitation, Reception, Exercising, Exploration, Experimentation, Creation,

Self-reflection and Debate. Therefore, in the Activity Sheets we always highlight the included learning events in red colour, in order to make transparent the way in which we referred to our didactical framework.

After the third transnational project meeting, the BleTeach teams took a decision about the title and the acronym of the BleTeach course by means of a Doodle poll. All teams suggested titles and voted for their preferred ones. As a result, the preferred title and acronyme are: ***IDEAL – Improving Disciplinary LEArning through Literacy.*** In 2017, all teams worked on their modules for the English master version and in the same time on their national versions after we agreed on the work distribution in early 2017:

Module No. 1: Introduction (and "Appetizer"): Why Literacy Matters for Learning in all School Subjects **(Responsible: team Cologne & team Liège)**

Module No. 2: BleTeach Basic Concepts: Metacognition, Interaction, Assessment for Learning **(Responsible: team Cologne)**

Module No. 3: Text Structure / Text Diversity **(Responsible: team Braga)**

Module No. 4: Academic Vocabulary Instruction **(Responsible: team Cluj)**

Module No. 5: Teaching Reading Strategies **(Responsible: team Kecskemét)**

Module No. 6: Writing for Knowledge Building **(Responsible: team Speyer & team Liège).**

Team Speyer as responsible coordinator of this Intellectual Outcome (production of the BL course) provided all teams with technical guidelines for producing the course and created an **E-Learning course on Moodle Rheinland-Pfalz (https://lms.bildung-rp.de/bleteach/)** where all teams uploaded their materials for the English Master Version and some did also for their national versions, so that the course has been prepared as online course by the end of the project. The teams from Belgium, Germany, Hungary and Portugal have uploaded all material of their national courses on this Moodle account, whereas team Romania worked with their own Moodle platform (https://alsdgc.simplified.ro/). The national versions of the IDEAL course will not be publicly available, due to copyright restrictions as well as didactical considerations: We want to give access to our material only for trainers and course participants who join our courses. However, in the National Implementation Concepts (IO 7) you will find descriptions in English language about the national versions of the courses which are usually only accessible in the national language.

We hope that with the Subsequent English Master Version of the IDEAL course we may inspire developers of CPD in other European countries as well to make use of our efforts and products.

Christine Garbe, BleTeach Coordinator, Cologne, June 2018

**Blended Learning in Teachers ́ Professional Development –
Developing a Blended Learning Course in Content Area Literacy for Secondary Teachers**

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Module	Title	Type of material
1	Introduction to IDEAL course – Why Reading and Writing (Literacy skills) matter in all School Subjects	Description of the module
	Subtitle	

Module 1: Introduction to IDEAL course – Why Reading and Writing (Literacy skills) matter in all School Subjects

Description of the module:

In Module 1, we will introduce the participants to the main topic, the contents and working methods of the IDEAL course. The module aims at providing participants with the following insights:

1. Getting a taste of the topic and methodology of the IDEAL course by practising one piece of the course: "thinking aloud" as important strategy for fostering reading comprehension

2. Getting an overview of the whole course (contents and working methods of all modules) and – in case the course is delivered in a Blended Learning format – an introduction with practical exercises to the E-Learning platform (e.g. Moodle)

3. Getting to know our definition of literacy (including the different concepts of "content area literacy" and "disciplinary literacy").

By the end of the first part of the module, which will be delivered in a face-to-face format, the participants will have gained insight into the importance of reading and writing skills for

disciplinary learning in all school subjects. They will have gotten a clear concept of the practice-oriented working methods in this course by doing a practical exercise (on a Sudoku) with one reading strategy, the thinking aloud, as part of the modelling activities of the teacher, and learn about the benefits of this method. Participants will get an overview of the whole course contents in its 6 (or xx) modules. If the course will be delivered in a Blended Learning format, participants will get a comprehensive introduction to all the tools of the E-Learning platform and will practice the use of the platform in various practical tasks.

In the second – online - part of the module, participants will get familiar with the definitions of literacy which are foundational for the IDEAL course. They will watch a video which raises and answers a series of questions about contemporary definitions of literacy, e.g. in the PISA studies. Then they will work through several definitions of literacy and find out about their differences and similarities. This part of the module will also offer the opportunity to get to know two complementary approaches to literacy teaching, the «content area literacy » and the « disciplinary literacy » approaches.

Total duration: 3,5 or 6 h F2F, 3 h online

Module 1.1: 3,5 hours or 6 hours face-to-face workshop (two options). **Option 1**: 3,5 hours as an "Appetizer" (offered as a separate unit before the course starts). **Option 2**: 6 hours face-to-face: 3 hours introduction to the importance of reading and the strategy Thinking Aloud, 3 hours overview of course content and methodology and introduction to the E-Learning platform.

Module 1.2: 3 hours online

List of resources for Module 1.1

Audiovisual content

- PPT presentation for the face-to-face workshop
- Video with demonstration of thinking aloud while reading a text (ISIT video by

Angelika Schmitt-Rößer or one other existing video about a teacher modelling thinking aloud or video to be recorded)

Resource texts and worksheets

- **Worksheet 1: 1 page worksheet with a Sudoku** to be solved in pairs by applying thinking aloud: one partner thinks aloud how to solve the Sudoku, the other one observes, then they change their roles after a while; both give feedback to each other
- **Worksheet 2**: Checklist for thinking aloud (BaCuLit material) to be applied when watching the video (modelling of thinking aloud while reading)
- **Worksheet 3**: Text about different types of (authentic and false) laughing as part of body language / facial expressions and task: Practicing one thinking aloud strategy, i.e. visualizing, in pairs: one partner demonstrates each aspect of the text with his / her own facial expression or draws a sketch about it, changing roles after a while. Afterwards, both reflect on their experiences.

List of resources for Module 1.2

Audiovisual content

- Video from Alberta Education: "Literacy: a world to discover"
- Interview of Lisa Guerney: Defining 21st century literacy".

Resource texts and worksheets

- **Text 1**: Definition of Literacy from UNESCO
- **Text 2**: Definition of Literacy from PISA
- **Text 3**: Definition of Literacy from Alberta Education
- **Text 4**: Definition of Literacy from PIRLS
- **Worksheet 1**: Table of comparison to complete with different elements from the definitions.

- **Text 5 (or video) :** Short description presenting Content Area Literacy

- **Text 6 (or video) :** Short description presenting Disciplinary Literacy

- **Text 7:** Content area reading and disciplinary Literacy: a case for the radical center from W. Brozo, G. Moorman, C. Meyer & T. Stewart.

**Blended Learning in Teachers ́ Professional Development –
IDEAL course : Improving Disciplinary Learning through Literacy**

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Module 1	**Title** Why Literacy skills matter in all scholl subjects – Introduction to content and methodology of the IDEAL course	**Type of material** Planification Chart
	Subtitle 1.1: Fostering text comprehension by thinking aloud – a practical exercise	

Planification Chart

1	**Why Literacy skills matter in all school subjects – Introduction to content and methodology of the IDEAL course**						
	1.1: Fostering text comprehension by thinking aloud – a practical exercise						
	Objective (s)	*Audio-visual content (s)*	*Other content*	*Activities*	*Tool(s) to be used*	*Time*	*Hybridization Level*

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Sequence 1: Why is literacy essential in all content areas?	To familiarize the participants with the importance and power of reading (and literacy)	-	PPT with trainer input Slides 1-10 (M1_PPT1)	(welcoming) **Talk** about the importance of reading in our society with another participant (picture as stimulus) **Read** a short text and try to express what they understand by thinking aloud in pairs (and then in plenary) **Listen to** the trainer's input on the importance of reading in different societal situations and **ask** questions **Talk** to another participant about possible reading problems of their own students in their content area **Answer** and **discuss** the questions in plenary	Projector, notebooks etc.	60 min	F2F
Sequence 2: An example: fostering reading comprehension through thinking aloud	To give an example of how Thinking Aloud works through a SUDOKU activity	-	PPT with trainer input Slides 11-21 (M1_PPT1)	**Listen to** the trainer's input on Thinking Aloud and the introduction to the SUDOKU activity **Work** in groups and solve the SUDOKU using Thinking Aloud (one thinks aloud, the other makes notes) **Present** the results in plenary	Projector, notebooks etc-.	45 min (+15 min coffee break)	F2F

Sequence 3: Fostering reading comprehension through Thinking Aloud (part 2)	To look into the meaning and use of Thinking Aloud in developing reading comprehension	Video on Thinking Aloud (by Angelika Schmitt-Rösser)	PPT with trainer input (M1_PPT1) Slides 22-29 M2_PDF1 (checklist) M3_PDF2 (text for the activity)	**Listen to** the trainer's input on Thinking Aloud **Watch** the video twice and **fill in** the checklist **Read** the provided text and **answer** to the questions of the worksheet with their partner **Exchange** with the others about their own experiences	Projector, notebooks, Checklist, texts etc.	60 min (+15 min coffee break)	F2F
Sequence 4: What and how we are going to learn during the IDEAL-course	To introduce the participants to the content and working methods of the IDEAL course	-	PPT with trainer input Slides 30-36 (M1_PPT1)	**Listen to** the introduction of basic concepts, methods and contents in the IDEAL course **Ask** questions, **discuss** and **exchange**	Projector, notebooks, further materials of the participants	30 min	F2F

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IDEAL course : Improving Disciplinary Learning through Literacy**

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Module 1	**Title:** Why literacy skills matter in all school subjects – Introduction to contents and methodology of the IDEAL course	**Type of material** Activity sheet
	Subtitle: Part 1.1: Fostering text comprehension by thinking aloud – a practical exercise	

Activity Sheet

Number and title of the sequence: Sequence 1: Why is literacy essential in all content areas?

Meaning and learning goals: To familiarize the participants with the importance and power of reading (and literacy)

Learning events involved in the sequence:

| Imitation | **Reception** | Exercising | **Exploration** | Experimentation | Creation | **Self-reflection** | **Debate** |

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Description of organization:

Who ?	Does what ?	How ?		When ? (moment and duration)
		Material	**Tool(s)**	
Trainer	Welcomes participants to the first workshop of the course	PPT file (M1_PPT1), slides 1-3	Projector (F2F)	5
The learners divided up into pairs **Self-reflection**	Group-activity to get to know each other, using the picture 'Die Macht des Lesens' (the power of reading) as stimulus (eventually a short summary in plenary)	PPT file (M1_PPT1), slides 4-5	Projector (F2F)	10
The learners divided up into pairs **Exploration** The whole course	Read a short narrative text line by line and try to make sense out of this text; one partner explains to the other how he/she understands the situation by using thinking aloud, expressing the associations coming in mind when reading the text. The other partner listens and gives no comments, but tries to compare his/her partner's version to his/her own. Later, participants share their experience in plenary	PPT file (M1_PPT1), slides 6-7	Projector (F2F)	10 5
The whole course **Reception**	Listen to the trainer's input on the constructive notion and importance of reading in different societal situations (such as its mathematical application) and take some time to ask questions if needed	PPT file (M1_PPT1), slides 8-9	Projector (F2F)	10

	Talk with their partners about the problems of their own students in their content area classes:			
The learners divided up into pairs **Self-reflection**	✓ Which learners have problems in understanding vocabulary? ✓ Which face difficulties in understanding texts? ✓ Which have troubles in transforming what they have read into a cognitive model? ✓ Which have content area-specific problems (e.g. counting etc.)?	PPT file (M1_PPT1), slide 10	Projector (F2F)	10 - 15
The whole course **Debate**	Participants share some aspects of their pair discussions with the whole group; time for questions and comments.			5 - 10

End-of-sequence production or expected results:

✓ First understanding of the power of reading, e.g. for learning in all school subjects

✓ Gaining some insights into the constructive nature of reading and the necessary text-reader-interaction

✓ First connections to their own classroom practice

Number and title of the sequence: Sequence 2: An example: fostering reading comprehension through Thinking Aloud

Meaning and learning goals: To give an example of how Thinking Aloud works through a SUDOKU activity

Learning events involved in the sequence:

Imitation   **Reception**   **Exercising**   Exploration   Experimentation   Creation   Self-reflection   **Debate**

Description of organization:

Who ?	Does what ?	How ?		When ? (moment and duration)
		Material	**Tool(s)**	
Each participant individually **Reception**	Listen to the trainer's input on Thinking Aloud (which skills are important for contemporary students, how Thinking Aloud works, the Reading Apprenticeship Model) Later, the trainer applies the method to a SUDOKU activity, trying to solve it by thinking aloud	PPT file PPT file (M1_PPT1), slides 11-19	Projector (F2F)	15
The learners divided up into pairs **Exercising**	Apply Thinking aloud to a SUDOKU activity: Once the participants have understood, they try to solve a SUDOKU activity themselves while explaining their processing of the task (by thinking aloud) to their partner. One partner thinks aloud, the other takes notes, and then they switch. Partners give feedback to each other about possible problems and difficulties they faced	PPT file (M1_PPT1), slide 20 M2_PDF1: SUDOKU Participants' answers	Projector (F2F)	20

	The course discusses the results in plenary:			
The whole course **Debate**	✓ Did it work? ✓ Where were the most difficulties? ✓ How could this benefit your own students?	Participants' answers		10
The whole course	Takes a Coffee Break	PPT file (M1_PPT1), slide 21		15

End-of-sequence production or expected results:

✓ One solved SUDOKU using thinking aloud

✓ One observation of thinking aloud for each partner

✓ Exchange about their difficulties and problems

Number and title of the sequence: Sequence 3: Fostering reading comprehension through Thinking Aloud (part 2)

Meaning and learning goals: To gain insights into the meaning and use of Thinking Aloud for developing reading comprehension

Learning events involved in the sequence:

Imitation   **Reception**   **Exercising**   **Exploration**   Experimentation   Creation   **Self-reflection**   **Debate**

Description of organization:

Who ?	Does what ?	How ?		When ? (moment and duration)
		Material	**Tool(s)**	
Each participant individually **Reception**	Listen to the trainer's input on Thinking Aloud ✓ How does thinking aloud work in texts? ✓ Which are the strategies and methods of thinking aloud (checklist) ✓ Which tips are important for successfully applying it?	PPT file (M1_PPT1), slides 22-24 Checklist for thinking aloud	Projector PDF materials	10
Each participant individually, later the whole course **Exploration, Debate**	Watch the video (twice) about thinking aloud in reading texts and fill in the checklist with the strategies the learners identify Later on learners exchange about their results in plenary	PPT file (M1_PPT1), slide 25 Video: Demonstrating thinking aloud with a text (A. Schmitt-Rößer) M3_PDF 2: Checklist for thinking aloud	Projector PDF materials	20

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The learners divided up into pairs **Exercising, Self-reflection**	Read the text about how to identify a genuine laughter Try to make a drawing out of every paragraph of the text or make a face expression to their partner by explaining (thinking aloud) what and who comes into their mind. Exchange with their partners about the experiences and changes that happened while reading	PPT file (M1_PPT1), slides 26-27 M3_PDF 2: Worksheet and text about laughing	Projector PDF materials	20
The whole course **Debate**	Exchange with the others about their own experiences ✓ Did this work? ✓ Did you have or notice any difficulties? ✓ How could this benefit your own students?	PPT file (M1_PPT1), slides 28, 36-37 Participants' answers		10
Coffee or lunch break		PPT file (M1_PPT1), slides 29		30 – 60

End-of-sequence production or expected results:

✓ Completed checklist
✓ Exercise with facial expressions and drawings
✓ Exchange and reflection on their own experiences and lessons

Number and title of the sequence: Sequence 4: What and how we are going to learn during the IDEAL-course

Meaning and learning goals: To introduce the participants to the contents and working methods of the IDEAL course

ATTENTION: Depending on the mode of delivery of the IDEAL course, Sequence 4 may take 30 Minutes (in case of being delivered as Face-to-Face offer only) or 180 Minutes (in case of a Blended Learning format). We suggest to plan 150 Minutes for carefully introducing the E-Learning Platform including various opportunities to experiment with all tools that will be used during the course. This sequence has to be planned according to national conditions and platforms, so we did not plan it in detail here.

Learning events involved in the sequence:

Imitation   **Reception**   **Exercising**   Exploration   Experimentation   Creation   Self-reflection   **Debate**

Description of organization:

Who ?	Does what ?	How ?		When ? (moment and duration)
		Material	**Tool(s)**	
Each participant individually **Reception**	Listen to the introduction of basic concepts, methods and contents in the IDEAL course	PPT file (M1_PPT1), slides 30-34	Projector	15
The whole course **Debate**	Ask questions, discuss and exchange	PPT file (M1_PPT1), slide 36 Participants' comments, questions and answers	Projector	15

	Optional Block: Introduction into the use of the E-Learning Platform (e.g. Moodle)			
Each participant individually / pairs / the whole course **Reception, Exercising**	Participants get introduced to the learning platform (e.g. Moodle) and occasions to practice on different tools and task	PPT file (M1_PPT1), slide 35 E-Learning Platform, additional material?	E-Learning Platform	150

End-of-sequence production or expected results:

- ✓ A good understanding of what the IDEAL-course offers (contents, methods, materials)
- ✓ Clarified questions regarding the course
- ✓ Optional: A clear understanding of the structure and use of the E-Learning Platform

Blended Learning in Teachers′ Professional Development –
Developing a Blended Learning Course in Content Area Literacy for Secondary Teachers

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IDEAL course: Improving Disciplinary Learning through Literacy

Planification Chart

1	INTRODUCTION							
	1.2. : OUR CONCEPT OF LITERACY: WHAT IS LITERACY AND WHY DO LITERACY SKILLS MATTER IN ALL SCHOOL SUBJECTS?							
	Objective (s)	Audio-visual content (s)	Other content	Activities		Tool(s) to be used	Time	Hybridization Level
Sequence 1: *Understanding the definition of Literacy*	Participants will be able to define the concept of Literacy in these multiple dimensions.	V 1. "Literacy: A World to Discover" from Alberta Education	- Documents with definitions of literacy.	1. Watching the video "Literacy: A World to Discover"				EL
				2. Answering 4 questions about the video seen.		2. quiz Editor: open question		EL
				3. Watching and reading 5 documents talking about literacy to identify common elements and new contributions of each of those.				
		V2: Defining 21st century literacy- Lisa Guernsey				3. Storage space on e-learning platform		EL
				4. Building a diagram with important elements to build a complete definition of literacy.				EL
				5. Commenting 2 participant productions		4. Storage space on e-learning platform		EL

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Sequence 2: *Disciplinary versus Content area literacy: what is the difference?*	Participants will be able to explain the difference between Content area literacy and Disciplinary Literacy.	V1: Explanation about Disciplinary Literacy V2: Explanation about Content area Literacy	- Text « Content area reading and disciplinary literacy" from W. Brozo, G. Moorman, C. Meyer & T. Stewart.	1. Watching the video/ reading a text about Disciplinary Literacy 2. Watching the video / reading a text about Content area Literacy 3. Choosing the drawing representing each of the 2 approaches. 4. Reading an extract from the text from W. Brozo, G. Moorman, C. Meyer & T. Stewart.	Quiz editor Storage space on e-learning platform		EL EL EL EL
Sequence 3: *Final assessment*				From the drawings and donated information, explain each approach and their complementarity.	Storage space on e-learning platform		EL

Activity Sheet

Number and title of the sequence: 1. UNDERSTANDING THE DEFINITION OF LITERACY

Meaning and learning goals:

The purpose of this activity is to introduce participants to all aspects of literacy.

The purpose of this activity is to make participants think about the viewed video and connect the concept of literacy with participants ' own experience.

The purpose of this activity is to discover all the dimensions involved in literacy.

The purpose of this activity is to produce and structure a definition of literacy.

Learning goals:

- Participants will be able to define the concept of Literacy in these multiple dimensions.

Learning events involved in the sequence:

Imitation   Reception   Exercising   Exploration   Experimentation   Creation   Self-reflection   Debate

Description of organization :

Who ?	Does what ?	How ?		When ?
		Material	**Tool(s)**	**(moment and duration)**

Each participant individually	- Watches the video "Literacy: A World to Discover" from Alberta Education. This video shows elements of literacy in context.		Video Link: https://www.youtube.com/watch?v=0hlG6loSQFM&list=PL3F6889F39381ADE7&index=1	For starting the sequence 3 min
Each participant individually	- Answers 4 questions •**Forum 1:** What is it that you struck in this video? •**Forum 2**: What examples of literacy there have you noticed? •**Forum 3**: Which events or personal experiences can you associated with some elements mentioned in this video? •**Forum 4:** What great ideas are conveyed in this video?		Forum on e-learning platform	After watching video 20 min
Each participant individually	- Reads/ Watches the 5 documents presenting the concept of literacy			20 min
Each participant individually	- Identifies common elements across the 5 or less definitions - Identifies new contributions of each document.	- Table to complete		20 min
Each participant individually	- Builds a diagram to show important elements of the definition of the concept of Literacy.	/		20 min

Each participant individually	- Comments 2 peer productions (no right answer) and compare to his/her own production.	Productions of peers.	Storage Space on e-learning platform.	20 min
The trainer	- Provides an example of response – her/his own diagram	Diagram of the trainer		/

End-of-sequence production or expected results:

- **1.2**. Short answers to the 4 questions
- **1.4**. Table completed with all elements of documents (see examples of responses below).
- **1.5.** Support that presents the definition in diagram form.

Example of instructions on e-learning platform for activity 2:

After watching this video, answer the following questions in the appropriate forum. You will then be able to exchange with the other participants about the answers they have given.

Example of instructions on e-learning platform for activity 3 & 4:

In some dictionary definition, the concept of literacy referred to the ability to read and write and to use the language proficiently.

<h2 style="text-align:center">In the 21st century, is literacy limited to reading and writing?</h2>

Here are 5 texts or videos about literacy, removes important elements for a definition of this concept. Complete the table below with common elements and new contributions of each document.

Literacy definitions:

Definition 1. "Defining 21st century literacy"- Lisa Guerney

Link : https://www.youtube.com/watch?v=byzoDZAdzmU

Key words of the videos:

- Broad sense
- Not focus on reading
- Literacy is not just about reading. It's speaking, listening, writing and reading.
- To develop Literacy -> modelling the way adults use these 4 skills
- Digital Literacy
- Streaming of information in varied way of diffusion - much more than words on pages.
- To be able to be critical thinker
- Children have to make sense of information in all forms that coming up them.
- Basics are important but we need to help children to deal with this broad literacy.

Definition 2. UNESCO

Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with various contexts. Literacy involves a continuum of learning in enabling individuals to achieve his or her goals, develop his or her knowledge and potential, and participate fully in community and wider society.

(UNESCO 2005a:21)

Source :
http://unesdoc.unesco.org/images/0024/002475/247563e.pdf

Definition 3. PISA 2018

In the PISA study, reading literacy is understood as follows: Reading literacy is understanding, using, and reflecting on written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society.

https://www.pisa.tum.de/en/domains/reading-literacy/

Definition 4. Definition of Alberta Education

LITERACY

is the *ability, confidence* and *willingness* to engage with language to **acquire, construct** and **communicate** meaning in all aspects of daily living.

Alberta

https://education.alberta.ca/media/159474/literacy-definition-poster-colour.pdf

Definition 5.

"Reading literacy is the ability to understand and use those written language forms required by society and/or valued by the individual. Readers can construct meaning from texts in a variety of forms. They read to learn, to participate in communities of readers in school and everyday life, and for enjoyment"
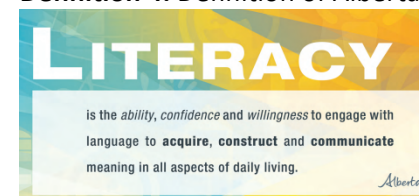
PIRLS, 2016

Erasmus+

Example of table (completed):

Documents	Common elements	Contribution of each
1.	• Ability to use and understand Language	Digital Literacy Critical thinker
2.	• Achieving personal goals	>< printed & written materials
3.	• Insertion in the society	Assess relevance/ evaluate veracity & authenticity/
4.	• Building knowledges	Confidence & Willingness
5.	• Construct meaning • Diversity of supports	/

Example of instructions for activity 5.:

Now that you've identified important elements of each document, you can attempt to define the concept of literacy in diagram form.

When you have finished your diagram, post it on the platform. In Exchange, you will receive 2 productions of other participants.

Comments them in an objective manner and compare them to your own production. By performing this task, think that your production will be also commented by others. No good answer is expected. To help you in this task, the trainer will also share its own schema defining literacy.

Activity Sheet

Number and title of the sequence: 2. **DISCPLINARY VERSUS CONTENT AREA LITERACY : WHAT IS THE DIFFERENCE?**

Meaning and learning goals:

The purpose of this activity is to discover 2 approaches to literacy teaching into disciplines.

The purpose of this activity is to structure each approach in a visual way.

The purpose of this activity is to discover that the 2 approaches are not exclusive and that their combination can be an advantage in the development of literacy into disciplines.

Learning goals:

- Participants will be able to explain the difference between Content area literacy and Disciplinary Literacy in simple terms.

Learning events involved in the sequence:

Imitation   Reception   Exercising   Exploration   Experimentation   Creation   Self-reflection   Debate

Description of organization :

Who ?	Does what ?	How ?		When ? (moment and duration)
		Material	**Tool(s)**	
Each participant individually	- Watches the video / read the document presenting Content area Literacy.	- Transcripts of videos Or - Text to download	Storage space on e-learning platform + Quiz editor : open question	5 min

Each participant individually	- Watches the video / read the document presenting Disciplinary Literacy.			5 min
Each participant individually	- Choose a drawing representing each of the 2 approaches.	- drawings	Quiz editor	5 min
Each participant individually	- Reads the text (a part of the text) from W. Brozo, G. Moorman, C. Meyer & T. Stewart.	- Text "Content area reading and disciplinary Literacy: a case for the radical center"		20 min

End-of-sequence production or expected results:

- **1.3.** Drawing 1 associated to Disciplinary Literacy / Drawing 2 associated to Content area Literacy

Example of instructions on e-learning platform for activity 3 :

Here are two drawings. After watching these 2 videos showing you two approaches to teaching literacy into disciplines, which drawing would you attribute to each of the approaches?

Drawing 1   Drawing 2

Activity Sheet

Number and title of the sequence: 3. **FINAL ASSESSMENT**

Meaning and learning goals:

The purpose of this activity is to ensure the comprehension and the appropriation of these 2 approaches to literacy teaching into disciplines.

Learning goals:

- Participants will be able to explain the difference between Content area literacy and Disciplinary Literacy in simple terms.

Learning events involved in the sequence:

Imitation   Reception   Exercising   Exploration   Experimentation   <mark>Creation</mark>   <mark>Self-reflection</mark>   Debate

Description of organization :

Who ?	Does what ?	How ?		When ? (moment and duration)
		Material	**Tool(s)**	
Each participant individually	- Explain each approach in his/her own words starting from the both drawings and comments their complementarity in teaching Literacy into their own subject-area.	- drawings	Quiz editor: open question	50 min
The trainer	- Provide a type-response when the participant production is posted on the platform		Storage space on e-learning platform	/

End-of-sequence production or expected results:

- 2 simple explanations about the 2 approaches based on the proposed representations.
- Relevant elements in favor of the combination of the 2 approaches.

Example of instructions:

From each drawing and received information, explain the 2 approaches to literacy teaching into disciplines with your own words. How would you explain each approach and their complementarity in this teaching?

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Module 2	Title Basic Concepts of the IDEAL course	Type of material Description of the module
	Subtitles 2.1 Metacognition - Research and basic metacognitive learning strategies 2.2: Supportive Teacher-Student-Interaction and Teacher´s Role: The Literacy Apprenticeship Approach 2.3. Assessment for Learning / as Learning	

Module 2: Basic Concepts of the IDEAL course – Metacognition, Interaction and Assessment for Learning

Description of the module:

In Module 2, the participants will learn more about the three basic concepts of the IDEAL course. The module aims at providing participants with the following insights:

1. As to METACOGNITION: In comparing Think-Aloud-Protocolls (TAPs) of two learners processing the same task they will get a clear idea of the differences between a cognitive and a metacognitive learner. They will learn about the research evidence for the effectiveness of metacognitive learning and get to know the main components of metacognitive strategies. Furthermore, they will be able to analyse a classroom lesson which is based on metacognitive learning and create an own metacognitive lesson plan in their specific school subject / disciplinary field. Finally,

they will exchange and reflect about the importance of designing metacognitive learning with their peers.

By the end of the first part of the module, which will be delivered in an online format, the participants will have gained insight into the great importance of metacognition for effective learning in all content areas. They will be familiar with the three main components of metacognition (planning – controlling – evaluating) and will be able to analyse and apply these components in planning and reflecting on metacognitive lessons in their own subject areas together with colleagues.

2. As to INTERACTION: Participants will get evidence-based input upon how essential a warm and supportive classroom climate is for introducing and practicing literacy skills. They will reflect upon the learning climate in their own classrooms and exchange with their peers about success factors regarding a good learning environment. Furthermore, participants will become familiar with three core-concepts of the IDEAL course regarding the topic of interaction: the Reading Apprenticeship Approach (= RAA); the Scaffolding Model as it has been developed in the cognitive apprenticeship model; and the Zone of Proximal Development according to Vygotsky. They will become familiar with the different dimensions of RAA: personal, social, cognitive and content-specific knowledge dimensions. They will reflect on their previous lesson plans in applying these categories. During a three-hours face-to-face workshop, they will compare and reflect on their lesson plans, give feedback to each other and try to improve their plans in incorporating the RAA. Finally, participants will get introduced to three different roles of teachers and will reflect (in referring to their own experiences) which of those are appropriate for the RAA. In the final assignment for Module 2, participants will compare the RAA with evidence from international research about success factors in literacy instruction (summarized by Philipp 2012) and write a reflection on teachers´ roles (Gaile 2015) in elaborating on several questions.

3. As to ASSESSMENT FOR LEARNING (formative assessment): In the first block, participants will get an idea about various formative assessment tools in order to be

able to compare and categorize them in benefit of their own practice. In addition, they will be introduced to the theory of diagnostic/formative assessment as well as its application in designing individual learning programmes for students. Specifically, they will study different diagnostic instruments and reflect upon their use in their own classrooms. Furthermore, they will have the opportunity to discuss and exchange with their peers about their knowledge and experiences as well as possible difficulties in making use of these diagnostic instruments.

In the second block, participants will elaborate on the differences between summative and formative assessments both in theory and application. At this point, the great importance of ‚assessment for learning' in lesson planning and learning support will be underlined and further discussed. Additionally, participants will learn about different tools for self-assessment of students (in reading literacy) and will have the chance to apply one of these in their own practice (with their students). Finally, for their last assignment, they will write a short reflection about their experience using the assessment tool, taking under consideration one final theoretical text given to them. All produced reflections will be uploaded, so that participants can discuss and exchange.

Total duration:

Module 2.1: 4 hours online

Module 2.2: 3 hours online, 3 hours face-to-face, 1 hour final assignment for Module 2

Module 2.3: 4.15 hours online

List of resources for Module 2.1

Audiovisual content

- PPT presentation and Video (based on this PPT) : Trainer input about «What is metacognition and why is it a key concept of the IDEAL course?"
- PPT presentation and Video (based on this PPT) : Trainer input about how to explain the concept of metacognition to one´s own students and how to create an own metacognitive lesson plan.
- (Both videos to be recorded)

Resource texts and worksheets

- **Worksheet 1:** Pdf file with the following materials: 1. Diagram about different groups of asylum seekers in Germany; 2. Two Thinking Aloud Protocols (TAP) from learners who try to understand this diagram; 3. Worksheet with table for identifying different cognitive and metacognitive activities of both learners
- **Worksheet 2**: Report on a metacognitive English lesson based on the US Anthem (from Project CRISS in the US) and a worksheet to analyse the metacognitive impulses in this lesson.
- **Worksheet 3**: Lesson planning template for creating an own lesson plan of a metacognitive lesson in participants´ own content areas.
- **Worksheet 4**: PDF with a checklist about the issues (different aspects of metacognition) they should have become familiar with during this unit.

List of resources for Module 2.2

Audiovisual content

- PPT presentation and Video (based on this PPT): Trainer input about the Reading Apprenticeship Approach (model of cognitive / reading apprenticeship; Zone of proximal development /scaffolding; four dimensions of RAA model)
- PPT presentation for the face-to-face workshop: Trainer input about the effects of a supportive teacher-student-interaction on students learning outcomes (Hattie) and about different teachers´ roles (sage on the stage, guide on the side, activator and change agent)

Resource texts and worksheets

- **Text 1**: Worksheet and text (Guidelines for how to create a supportive classroom climate and background information about how students develop a sense of self-

efficacy)

- **Text 2**: Text extract from Ruth Schoenbach et al., Reading for Understanding. How Reading Apprenticeship improves Disciplinary Learning in Secondary and College Classrooms. 2nd Edition, 2012, chapter 2 : The Reading Apprenticeship Framework ; dt. Ausgabe hg. Von Dorothee Gaile : Lesen macht schlau, p. 32-39 and 40-58 ;

- **Worksheet** with questions on the text from Schoenbach et al.

- **Text 3**: (to be delivered by participants :) Lesson Plan of a metacognitive lesson in one´s own subject area, based on the Table for Lesson Planning from Module 2.1

- **Worksheet** about Think – Pair – Share as cooperative learning method

- **Text 4:** Short reflection on strengths and weaknesses of the three teachers´ roles by one teacher (Y. Hörmann)

- **Worksheet**: Table to complete with own reflections on the three teachers´ roles (within a think-pair-share assignment)

- **Text 5:** Text extract from Maik Philipp (2012): Summary of international evidence on success factors in literacy instruction; worksheet with assignment.

- **Text 6:** Text from Dorothee Gaile (in a Teachers´ Magazine, 2015) about the teacher as a model.

List of resources for Module 2.3

Audiovisual content

- PPT presentation and Video (based on this PPT): Trainer input about the concept of diagnostic / formative Assessment (FA) and its function for designing individual learning programmes for students (Diagnostik und Förderung)
- PPT presentation and Video: Trainer input about formative Assessment (FA) und its importance in the IDEAL course (difference between summative and formative assessments and the great importance of ‚assessment for learning' in lesson planning and learning support)

Resource texts and worksheets

- **Text 1 (assessment tool):** Salzburg Screening Test on Reading Fluency
- **Text 2 (assessment tool):** Text Comprehension Test for Vocational Schools (similar to PISA test assignments)

- **Text 3 (assessment tool):** The Munich Observation Sheet on Reading Skills and

Reading Behaviour

- **Text 4 (assessment tool):** Self-evaluation Sheet for Learners from: Lesen. Das Training

- **Worksheet** on the different assessment tools and their application (questions and table to complete)

- **Worksheet** on the different diagnostic instruments and their use in classroom practice of the participants

- **Text 5 :** Text extract from Lesen. Das Training II (for grades 7-9), Teachers´ Manual, p. 38-52, about the different tools in self-assessment and their importance in reading literacy

- **Worksheet** on final self-reflection of participants upon the use of one self-assessment tool in their own classroom

Module	Title Basic Concepts of the IDEAL course	Type of material
2	**Subtitle** 2.1 Metacognition - Research and basic metacognitive learning strategies	Planification chart

Planification Chart

2	Basic Concepts of the IDEAL course						
	Metacognition – Research and basic metacognitive learning strategies						
	Objective (s)	*Audio-visual content (s)*	*Other content*	*Activities*	*Tool(s) to be used*	*Time*	*Hybridization Level*
Sequence 1: *How does Metacognition function in solving cognitive tasks / challenges?*	Participants explore cognitive and metacognitive activities in problem solving in a given example (of two TAPs), they analyse those activities in order to become more familiar with the concept of metacognition.	-	Pdf file with the following materials 1. diagram 2. Thinking aloud Protocols (TAP) 3. Worksheet to prior knowledge exploration	**Take a closer look** to the given diagram **Read** the two TAPs **Fill out** the worksheet **Upload** it on the forum and **read / comment** at least one other peer-text. M1_PDF1	E-learning platform (for the download of texts) Forum on moodle for exchange of ideas	60 min	EL

Sequence 2: *What is metacognition and why is it a key concept of the IDEAL course?*	Participants receive information in order to understand and realise the great importance of metacognition in the learning process	Video based on PPT about what metacognition is	PPT file	**Read and realise** the PPT input **Watch** the video about metacognition (Trainer Input) M2_PPT1	E-learning platform (for the download of texts)	15 min	EL
Sequence 3: *Applying the new information: analysis of a metacognitive classroom lesson*	Participants will be able to apply the newly gained knowledge of the concept of metacognition to a classroom lesson in order to elaborate on what they have learned	-	Text about the American National Anthem Worksheet based on the metacognitive approach	**Read** an analyse the report on a metacognitive English lesson based on the US Anthem **Fill in** the worksheet M3_PDF2	E-learning platform (for the download of texts) Forum on moodle or skype conference for exchange of ideas	45 min	EL

						75 min	EL
Sequence 4: *Designing a metacognitive lesson plan for your own ongoing classroom teaching (one lesson)*	Participants should be able to apply the previous information to their own classroom practices and exchange lesson plans / ideas with their peers.	-	PPT with theoretical input Worksheet with a template to create their own lesson plan	**Read and realise** PPT with theoretical input **Fill in the** worksheet with their own lesson plan idea **Upload** the lesson plan on the forum and **read /comment** at least one from another peer. M4_PPT2 M5_PDF3	E-learning platform (for the download of texts) Forum on moodle for exchange of ideas		
Sequence 5: *Summarizing and making conclusions*	Participants should be able to reflect upon their own learning progress	-	PDF with a checklist about the issues they should have become familiar with	**Fill in** the checklist **Upload** possible open questions on the forum and **exchange** with the peers. M6_PDF4	E-learning platform (for the download of texts) Forum on moodle for exchange of ideas	30 min	EL

**Blended Learning in Teachers´ Professional Development –
IDEAL course : Improving Disciplinary Learning through Literacy**

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Module **2**	**Title** Basic Concepts of the IDEAL course	**Type of material** Activity Sheet
	Subtitle 2.1 Metacognition - Research and basic metacognitive learning strategies	

Activity Sheet

Number and title of the sequence: Sequence 1: How does Metacognition function in solving cognitive tasks / challenges?

Meaning and learning goals: Participants explore cognitive and metacognitive activities in problem solving in order to become familiar with the concept of metacognition.

Learning events involved in the sequence:

Imitation   Reception   Exercising   **Exploration**   Experimentation   Creation   **Self-reflection**   **Debate**

Ble*Teach Coordination: University of Cologne, Prof. Dr. Christine Garbe, Richard-Strauss-Str. 2, 50931 Cologne, Germany

Description of organization :

Who ?	Does what ?	How ?		When ? (moment and duration)
		Material	**Tool(s)**	
Individually **Exploration**	-take a closer look to the diagram about the number of asylum seekers in Germany	Diagram (in pdf file) M1_PDF1	Moodle platform	5
Individually **Exploration**	-read two Think Aloud Protocols and try to understand/reflect upon the differences of the two learners – eventually make notes	TAPs (in pdf file) M1_PDF1	Moodle platform	10
Individually **Exploration, Self-reflection**	-reread the two TAPS and fill in the worksheet: 1. Understand and separate into two categories (cognitive / metacognitive) the activities of Learner 1 and Learner 2. What are the differences in their thinking process? 2. Reflect on how their students usually solve learning tasks.	Worksheet M1_PDF1	Moodle platform	30
Whole group **Self-reflection**	-upload the texts they have written		Forum on Moodle	
Whole group **Debate**	-read at least one of the other texts and make comments on it	Other participants' texts	Forum on Moodle	15

End-of-sequence production or expected results:

1. a two-categories table filled in with the different activities (cognitive / metacognitive) of the two learners

2. a final short text about what the differences in the thinking of the two learners are and what the participants' students usually do/which process they follow

3. evaluation of at least one other participant's text on the Forum.

Number and title of the sequence: Sequence 2: What is metacognition and why is it a key concept of the IDEAL course?

Meaning and learning goals: to give information and highlight the importance of metacognition in the learning process

Learning events involved in the sequence:

Imitation   **Reception**   Exercising   Exploration   Experimentation   Creation   Self-reflection   Debate

Description of organization :

Who ?	Does what ?	How ?		When ?
		Material	**Tool(s)**	**(moment and duration)**
Each participant individually **Reception**	- Watch the video input / the PPT in order to better understand the concept of metacognition	Powerpoint / Video showing and explaining the PPT (trainer input) M2_PPT1 (and Video to be produced)	Moodle Platform	15

End-of-sequence production or expected results:

1. understand and be able to reflect upon the trainer's input on metacognition and cognition and the difference between both concepts.

Number and title of the sequence: Sequence 3: Applying the new information: analysis of a metacognitive classroom lesson

Meaning and learning goals: to be able to identify metacognitive techniques used in a lesson and elaborate on them

Learning events involved in the sequence:

Imitation   **Reception**   **Exercising**   Exploration   Experimentation   Creation   **Self-reflection**   Debate

Description of organization :

Who ?	Does what ?	How ?		When ?
		Material	Tool(s)	(moment and duration)
Each participant Individually **Reception**	-read the report about a metacognitive lesson plan based on the US-Anthem	Text M3_PDF2	Moodle Platform	10
Each participant Individually **Reception**	-read and realise the supporting material on metacognitive strategies (planning-monitoring-evaluating)	Supporting tables M3_PDF2	Moodle Platform	5

Each participant individually **Exercising, Self-reflection**	-answer to the questions of the worksheet based on the given report such as: 1.which are the metacognitive strategies used in the text-separate them into the three categories (planning-monitoring-evaluating) 2. Which are the learning goals of the teacher? 3. how different is this lesson from your own? 4. how would you review and evaluate this lesson?	Worksheet M3_PDF2	Moodle Platform	30

End-of-sequence production or expected results:

1. a table filled in with the metacognitive techniques separated into the three categories: planning, monitoring, evaluating.

2. a text with answers to the given questions

Number and title of the sequence: Sequence 4: Designing a metacognitive lesson plan for your own ongoing classroom teaching (one lesson)

Meaning and learning goals: to be able to create a lesson plan by applying the knowledge acquired in the previous sequences

Learning events involved in the sequence:

Imitation   **Reception**   **Exercising**   Exploration   Experimentation   **Creation**   **Self-reflection**   **Debate**

Description of organization :

Who ?	Does what ?	How ?		When ? (moment and duration)
		Material	Tool(s)	
Each participant Individually **Reception**	-watches the video with the second input on what metacognition means for the individual learner and reflects upon its use in the lesson planning	Powerpoint M4_PPT2 / Video	Moodle Platform	15
Each participant Individually **Creation**	-designs one metacognitive lesson plan in his / her own school subject using the provided template, indicating the goals, learning outcomes, materials etc. and uploads the lesson plan on moodle forum	Worksheet on lesson planning (template) M5_PDF3	Moodle Platform	45
Whole group **Self-reflection, Debate**	- Participants read at least one of the other lesson plans and make comments on it	Other participants' texts	Forum on Moodle	15

End-of-sequence production or expected results:

1. one newly designed lesson plan based on metacognitive strategies
2. evaluation of at least one other participant's text on the Forum

Number and title of the sequence: Sequence 5: Summarizing and making conclusions

Meaning and learning goals: to be able to reflect upon the new information and their own work

Learning events involved in the sequence:

Imitation   Reception   Exercising   Exploration   Experimentation   Creation   **Self-reflection**   **(Debate)**

Description of organization :

Who ?	Does what ?	How ?		When ? (moment and duration)
		Material	**Tool(s)**	
Each participant Individually **Self-reflection**	-fills in the checklist on what he/she learned in this module and how comfortable he/she feels with specific concepts, such as planning, monitoring, evaluating and cognition-metacognition	Checklist M6_PDF4	Moodle Platform	15
Whole group **Self-reflection, Debate**	-upload possible open questions on the forum and exchange with peers	questions	Forum on Moodle	15

End-of-sequence production or expected results:

1. checklist with self-reflection, exchange on E-Learning platform.

Module 2	Title (2.2) Interaction	Type of material Planification Chart
	Subtitle Supportive Teacher-Student-Interaction and Teacher´s Role: The Literacy Apprenticeship Approach	

Planification Chart

2	Basic Concepts of the IDEAL course						
	Interaction - Supportive Teacher-Student-Interaction and Teacher´s Role: The Literacy Apprenticeship Approach						
	Objective (s)	Audio-visual content (s)	Other content	Activities	Tool(s) to be used	Time	Hybridization Level

Sequence 1: Self-exploration of teacher-student relationship and classroom atmosphere	To reflect upon the learning climate in their classrooms and realise how essential a good (warm and supportive) classroom climate is for introducing and practicing literacy skills	-	Pdf file (worksheet on how to develop a good learning environment) M1_PDF1	**Read** the given materials on a good learning environment **Self-reflect** upon their own practice and experience **Answer** to the questions of the worksheet **Upload** the answer on the Forum and **read/comment** two other texts	E-Learning platform Forum on Moodle for exchanging	30 min	EL

Sequence 2: The four dimensions of literacy based on the [Cognitive] Reading Apprenticeship Approach (= RAA	To become familiar with and elaborate on three core-concepts of the IDEAL course: 1. the Reading Apprenticeship Approach (= RAA) 2. the Scaffolding Model and 3. the Zone of Proximal Development	Video based on the PPT input	PPT with theoretical input on RAA M2_PPT1 Pdf file Text materials and worksheet on the dimensions of RAA M3_PDF2 M3_PDF2a Text by Gaile 1999, p. 40-58 Own lesson plan (from Module 2.1) M4_PDF3a M4_PDF 3	**Watch** the relevant video **(trainer input)** **Read** the provided text excerpts (Gaile 1999, p. 32-39 = translation from Schoenbach et al., Reading for Understanding) **Answer** to the questions of the worksheet **Read** the text by Gaile (1999) and make notes wherever necessary **Revise** own lesson plan of a metacognitive lesson (from Module 2.1: Metacognition_M5_PDF3)	E-Learning platform Forum on Moodle for exchanging	15 min + 75 min + 60 min	EL
Online content so far: 180 min (3 hours)							

Face-to-face Workshop (3 hours)							
Sequence 3: The social dimension of literacy: scientific basis	To be able to understand and elaborate on the different dimensions of RAA as well as apply what has been learned	-	Trainer's PPT Participants own lesson plans (created in Module 2.1) Metacognition_M5_PDF3	**Welcome** by the trainer **Limber up** with an introductory cooperative exercise on getting to know each other and building (discipline specific) pairs for the next sequence **Analyze** in pairs their own lesson plans for a metacognitive lesson **Give feedback** and **refine /modify** the lesson plans regarding the RAA model **Prepare** a presentation of the main ideas on a poster **Plenary: Each pair presents** the main ideas of their lesson plans on posters	Projector Posters, pencils, etc. (Flipcharts)	15 min 45 min 60 min (total 120 min)	F2F
Coffee break (15 min)							

Sequence 4: Which are the different roles of teachers and which of those are appropriate for the RAA?	To become familiar with the three different concepts of teacher's role and work on evaluating those	-	PPT file with theoretical input on the different roles of teachers M5_PPT2	**Listen** to the given trainer input and **make notes**	projector	15 min	F2F
Sequence 5: Exercise on self-reflection and exchange	To deepen and elaborate on what has been learned on teachers' roles and their effects on students' learning	-	Pdf files, Text on Think-Pair-Share; worksheets on self-reflection about one´s concept of teachers roles M6_PDF4 M7_PDF5 M8_PDF6	**Work in a Think-Pair-Share** exercise **Take under consideration** (and **fill in**) the given material on self-reflection of teachers roles **Talk and exchange** opinions with your colleagues based on your own experiences	Projector Flipchart or blackboard, markers etc.	45 min 10 min individually 10 min in pairs 25 min in plenary	F2F
			Farewell: Optional with another coffee break: End of F2F phase, 180 min = 3 hs.				

Here follows a 60 min reflection and evaluation assignment, which could function as final assessment for the whole module 2 (in regard to certification requirements)							
Sequence 6: Final assignment / assessment of Module 2 (reading-writing exercise)	To reflect and evaluate on and apply what has been learned about the Reading Apprenticeship Approach and the corresponding teachers´ roles.	-	Pdf file Worksheet with exercises based on texts by Philipp 2012 and Gaile 2015 M9_PDF7 M10_PDF8	**Read** the provided texts (Phillip 2012 and Gaile 2015) **Answer** to the questions based on the text	Moodle platform, E-Portfolio	60 min	EL

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Module **2.2**	**Title: Interaction**	**Type of material**
		Activity Sheet
	Subtitle: **Supportive Teacher-Student-Interaction and Teacher´s Role: The Literacy Apprenticeship Approach**	

Activity Sheet

Number and title of the sequence: Sequence 1: Self-exploration of teacher-student relationship and classroom atmosphere

Meaning and learning goals: To reflect upon the learning climate in their classrooms and realise how essential a good (warm and supportive) classroom climate is for introducing and practicing literacy skills

Learning events involved in the sequence:

Imitation   **Reception**   Exercising   **Exploration**   Experimentation   Creation   **Self-reflection**   Debate

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Description of organization:

Who?	Does what?	How?		When?
		Material	**Tool(s)**	**(moment/ duration)**
Individually **Reception**	- read the given materials on a good learning environment and make notes on the text if necessary	Text about learning environment (pdf) M1_PDF1	Moodle platform	5
Individually **Exploration**	- think about their own practice and experience with regard to a good learning environment and answer to the questions of the worksheet in writing a short text: 1. is there a specific example of lesson or class you remember because of its very positive and motivating learning environment? 2. what do you think made this example a positive one? Which are the success factors of a good learning environment in your opinion? Please upload your text on the Forum	Worksheet (pdf) M1_PDF1	Moodle platform	15
Whole group **Self-reflection**	- read and comment on two other text of other colleagues	Other participants' texts	Forum on Moodle	10

End-of-sequence production or expected results:

1. one text on self-reflection on Moodle

2. two commented texts of other colleagues

Number and title of the sequence: Sequence 2: The four dimensions of literacy based on the [Cognitive] Reading Apprenticeship Approach (= RAA)

Meaning and learning goals: To become familiar with three core-concepts of the IDEAL course: 1. the Reading Apprenticeship Approach (= RAA); 2. the Scaffolding Model; and 3. the Zone of Proximal Development

Learning events involved in the sequence:

Imitation   **Reception**   Exercising   Exploration   Experimentation   Creation   Self-reflection   Debate

Description of organization:

Who?	Does what?	How?		When? (moment/ duration)
		Material	**Tool(s)**	
Individually **Reception**	- watch the video with trainer input, based on a PPT, to better understand the given input read and realise the information about Hattie, the Reading Apprenticeship Model, the Zone of Proximal Development and the framework of "Reading for Understanding" (WestEd California, Strategic Literacy Initiative)	Video, PPT M2_PPT 1 (and Video to be produced)	Moodle platform	15
Individually **Reception**	- read the text by Gaile (1999) and make notes wherever necessary	text by Gaile (1999), p. 32-39 M3_PDF2a	Moodle platform	30

Individually **Exercising**	- answer to the questions of the worksheet based on what they read	Worksheet (pdf) M3_PDF2	Moodle platform	30
Whole Group (pairs) **Self-reflection, Debate**	- read and comment on the answers of one or two colleagues in the Forum	Worksheet (pdf) M3_PDF2	Moodle platform	15
Individually **Reception, Self-Reflection**	- read the text by Gaile (1999) and make notes wherever necessary - revises own lesson plan of a metacognitive lesson (from Module 2.1: Metacognition_M5_PDF3)	Text by Gaile 1999, p. 40-58 Own lesson plan (from Module 2.1) M4_PDF3a M4_PDF 3	Moodle platform	60

End-of-sequence production or expected results:

1. understand and be able to reflect upon the trainer's input on RAA

2. one completed worksheet

3. a full understanding of the dimensions of RAA

4. reflection and evaluation of own lesson plan regarding the dimensions of RAA.

Number and title of the sequence: Sequence 3: The social dimension of literacy: scientific basis

Meaning and learning goals: To be able to understand and elaborate on the different dimensions of RAA

Learning events involved in the sequence:

Imitation   Reception   Exercising   Exploration   Experimentation   **Creation**   **Self-reflection**   **Debate**

Description of organization:

Who?	Does what?	How?		When? (moment/ duration)
		Material	**Tool(s)**	
Trainer /Whole group	Trainer(s) welcome the participants and do a short introductory exercise and "warm up": p. introduce themselves and mention the school subjects they teach (currently) / the subject of their lesson plan			15
Pairs **Self-reflection, Creation**	- P. analyze in pairs their own lesson plans for a metacognitive lesson, give feedback and refine /modify them in regard to the RAA model - Prepare a presentation of the main ideas on a poster.	Metacognition_M5_PDF3: lesson plans from participants	Flipcharts, posters, pencils / markers	45
Whole group **Self-reflection, Debate**	**Plenary: Each pair presents** the main ideas of their lesson plans on posters, whole group reflects on four dimensions of RAA and the metacognitive discourse in different lesson plans	Posters with lesson plans	Flipcharts, posters	60
	Coffee break			15

End-of-sequence production or expected results:

1. posters with main ideas on how to incorporate the four different dimensions of RAA and metacognitive discourse into participants´ lesson plans
2. reflections and evaluation of lesson plans.

Number and title of the sequence: Sequence 4: Which are the different roles of teachers and which of those are appropriate for the RAA?

Meaning and learning goals: To become familiar with the three different concepts of teacher's role and work on evaluating those

Learning events involved in the sequence:

Imitation   **Reception**   Exercising   Exploration   Experimentation   Creation   Self-reflection   Debate

Description of organization:

Who?	Does what?	How?		When? (moment/ duration)
		Material	**Tool(s)**	
Individually **Reception**	- listen to the trainer's input (PPT) on the different roles of teachers - make notes wherever necessary - listen to the trainer's input on Think-Pair-Share	M5_PPT2, Pdf with input on Think-Pair-Share M6_PDF4	projector	15

End-of-sequence production or expected results:

1. be familiar with the different roles that teachers can play in the learning/teaching process (trainer input)

Number and title of the sequence: Sequence 5: Exercise on self-reflection and exchange

Meaning and learning goals: To deepen and elaborate on what has been learned on teachers' roles and their effects on students' learning

Learning events involved in the sequence:

Imitation   Reception   Exercising   **Exploration**   Experimentation   Creation   **Self-reflection**   **Debate**

Description of organization:

Who?	Does what?	How?		When? (moment/ duration)
		Material	**Tool(s)**	
Individually **Exploration**	- work on the questions of the worksheet using Think-Pair-Share 1. Think – read the text by Hörmann on teachers' roles and make notes/fill in the table on the advantages and disadvantages of each of the three roles	Worksheet M7_PDF5 M8_PDF6		10
In pairs **Self-reflection**	2. pair – after having filled the table, talk and exchange your findings with one colleague	M7_PDF5		10
Whole group **Self-reflection, Debate**	3. share – present and discuss your considerations (on worksheet) with your colleagues, discuss about the different teachers roles in regard to the RAA. Trainer may note important results on blackboard / flipchart. Farewell and assignment for homework	M7_PDF5	Flipchart or blackboard, markers etc.	25

End-of-sequence production or expected results:

1. completed table on the advantages and disadvantages of the three roles of teachers
2. discussion between colleagues and self-reflection on their own experiences as teachers

Number and title of the sequence: Sequence 6: Final assignment / assessment of Module 2 (reading-writing exercise)

Meaning and learning goals: To reflect and evaluate on and apply what has been learned about the Reading Apprenticeship Approach and the corresponding teachers´ roles

Learning events involved in the sequence:

Imitation   **Reception**   **Exercising**   Exploration   Experimentation   Creation   **Self-reflection**   Debate

Description of organization:

Who?	Does what?	How?		When? (moment/ duration)
		Material	**Tool(s)**	
Individually **Reception**	- read the provided texts (Phillip 2012 and Gaile 2015)	Texts by Phillip and Gaile M9_PDF7 M10_PDF8	Moodle platform	30

Individually **Exercising, Self-Reflection**	- fill in the worksheet based on the texts and upload it to your E-Portfolio on the Elearning platform (for feedback of the trainer) Questions: 1. which of the 10 principles of Phillip match the RAA Model? 2. Compare and contrast Phillip's model with the Scaffolding model? Which are their similarities/differences? Which do you like better? 3. What did you learn during this interaction module? What can be applied in your daily classroom practice?	Worksheet M9_PDF7	Moodle platform, E-Portfolio	30

End-of-sequence production or expected results:

1. one final text of self-reflection and answers to the above questions

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Module 2	**Title** Basic concepts of the IDEAL course	**Type of material** Planification chart
	Subtitle 2.3 Assessment for Learning/ as Learning	

Planification Chart

2	Basic concepts of the IDEAL course						
	2.3 Assessment for Learning/ as Learning						
	Objective (s)	*Audio-visual content (s)*	*Other content*	*Activities*	*Tool(s) to be used*	*Time*	*Hybridization Level*
	Block 1: Diagnostics – How to explore learners´ needs (in reading literacy)						

Sequence 1: *Comparing different tools for formative Assessment*	To explore and categorize different tools for diagnosis of reading competence (as preparation for theoretical input)	-	Pdf files (worksheet with 4 different assessment tools, such as the Salzburger Lesescreening / testing reading fluency and comprehension questions)	**Compare** different assessment tools **Fill in** the worksheet M1_PDF1 M1_1 M1_2 M1_3 M1_4	E-Learning platform Forum on Moodle for exchanging	60 min	EL
Sequence 2: *What is diagnostic / formative assessment and its function for the learning process*	To understand the concept of diagnostic / formative Assessment (FA) and its function for designing individual learning programmes for students (Diagnostik und Förderung)	Video based on the PPT	PPT with theoretical input on Assessment	**Watch** the relevant video/PPT (trainer input) M2_PPT1	E-Learning platform Forum on Moodle for exchanging	15 min	EL

Sequence 3: *Assignment for „digestion" of Input 2*	To apply what has been learned	-	Pdf file	**Fill in** the worksheet and write a short self-reflection about your experience with using formative assessments. M3_PDF2	E-Learning platform	15 min	EL
Sequence 4: *Discussion / Exchange*	To exchange and elaborate on what has been learned	-	Moodle exchange	**Upload** the written text and **comment** on two others from colleagues **Discuss and exchange** with colleagues with regard to the previous worksheet	E-Learning platform Forum on Moodle for exchanging	30 min	EL
**Block 2: Assessment for Learning / Formative Assessment**
Sequence 5: *What is formative Assessment (FA) und why is it a key concept in the IDEAL course?*	To understand the difference between summative and formative assessments and the great importance of ‚assessment for learning' in lesson planning and learning support	Video based on the ppt	PPT with theoretical input on Assessment	**Watch** the relevant video/PPT (trainer input) M4_PPT2	E-Learning platform Forum on Moodle for exchanging	15 min	EL

Sequence 6:	To learn about different tools for self-assessment of students (in reading literacy) and try out one of these tools with own students.	-	Pdf file	**Read and realise** the given text	E-Learning platform	60 min	EL
Practical Exercise / homework			Text: Lesen. Das Training, Kl. 7-9, Kommentar für Lehrer/innen, p. 38-52	**Pick** one out of four assessment tools			
				Give it to all students to fill it in			
			Worksheet with assessment tools to be used in the classroom	**Discuss** with them the most important aspects			
				M5_PDF3			
				M5_PDF3a			

Sequence 7:	To exchange about the experiment (trying out one of the assessment tools) in teachers own classroom and reflect about how to establish a (self-)assessment culture in one´s own classroom	-		**Analyse the self-assessment sheets of your students and write** a short reflection about your classroom experience with the assessment tool. **Upload your text on Moodle.** **Read the texts of two colleagues and make comments** or schedule a video conference. M6_PDF4	E-Learning platform Forum on Moodle for exchanging	60 min (30 min writing, 30 min making com-ments)	EL
Exchange and reflection							

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Module 2	**Title** Basic Concepts of the IDEAL course	**Type of material**
	Subtitle 2.3 Assessment for learning / as learning	Activity Sheet

Activity Sheet

Number and title of the sequence: Sequence 1: Comparing different tools for formative Assessment

Meaning and learning goals: To explore and categorize different tools for diagnosis of reading competence (as preparation of theoretical input)

Learning events involved in the sequence:

Imitation   **Reception**   **Exercising**   **Exploration**   Experimentation   Creation   Self-reflection   Debate

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Description of organization :

Who?	Does what?	How?		When? (moment and duration)
		Material	**Tool(s)**	
Each participant Individually **Reception - Exploration**	-Read, realise and compare the following four different assessments tools: 1. Salzburger Lesescreening / testing reading fluency 2. Text Comprehension Test (one assignment similar to PISA test) 3. The Munich observation sheet 4. Self-evaluation sheet by Lesen. Das Training	Text material with different assessment tools M1_1 M1_2 M1_3 M1_4	Moodle platform	45
Each participant Individually **Exercising**	-fill in the table/worksheet with the following questions: 1. With which of these assessment tools are you familiar/which have you been using in your practice? 2. Which competences are being tested? 3. What do you think about their usability?	Worksheet (pdf) M1_PDF1	Moodle platform	15

End-of-sequence production or expected results:

1. a general understanding of different assessment aspects and tools

2. one completed table with comments on the assessment tools

Number and title of the sequence: Sequence 2: What is diagnostic / formative assessment and its function for the learning process

Meaning and learning goals: To understand the concept of diagnostic / formative Assessment (FA) and its function for designing individual learning programmes for students (Diagnostik und Förderung)

Learning events involved in the sequence:

Imitation   **Reception**   Exercising   Exploration   Experimentation   Creation   Self-reflection   Debate

Description of organization :

Who?	Does what?	How?		When? (moment and duration)
		Material	**Tool(s)**	
Each participant individually **Reception**	- watch the video/PPT (trainer's input) about diagnostic / formative assessment	PPT and video M2_PPT1	Moodle platform	15

End-of-sequence production or expected results:

1. understand and be able to reflect upon the trainer's input on assessment

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Number and title of the sequence: Sequence 3: Assignment for „digestion" of Input 2

Meaning and learning goals: To apply what has been learned

Learning events involved in the sequence:

Imitation   Reception   **Exercising**   Exploration   Experimentation   Creation   Self-reflection   Debate

Description of organization :

Who?	Does what?	How?		When? (moment and duration)
		Material	**Tool(s)**	
Each participant Individually **Exercising**	Fill in the worksheet about the different diagnostic instruments (based on the previous input): 1. which of them do you use? 2. Do you remember any successful application in your classroom? (write a short text about it)	Worksheet M3_PDF2	Moodle platform	15

End-of-sequence production or expected results:

1. one completed worksheet

Number and title of the sequence: Sequence 4: Discussion / Exchange

Meaning and learning goals: To exchange and elaborate on what has been learned

Learning events involved in the sequence:

Imitation   Reception   Exercising   Exploration   Experimentation   Creation   **Self-reflection**   **Debate**

Description of organization :

Who?	Does what?	How?		When? (moment and duration)
		Material	**Tool(s)**	
Whole group **Self-reflection, Debate**	- Each participant uploads his text on moodle forum and reads two other texts; then discusses and exchanges with colleagues with regard to the previous texts they have written/ and commented on	participants' texts	Forum on Moodle	30

End-of-sequence production or expected results:

1. comments on the worksheets of two colleagues
2. discussion and self-reflection about experiences in applying assessments for reading

Number and title of the sequence: Sequence 5: What is Formative Assessment (FA) und why is it a key concept in the IDEAL course?

Meaning and learning goals: To understand the difference between summative and formative assessments and the great importance of ‚assessment for learning' in lesson planning and learning support

Learning events involved in the sequence:

Imitation   **Reception**   Exercising   Exploration   Experimentation   Creation   Self-reflection   Debate

Description of organization :

Who?	Does what?	How?		When? (moment and duration)
		Material	**Tool(s)**	
Each participant Individually **Reception**	- watch the video/ PPT about formative and summative assessment	Powerpoint and video M4_PPT2	Moodle platform	15

End-of-sequence production or expected results:

1. a good understanding of the difference between summative and formative assessments

Number and title of the sequence: Sequence 6: Practical Exercise / homework

Meaning and learning goals: To learn about different tools for self-assessment of students (in reading literacy) and to try out one of these tools with own students

Learning events involved in the sequence:

Imitation   **Reception**   **Exercising**   **Exploration**   Experimentation   Creation   Self-reflection   **Debate**

Description of organization :

Who?	Does what?	How?		When? (moment and duration)
		Material	**Tool(s)**	
Each participant Individually **Reception - Exploration**	Read and understand the given text about different tools for self-assessment of students (in reading literacy)	Text material Lesen. Das Training, Kl. 7-9, Kommentar für LuL, p. 38-52 M5_PDF3 M5_PDF3a	Moodle platform	60
Each participant Individually **Exercising**	Pick one out of the four proposed assessment tools (given in the text) and give it to their students to fill it in	Assessment tool from the text	Moodle platform	
Each participant Individually **Debate**	Discuss with their students the different/ most important aspects of the tool; what do they think? What is their feedback?	Students' opinion		

End-of-sequence production or expected results:

1. completed assessment tool by their students

2. students' feedback

Number and title of the sequence: Sequence 7: Exchange and reflection

Meaning and learning goals: To exchange about the experiment (trying out one of the assessment tools) in teachers own classroom and reflect about how to establish a (self-)assessment culture in one´s own classroom

Learning events involved in the sequence:

Imitation   Reception   Exercising   Exploration   Experimentation   Creation   **Self-reflection**   **Debate**

Description of organization :

Who?	Does what?	How?		When? (moment and duration)
		Material	**Tool(s)**	
Each participant Individually **Self-reflection**	Write a short reflection about their classroom experience with the assessment tool, connecting their experience to the previous input on metacognition and interaction	Worksheet M6_PDF4	Moodle platform	30
Whole group **Debate**	Upload this text and comment on two others from other participants – discuss and exchange with them about comments and questions	Other participants' texts	Forum on Moodle / **Chat or Skype Conference?**	30

End-of-sequence production or expected results:

1. one self-reflection text about their classroom experience
2. comments on two other texts (and final exchange with their colleagues)

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Module	TEXT DIVERSITY AND TEXT STRUCTURES	
3		

DESCRIPTION OF THE MODULE

Module 3 is comprised of four submodules: "Students' text worlds", "Text Diversity", "Texts for learning – disciplinary texts" and "The structural organization of content area texts". It addresses the following topics:

- students' text worlds and gender differences;

- reading/communication situations and purposes;

- text diversity framework;

- authentic texts in the classroom: advantages and disadvantages;

- learnability of the texts: disciplinary texts and texts of the textbooks;

- structure and meaning: implications for understanding and learning: textual structures, paragraph frames and graphic organizers

We start with an overview of pupils' text worlds, and pupils' engagement, using the reading logs that participants will receive at the end module 2 in order to ask their students to fill out. In the next step, we connect students' text worlds to the diversity of texts that can be used in classroom practice. We emphasize authentic texts, discussing the advantages and disadvantages of their use in the classroom. Finally, we will focus on structure of the texts and how it can be used to convey meaning. Some strategies and graphic organizers to be used in classroom will be also provided to participants.

Participants will be invited to engage in cooperative learning with colleagues and with the trainer, performing several tasks, such as: watching videos and PowerPoint presentations about the

module topics, discussing the content of the videos and PowerPoint presentations with colleagues and with the trainer through a forum and a chat, filling out worksheets, writing essays and rubrics, doing podcasts with their opinion on a given topic, building a glossary, and planning lessons or activities applying content and strategies provided by the trainer.

The learning goals of the module are:

- to integrate students' social reading practices into teaching practice;
- to design classes with texts for different reading purposes;
- to select texts for using in the classroom according to several formal criteria;
- to choose authentic texts/digital texts for the classroom;
- to assess the learnability of the textbooks' texts;
- to recognize the main features of the texts of the disciplines;
- to use structural features of the texts to promote learning; and
- to use graphic organizers to facilitate learning

The time allocated for this module is 12 hours: 6 hours of one face-to-face meeting (submodules "Students' text worlds" and "Texts for learning – disciplinary texts") and 6 hours of online work and communications (submodules "Text Diversity" and "The structural organization of content area texts"). The time allocated for each module is 3 hours.

LIST OF RESOURCES

Audiovisual content

Title	Identification
Videos	
What is engagement and why it matters	M1_V1
The diversity of reading situations	M8_V2
Text diversity framework according to PISA	M10_V3
Authentic texts	M12_V4

Other content

Title	Identification
PowerPoint presentations	
Introduction to the Module 3	M1_PPT1
Students' text worlds – world data	M2_PPT2
Text structure, signal words, signal questions and paragraph frames	M20_PPT3
Graphic organizers: definition, purpose, examples	M23_PPT4
Worksheets	
Instructions for analyzing previously gathered Students' reading logs (pdf)	M4_WS1
List of the diversity of reading materials (pdf)	M5_ WS2
Mind map handout (pdf)	M7 _WS3
K-W-L chart (pdf)	M11_WS4
Graphic organizer for the discussion (pdf)	M13_WS5
Checklist to assess learnability and instructions for discussion (pdf)	M15_WS6
Features of disciplinary texts and ideas for teaching disciplinary literacies (pdf)	M17_WS7
Instructions for the task (pdf)	M19_WS8
Exercises on signal words an paragraph frames (pdf)	M22_WS9
Graphic organizers exercises (pdf)	M24_WS10
Texts	
Students' reading logs activity (pdf)	M3_Text1
Understanding the Purpose of Different Types of Text (pdf)	M9_Text2
Excerpts of the article "Social Semiotics Framework for Conceptualizing Content Area Literacies" (pdf)	M16_Text3
Text with mixed paragraphs (pdf)	M18_Text4
Organized text (pdf)	M19_Text5
Three different short texts (pdf).	M21_Text6

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Module 3.	**Title:** Text diversity and text structures	**Type of material**
	Subtitle Students' text worlds	

Planification Chart

3.1.	**TEXT DIVERSITY AND TEXT STRUCTURES**						
	STUDENTS' TEXT WORLDS						
	Objective (s)	*Audio-visual content (s)*	*Other content*	*Activities*	*Tool(s) to be used*	*Time*	*Hybridization Level*

Sequence 1: Students' text worlds and gender differences	To integrate students' social reading practices into teaching practice		M1_PPT1_Introduction to the Module 3 M2_PPT2_Students' text worlds – world data M3_Text1_Students' reading logs activity (pdf) M4_WS1 _Instructions for analyzing previously gathered Students' reading logs (pdf) M5_ WS2_ List of the diversity of reading materials (pdf)	1. **Watch** PPT1 about the contents of the module.		5 min	F2F
				2. **Reflect** and discuss contents of the module.		10 min	
				3. **Watch** PPT2 (M2_PPT2) and **reflect** upon and **discuss** the question: *What in the world do our students read?*		10 min	
				4. **Analyse** and **register** main findings in the WS1 (M4_WS1) categorizing facts with the help of the worksheet 2 (M5_WS2).		15 min	
				5. **Design** graphs with main conclusions and write in the Blog.		20 min	
		M6_V1_ What is engagement and why it matters		6. **Compare and discuss** conclusions in the Graphs, highlighting gender differences		20 min	
				7. **Watch** video 1 (M6_V1) about engagement and its importance.		5 min	
				8. **Write** arguments about the contribution that knowledge of students' text worlds have for engaging students in reading and learning.		20 min	
				9. **Read** others' responses and comment		10 min	

| Sequence 2: Reading/communication situations and purposes | To design classes with texts for different reading purposes | M8_V2 _The diversity of reading situations | M7 _WS3_Mind map handout (pdf) M9_Text2 – "Understanding the Purpose of Different Types of Text" - PISA framework 2016 (pdf) | 10. **Brainstorm** views on reading/communication purposes. 11. **Register** in the mind map (M7_WS3). 12. **Watch** video 2 (M8_V2) about the diversity of reading situations in people's lives. 13. **Read** Text 2 (M9_Text2) about the purpose of different types of texts. 14. **Discuss** main ideas. 15. **Draft** an explanation on how each one can create different reading situations for different purposes in the classroom (to do later as a podcast). | | 10 min 15 min 5 min 5 min 10 min 20 min | F2F |

≈3 hours

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Module **3.1**	**TEXT DIVERSITY AND TEXT STRUCTURES**
	Students' text worlds

Activity Sheet

Number and title of the sequence: Sequence 1 - Students' social reading practices into practice.

Meaning and learning goals: by the end of the activity, the participants will be able to integrate students' social reading practices into practice.

Learning events involved in the sequence:

Imitation   **Reception**   Exercising   Exploration   Experimentation   Creation   **Self-reflection**   **Debate**

Description of organization :

Who?	Does what?	How?		When? (schedule/ duration)
		Material	Tool(s)	
Individually	Watch PPT 1 - introduction about the contents of the module.	PPT 1 – Introduction to the module		5'

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Whole group	Reflect and discuss contents of the module.		10'
Individually	Watch PPT2 on students' text worlds – world data	PPT 2 - Students' text worlds – world data	5'
Whole group	Reflect upon and discuss the question: What in the world do our students read?	World data/Question	5'
In pairs	Analyse and register main findings in the worksheet 1, categorizing facts with the help of the worksheet 2.	Worksheet 1 - instructions for analysing previously gathered Students' reading logs (pdf) Worksheet 2 - List of the diversity of reading materials (pdf)	15'
In pairs	Design graphs with main conclusions.		20'
Whole group	Compare and discuss conclusions in the Graphs, highlighting gender differences.		20'
Individually	Watch video 1 about engagement.	Video 1 - What is engagement and why it matters	5'
Individually	Write arguments about the contribution that knowledge of students' text worlds has for engaging students in reading and learning.		20'
In pairs	Read and comment others arguments.	Pairs' comments	10'

End-of-sequence production or expected results:

Graphs with systematization of data; a list of the facts about the diversity of student texts, reading purposes and practices; arguments in favour of knowing students practices; comments on the arguments.

Number and title of the sequence: Sequence 2 - Reading/communication situations and purposes.

Meaning and learning goals: by the end of the activity, the participants will be able to design classes according to different reading purposes.

Learning events involved in the activity:

Imitation **Reception** Exercising **Exploration** **Experimentation** Creation **Self-reflection** **Debate**

Who?	Does what?	How?		When? (schedule/ duration)
		Material	Tool(s)	
Whole group	Brainstorm views on reading/communication purposes.			10
Individually	Register in the mind map.	Worksheet 3 - Mind map handout (pdf)		15
Individually	Watch video 2 about the diversity of reading situations in people's lives.	Video 2		5
Individually	Read Text 2 on the Purpose of Different Types of Text – PISA framework 2016.	Text 2 - "Understanding the Purpose of Different Types of Text" - PISA framework 2016 (pdf)		5
Whole group	Discuss main ideas.			10
In pairs	Draft an explanation on how each one can create different reading situations for different purposes in the classroom.	Participants drafts to be reviewed later for a podcast		20

End-of-activity production or expected results:

An explanation of how each one can create different reading situations for different purposes in the classroom. This written explanation will be recorded as a podcast before module 3.2. This is an element of assessment of this module.

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Module 3	TEXT DIVERSITY AND TEXT STRUCTURES	
	Text Diversity	

Planification Chart

3.2.	TEXT DIVERSITY AND TEXT STRUCTURES						
	Text Diversity						
	Objective (s)	Audio-visual content (s)	Other content	Activities	Tool(s) to be used	Time	Hybridization Level

Sequence 1: *Text diversity framework* - *Text forms* - *Text types* - *Medium* - *Environment (for Digital texts):* • *Authored environment* • *message-based environment* • *multimodal*	To select texts for using in the classroom according to several formal criteria	**M10_V3_** Text diversity framework according to PISA		1. **Watch** video 3 (M10_V3) on text diversity. 2. **Take** notes. 3. **Write** definitions of types of texts. 4. **Collect** concrete examples of each type and **upload** them as illustrators of each type of texts. 5. **Discuss & Propose** possible pedagogical uses for each type of texts.	Glossary or similar Forum	5 min 10 min 30 min 25 min 45m	Online

Sequence 2: Authentic texts in the classroom: advantages and disadvantages	To choose authentic texts for the classroom		**M11_WS4**_K-W-L chart (pdf)	6. **Respond** to the 1st two questions of a K-W-L (M11_WS4) on knowledge about authentic texts and their use in the classroom.		10 min	Online
		M12_V4 _ Authentic texts https://www.youtube.com/watch?v=4ztWsClMdqU		7. **Watch** video 4 (M12_V4) about authentic texts.		5 min	
			M13_WS5_Graphic organizer for the discussion (pdf)	8. **Fill** out graphic organizer (M13_WS5).	Forum	10 min	
				9. **Respond** and **discuss** the answers to the last question (L) of the KWL (M11_WS4) about The use of authentic texts: advantages and disadvantages		20 min	
				10. **Write** a synthesis of the advantages and disadvantages, with examples + criteria to select authentic texts	Portfolio	20 min	

≈ 3 hours

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Module	TEXT DIVERSITY AND TEXT STRUCTURES
3.2	**Text Diversity**

Activity Sheet

Number and title of the sequence: Sequence 1 - Text diversity framework.

Meaning and learning goals: by the end of the activity, the participants will be able to select texts for using in the classroom according to several formal criteria.

Learning events involved in the sequence:

Imitation   Reception   Exercising   Exploration   Experimentation   Creation   Self-reflection   Debate

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Description of organization :

Who?	Does what?	How?		When? (schedule/ duration)
		Material	Tool(s)	
Individually	Watch a video 3 on text diversity and take notes.	Video 3 - Text diversity framework according to PISA		15
Individually	Write definitions of types of texts		glossary	30
Individually	Collect concrete examples of each type and upload them as illustrators of each type of texts.	Textbooks	glossary	25
Whole group	Discuss & Propose possible pedagogical uses for each type of texts.		Glossary Forum	45

End-of-sequence production or expected results:

Entries on glossary with the definitions of type of texts; a pull of examples of type of texts; Participation on chat.

Number and title of the sequence: Sequence 2 - Authentic texts in the classroom: advantages and disadvantages.

Meaning and learning goals: by the end of the activity, the participants will be able to choose authentic texts for the classroom.

Learning events involved in the activity:

Imitation　　　**Reception**　　　Exercising　　　Exploration　　　Experimentation　**Creation**　　**Self-reflection**　　**Debate**

Who?	Does what?	How?		When? (schedule/ duration)
		Material	Tool(s)	
Individually	Respond to the 1st two questions of a K-W-L on knowledge about authentic texts and their use in the classroom.	Worksheet 4 - K-W-L chart (pdf)		10
Individually	Watch video 4 on authentic texts.	Video 4		5
Individually	Fill graphic organizer.	Worksheet 5 - Graphic organizer for the discussion		10
Individually/ Whole group	Respond and discuss the answers to the last question (L) about The use of authentic texts: advantages and disadvantages.	Worksheet 4 - K-W-L chart (pdf)	Forum	20
Individually	Write assignment with a synthesis of advantages and disadvantages + criteria to select authentic texts.		Portfolio	20

End-of-activity production or expected results:

a worksheet with KWL on authentic texts and their use in the classroom; a worksheet with graphic organizers; a synthesis of advantages and disadvantages + criteria to select authentic texts and a multimodal text to be include on the portfolio.

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Module	**TEXT DIVERSITY AND TEXT STRUCTURES**
3	**Texts for learning – disciplinary texts**

Planification Chart

3.3.	**TEXT DIVERSITY AND TEXT STRUCTURES**						
	Texts for learning – disciplinary texts						
	Objective (s)	*Audio-visual content (s)*	*Other content*	*Activities*	*Tool(s) to be used*	*Time*	*Hybridization Level*

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Sequence 1: - *Texts of the textbooks: learnability issues* - *Disciplinary texts*	To assess the learnability of the textbooks' texts		**M14_V5_**The learnability of content texts	1. **Watch** video 5 "The learnability of the texts, with reference to readability and comprehensibility".		5 min	F2F
			M15_WS6_ Checklist to assess learnability of the texts and instructions for discussion (pdf) **+** Texts from textbooks selected by teachers	2. **Apply** a checklist to assess learnability (M15_WS6), using texts from textbooks previously selected by teachers.		30 min	
				3. **Discuss and register** main conclusions: usability and suggestions to adapt the checklist.		25 min	
	To recognize the main features of the texts of the disciplines			4. **Think, respond and discuss** the statement: *Considering how conceptions and uses of text vary across disciplines can lead teachers to more responsive literacy instruction and students to deeper understanding of subject matter* (Wilson, 2011, p. 435).		20 min	
			M16_Text3_ Excerpts of the article "Social Semiotics Framework for Conceptualizing Content Area Literacies" (Wilsson, 2011) (pdf)	5. **Read** text 3 (M18_Text3) with Excerpts of the article "Social Semiotics Framework for Conceptualizing Content Area Literacies" (Wilsson, 2011).		30 min	
			M17_WS7_ Features of disciplinary texts and ideas for teaching disciplinary literacies (pdf)	6. **Fill out** worksheet 7 (M17_WS7) with the main features of disciplinary texts and ideas for teaching disciplinary literacies.		60 min	

≈ 3 hours

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Module **3.3**	**TEXT DIVERSITY AND TEXT STRUCTURES**
	Text for learning – disciplinary texts

Activity Sheet

Number and title of the sequence: Sequence 1 - Texts of the textbooks: learnability issues; Disciplinary texts

Meaning and learning goals: by the end of the activity, the participants will be able to assess the learnability of the textbooks' texts and to recognize the main features of the texts of the disciplines

Learning events involved in the sequence:

Imitation   **Reception**   **Exercising**   **Exploration**   Experimentation   Creation   **Self-reflection**   **Debate**

Description of organization :

Who?	Does what?	How?		When? (schedule/ duration)
		Material	Tool(s)	
Individually	Watch video 5 "The learnability of the texts, with reference to readability and comprehensibility".	Video 5 - The learnability of content texts		5'

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Individually	Apply a checklist to assess learnability, using texts from textbooks previously selected by teachers.	Worksheet 6 - Checklist to assess learnability of the texts and instructions for discussion (pdf) + Texts from textbooks selected by teachers.		30'
Whole group/Individually	Discuss and register main conclusions: usability and suggestions to adapt the checklist.			25'
Whole group	Think, respond and discuss the statement: Considering how conceptions and uses of text vary across disciplines can lead teachers to more responsive literacy instruction and students to deeper understanding of subject matter (Wilson, 2011, p. 435).			20'
Individually	Read text 3 with Excerpts of the article "Social Semiotics Framework for Conceptualizing Content Area Literacies" (Wilson, 2011).	Text 3 - Excerpts of the article "Social Semiotics Framework for Conceptualizing Content Area Literacies" (Wilson, 2011) (pdf)		30'
In pairs	Fill out worksheet 7 (M17_WS7) with the main features of disciplinary texts and ideas for teaching disciplinary literacies.	Worksheet 7 - Features of disciplinary texts and ideas for teaching disciplinary literacies (pdf)		60'

End-of-sequence production or expected results:

One assessment of the learnability of the texts of participants textbooks using the checklist; a schematic synthesis with the main features of disciplinary texts and ideas for Teaching Disciplinary Literacies.

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Module	TEXT DIVERSITY AND TEXT STRUCTURES
3	**The structural organization of content area texts**

Planification Chart

3.4.	TEXT DIVERSITY AND TEXT STRUCTURES						
	The structural organization of content area texts						
	Objective (s)	*Audio-visual content (s)*	*Other content*	*Activities*	*Tool(s) to be used*	*Time*	*Hybridization Level*

Sequence 1: *Structure and meaning: implications for understanding and learning* - *Textual structures* - *Paragraph frames* - *Graphic organizers*	To use structural features of the texts to promote learning		**M18_Text4_**Text with mixed paragraphs (pdf) **M19_WS8_**Instructions for the tasks (pdf)	1. **Read** text 4 (M18_Text4), **identify** and **discuss** problems of the text (M19_WS8).	Forum	30 min	Online
				2. **Organize** the text 4 (M18_Text4), according to guidelines (M19_WS8).		15 min	
			M19_Text5_ Organized text (pdf)	3. **Represent** the organized text (M19_Text5) in a graphic way.		15 min	
			M20_PPT3_ Text structure, signal words, signal questions and paragraph frames	4. **Watch** PPT 3 about text structures, signal words, signal questions and paragraph frames.		5 min	
			M21_Text6_three different short texts (pdf). **M22_WS9_**Exercises on signal words and paragraph frames (pdf)	5. **Read** texts (M21_Text6) and do the tasks of the worksheet (M22_WS9).	Upload tasks to the trainer	30 min	
				6. **Watch** PPT 4 (M22_WS9) about graphic organizers: definition, purpose, examples.		5 min	
	To use graphic organizers to facilitate learning		**M23_PPT4_**Graphic organizers: definition, purpose, examples **M24_WS10_**Graphic organizers exercises. (pdf)	7. **Read** the passages, **identify** the text structure and write information from the passages into the appropriate graphic organizer (M24_WS10).	Upload tasks to the trainer	30 min	
				8. **Write** arguments for using graphic organizers to facilitate learning.	Forum	25 min	
				9. **Choose** 2 contributions and **assess** the arguments in terms of validity/ soundness.	Forum	25 min	

≈ 3 hours

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Module	**TEXT DIVERSITY AND TEXT STRUCTURES**
3.4	**The structural organization of content area texts**

Activity Sheet

Number and title of the sequence: Sequence 1 - Structure and meaning: implications for understanding and learning.

Meaning and learning goals: by the end of the activity, the participants will be able to use structural features of the texts to promote learning and to use graphic organizers to facilitate learning

Learning events involved in the sequence:

Imitation   **Reception**   **Exercising**   Exploration   **Experimentation**   Creation   **Self-reflection**   **Debate**

Description of organization :

Who?	Does what?	How?		When? (schedule/ duration)
		Material	Tool(s)	
Individually/whole group	Read text 4, identify and discuss problems of the text.	Text 4 - Mixed paragraphs Worksheet 8 - Instructions for the tasks	Forum	30'

Individually	Organize the text 4, according to guidelines.	Text 4 - Mixed paragraphs		15'
Individually	Represent the organized text in a graphic way.	Text 5 - Organized text		15'
Individually	Watch PPT 3 about text structures, signal words, signal questions and paragraph frames.	PPT 3 - Text structure, signal words, signal questions and paragraph frames		5'
individually	Read texts and do the tasks of the worksheet.	Text 6 - Three different short texts. Worksheet 9 - Exercises on signal words and paragraph frames	Platform	30'
Individually	Watch PPT 4 about graphic organizers: definition, purpose, examples.	PPT4 - Graphic organizers: definition, purpose, examples		5'
Individually	Read the passages, identify the text structure and write information from the passages into the appropriate graphic organizer.	Worksheet 10 - Graphic organizers exercises	Platform	30'
Individually	Write arguments for using graphic organizers to facilitate learning		Forum	25'
Whole group/individually	Choose 2 contributions and assess the arguments in terms of validity/ soundness.		Forum	25'

End-of-sequence production or expected results:

Contribution to initial forum discussion (sharing previous experiences); graphic with an organized text; at least 2 arguments in favour of using graphic organizers; evaluation of two other participants' arguments on Forum.

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Module	Title Vocabulary	Type of material
4		Brief description of the module; useful for trainers
	Subtitle	
	Basics of the module: Learning outcomes, resources and assessment	

Description of the module

In Module 4, we will be exploring three major issues:

1. the importance of building students' vocabulary in every discipline;
2. how to decide what vocabulary to focus on in a lesson or unit of learning; and
3. what strategies could help develop students' vocabulary skills.

By the end of the module, the participants should be able to argue convincingly for the importance of vocabulary development within the discipline they teach; to apply confidently Flanigan and Greenwood's four-level framework to decide on what vocabulary elements to focus instruction on, and to plan at least one lesson to include at least two new vocabulary development strategies within the discipline they teach.

In addition to individual tasks, the participants will be asked to engage in cooperative learning with colleagues teaching the same or a similar discipline. Of the 6 hours allocated for this module, 4 are for online learning.

As a result of covering this module, the participants will be able to include in their portfolios *a lesson plan* to include new approaches to teaching vocabulary within their discipline, accompanied by *a recording of a relevant part of a lesson* where they implement the plan <u>or</u> *samples of their students' products* from the respective lesson. In addition, they will include

their *written reflections* on how the lesson went and what they have learnt from teaching it.

Total duration: 6 hours, of which 2 hours face-to-face, 4 hours online

List of resources:

Audiovisual content

- Vocabulary – why does it require every teacher's attention? (recorded PPT)
- Selecting words for direct vocabulary instruction (video - a teacher thinks aloud to demonstrate how she selected words for direct vocabulary instruction)
- Student friendly definition (video – it includes parts of a lesson during which the teacher uses 'student friendly definition')
- Teacher's reflections on lesson (video – it includes the teacher's reflections on the above lesson)

Resource texts and worksheets

- **Text 1. The Importance of Developing Vocabulary within Each Discipline** (a 2-page text arguing for the importance of vocabulary instruction within each discipline, making the distinction between direct and indirect vocabulary instruction)
- **Worksheet 1**: Read the paragraph taken from a course on genetic engineering and perform Tasks 1a. describe the image that comes to your mind upon first reading; 1b. identify three different categories of words relative to your own experience with them; 1c. write a paragraph about what makes the text difficult to comprehend, reflecting on what would ease comprehension)
- **Text 2: Selecting words for direct vocabulary instruction** (a 3-page text including a one-page diagram of Flanigan and Greenwood's framework, and explanation of the various categories of words).
- **Worksheet 2**: Work with an upcoming text in your textbook (or from another source) and apply Flanigan and Greenwood's 4-level-word-framework to select words for direct instruction in a lesson you are going to teach in the near future. Write down the objectives you will pursue in the lesson, and in a couple of paragraphs or a voice recording, explain why you are going to focus on those words / concepts.

- **Text 3** – Vocabulary development strategies (a 5-page document with brief descriptions and examples of 3 vocabulary development strategies: Word wall, Concept definition map, Frayer model)

- **Text 4** – Writing for understanding mathematical concept (an 18-page document which presents in great detail a 10th-grade mathematics lesson - The slope of a line – including a transcript of teacher-student dialog, as well as an explanation of the following methods: semantic map; writing a paragraph about the concept, think-pair-share and dual-entry diary).

- **Text 5** – First steps to literacy (a 2-page article from a teachers' journal published in Romania – Consilierul de lectura – describing a teacher's experience teaching technical vocabulary to her students in a vocational education school)

- **Worksheet 3**: study guide for texts 4 and 5

- **Worksheet 4:** Plan to apply at least two strategies in two different learning activities in upcoming lessons to teach the vocabulary of levels 1 and 3 you selected in the previous activity. Use the video resources provided for inspiration/ example.

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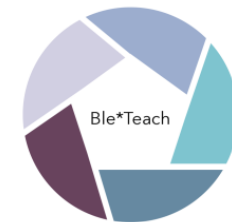Ble*Teach ALSDGC Romania Email: office@alsdgc.ro, websites: www.alsdgc.ro, www.blend-ed.eu

Module **4**	**Title: Vocabulary**	**Type of material** Plan of the training module
	Subtitle Planning Chart	

Planning Chart

Nr of module: 4	**Vocabulary**						
	Objective (s)	**Audio-visual content (s)**	**Other content**	**Activities**	**Tool(s) to be used**	**Time**	**Hybridization Level**
Sequence 1: Why develop students' vocabulary within each discipline?	Argue for the importance of developing their students' vocabulary within their own discipline	Vocabulary – why does it require every teacher's attention? (video)	Text 1- The importance of developing vocabulary within each discipline (pdf) Worksheet 1 (pdf)	**Think, respond, discuss** the answers to the question: How do you facilitate the students' learning of new concepts and new words? **Watch** video **Read** Text 1 **Fill out** the worksheet 1 **Write** arguments in support of the statement Each teacher should support students' vocabulary development. Choose 2 contributions and **assess** the arguments.	Forums Written assignment on Moodle	75 mins	Online (100%)

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Sequence 2: Selecting words for direct vocabulary instruction	Apply Flanigan and Greenwood's framework (2007) of 4 level words for vocabulary instruction in their own discipline	Selecting words for direct vocabulary instruction (video)	Text 2 - Selecting words for direct vocabulary instruction (pdf) Worksheet 2	**Read** text 2 **Do** the quiz **Watch** video **Write** comments (video) **Read** others' comments and respond **Do** assignments from worksheet 2	Forum Written assignment / NanoGong voice recording	100 mins	Online (100%)
Sequence 3: Vocabulary strategies	Within their own discipline plan for direct vocabulary instruction in upcoming lesson(s) or learning unit(s) by using at least 2 new vocabulary development strategies and relaying on knowledge from relevant literature on vocabulary instruction	Student friendly definition (video) – resource for worksheet 4 Teacher's reflections on lesson (video) – resource for worksheet 4	Text 3 – Vocabulary development strategies (pdf) Text 4 – Writing for understanding mathematical concept Text 5 – First steps to literacy Worksheet 3: study guide for texts 4 and 5 Worksheet 4: "Plan a lesson to apply …. How to teach vocabulary…."	**Read** text 4 **Read** text 5 **Think-pair-share**: *how would you teach your level 1 and 3 words selected in the previous activity?* **Directed reading activity** – text 3 **Do** assignment from worksheet 4 **Share** solution from worksheet 4 with peers (feedback) **Write** essay to reflect on the learning in the lesson	Written assignment / NanoGong voice recording/ video recording	185 mins	Face-to-face 66% Online 34%

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Module 4	Title Vocabulary	Type of material
	Subtitle Activity sheet	Detailed planning of the module

Activity Sheet

Number and title of the sequence: 1. Why develop students' vocabulary within each discipline?

Meaning and learning goals: advance organizer; opportunity for evoking prior knowledge and setting own learning goals, preparing to argue for the importance of vocabulary development by all teachers within the discipline they teach; <u>by the end of the sequence, the participants will be able to argue for the importance of developing their students' vocabulary within their own discipline.</u>

Learning events involved in the sequence:

Imitation   Reception   Exercising   Exploration   Experimentation   Creation   Self-reflection   Debate

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Description of organization :

Who?	Does what?	How?		When? (moment and duration)
		Material	**Tool(s)**	
Individually online	- Responds to (evocation) question 1 in writing: *How do you facilitate the students' learning of new concepts and new words?*	- Question	Forum on Moodle	5
Whole group online	- Read each other's responses and react to at least 2	- Other participants' responses	Forum on Moodle	5
Individually online	- Watches introductory video *Vocabulary. Why does it require every teacher's attention?*	- Video	Moodle platform	5
Individually online	- Read Text 1: The Importance of Developing Vocabulary within Each Discipline (a 2-page text arguing for the importance of vocabulary instruction within each discipline, making the distinction between direct and indirect vocabulary instruction)	- Text 1	Moodle platform	10
Individually online	- Worksheet 1: Read the paragraph taken from a course on genetic engineering and perform Tasks 1a. describe the image that comes to your mind upon first reading; 1b. identify three different categories of words relative to your own experience with them; 1c. write a paragraph about what makes the text difficult to comprehend, reflecting on what would ease comprehension)	- Worksheet containing a challenging paragraph from a field likely to be unfamiliar for the participants	Written assignment on Moodle platform	30

Who?	Does what?	How?		When?
Individually online	Write at least two arguments in favour of the statement: Each teacher should support students' vocabulary development. / - Argue with the inspector/ a colleague ….	-	Forum on Moodle platform	10
Whole group online	- Peer-assessment of arguments: Choose two contributions on the forum and assess the arguments in terms of validity/ soundness.	- Participant created text	Forum on Moodle platform	10

End-of-sequence production or expected results:

- Contribution to initial forum discussion (sharing previous experiences)

- Solutions to Worksheet: 1a. description of the image that comes to mind upon first reading of the challenging text; 1b. list of three categories of words relative to the participants' own experiences with them; 1c. a paragraph about what makes the text difficult to comprehend, also reflecting on what would ease comprehension

- At least 2 arguments in favour of 'Each teacher should support students' vocabulary development' (to be added in the participants' portfolio)

- Evaluation of two other participants' arguments on Forum

Number and title of the sequence: 2. Selecting words for direct vocabulary instruction

Meaning and learning goals: gain awareness of Flanigan and Greenwood's framework; prepare teachers for selecting words for direct vocabulary instruction; by the end of the sequence, the participants will be able to apply Flanigan and Greenwood's framework (2007) of 4-level words for vocabulary instruction in their own discipline.

Learning events involved in the sequence:

Imitation   Reception   Exercising   Exploration   Experimentation   Creation   Self-reflection   Debate

Description of organization :

Who?	Does what?	How?		When?
		Material	**Tool(s)**	**(moment and duration)**
Individually online	- Read Text 2: *Selecting words for direct vocabulary instruction* (a 3-page text including a one-page diagram of Flanigan and Greenwood's framework, and explanation of the various categories of words).	- Text 2	Moodle platform	10
Individually online	- Do quiz on the contents of Text 2	- Quiz	Moodle platform	5
Individually online	- Watch Video: Selecting words for direct vocabulary instruction	- Video	Moodle platform	10
Individually online	- Write comments on the math teachers' choices of different level words discussing the explanations the teacher provides;	-	Forum on Moodle platform	10

Who?	Does what?	How?		When?
Whole group online	- Read others' comments and respond to at least one	- Participants' comments	Forum on Moodle platform	5
Individually online	- Worksheet 2: Work with an upcoming text in your textbook (or from another source) and apply Flanigan and Greenwood's 4-level-word-framework to select words for direct instruction in a lesson you are going to teach in the near future. Write down the objectives you will pursue in the lesson, and in a couple of paragraphs or a voice recording, explain why you are going to focus on those words / concepts.	- Worksheet 2 (Trainers will give individual feedback)	NanoGong Voice Recording on Moodle platform	60

End-of-sequence production or expected results:

- Answers to the quiz

- Contribution to forum discussion on the video; response to other participants' comments

- Solution to Worksheet 2: lesson objectives, text to use, selected words, explanation for the word choices for direct vocabulary instruction - in writing (2 paragraphs) or voice recording (to be added in the participants' portfolio)

Number and title of the sequence: 3. Vocabulary strategies

Meaning and learning goals: Participants will be introduced to several vocabulary development strategies; by the end of the sequence, the participants will be able to plan for direct vocabulary instruction, within their respective disciplines, in upcoming lessons or learning unit(s) by using at least two new vocabulary development strategies and relying on knowledge from relevant literature on vocabulary instruction.

Learning events involved in the sequence:

Imitation	Reception	Exercising	Exploration	Experimentation	Creation	Self-reflection	Debate

Description of organization :

Who?	Does what?	How?		When?
		Material	**Tool(s)**	**(moment and duration)**
Individually online	Read Texts 4 and 5 Text 4: Writing for understanding mathematical concept (an 18-page document which presents in great detail a 10th-grade mathematics lesson - The slope of a line – including a transcript of teacher-student dialog, as well as an explanation of the following methods: semantic map; writing a paragraph about the concept, think-pair-share and dual-entry diary). Text 5: First steps to literacy (a 2-page article from a teachers' journal published in Romania – *Consilierul de lectura* – describing a teacher's experience teaching technical vocabulary to her students in a vocational education school) - Worksheet 3: Study Guide for texts 4 and 5	- Text 4 - Text 5 - Study guide	Moodle platform	35
Individual/ pair/ whole group face-to-face	- (Think-Pair-Share) Participants respond to question: Think of the level 1 and level 3 words you selected in the previous activity. How would you teach them to your students? Engage in whole-group discussion.	- Question in board		10

Whole group, face-to-face	Trainer-directed reading activity - Text 3: Vocabulary development strategies (a 5-page document with brief descriptions and examples of 3 vocabulary development strategies: Word wall, Concept definition map, Frayer model)	- Text 3		30
Individually or in small group face-to-face	- Worksheet 4: Plan to apply at least two strategies in two different learning activities in upcoming lessons to teach the vocabulary of levels 1 and 3 you selected in the previous activity. Use the video resources provided for inspiration/ example.	- Worksheet - Video: Student-friendly definition - Video: Teacher's reflections on lesson		50
Small group/ whole group face-to-face	- Share solution to worksheet 4 with peers. Provide feedback to other groups' productions.	- Participants' lesson plans		30
Individually online	Self-reflection: Write a 2-3 paragraph text to reflect on your learning after the implementation of the lesson plan designed in worksheet 4. Alternatively, record a max. 5-minute video/voice recording to share your reflections. -	- Written task	NanoGong Voice Recording on Moodle platform	30

End-of-sequence production or expected results:

- Solved study guide in writing (worksheet 3 completed)

- Oral response to the question: How would you teach the level 1 and level 3 words you selected to your students? Engagement in pair-and whole-group discussion

- Solutions to worksheet 4: lesson plan showing the application of at least two strategies in two different learning activities for how to teach the
vocabulary of levels 1 and 3. (to

be added in the participants' portfolio)

- Oral feedback to other groups'/ individuals' solution to worksheet 4

- Written / voice-recorded self-reflection (to be added in the participants' portfolio)

**Blended Learning in Teachers´ Professional Development –
Developing a Blended Learning Course in Content Area Literacy for Secondary Teacher**

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Module	**Title** Teaching Reading Strategies	**Type of material**
5	**Subtitle**	Description of the module

Module 5: Teaching Reading Strategies

Description of the module:

In Module 5, we will introduce the participants to an especially powerful tool for fostering to improve the educational outcomes. These tools are reading strategies in all content areas. The module aims at providing participants with the following insights:

1. Getting to capture participants' own reading processes by reflecting on strategies or "mental tools" needed for the cognitive and metacognitive processes they employ when dealing with a challenging text.

2. Getting to understand the great importance of reading strategies in comprehension process. They realize the relevance of reading strategies based on PISA/PIRLS results and can reach a high awareness on the issue.

3. Getting to understand the importance and practical application of cognitive and metacognitive reading strategies.

4. Having access to information on a thinking aloud process.

5. Getting to understand the theoretical background and practical application of reciprocal teaching (RT).

By the end of the first part of the module, which will be delivered both in a face-to-face and in online format, the participants will have gained insight into the relevance of reading

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strategies based on PISA/PIRLS results. After listening to and reflecting on a podcast, reading special literature on reading strategies or filling in a checklist, they can reach a high awareness on the issue. By using placemat method participants collect the characteristic features of good readers. By watching a video participants experience how students can be apprenticed to meaning-making from texts through think aloud protocols which make the invisible reading processes visible. They are made aware of the importance and effectiveness of strategic approaches to subject area texts, which they routinely use, as they are experienced readers in their domain. However, they also learn that students' capacity for strategy use does not develop automatically but can be built through cognitive instruction.

In the second part of the module, which will be delivered both in a face-to-face and in online format, participants will be able to understand reciprocal teaching, as they get familiar with its theoretical background through a guideline. A video also models how to implement RT in the classroom. In the face-to-face part of the second part participants will be able to practise with their peers how to use RT in a classroom.

Total duration: **2,5 h F2F,   7,5 h online**

Module 5.1:   **1 h F2F,   3 h online**

Module 5.2:   **1,5 h F2F,   4,5 h online**

List of resources for Module 5.1

Audiovisual content

- PPT presentation on characteristics of a good reader
- Podcast: two trainers talk about the connection between reading comprehension and reading strategies and parts of conference talks on the topic are intersected *or* Video : interview with an expert
- Voice recording : Participants record their reflection on what they heard in the

podcast *or* watched on the video.

- A video on modelling thinking aloud

Resource texts and worksheets

- **Text 1:** An extract from books written by experts that gives basic information on cognitive and metacognitive reading strategies. (Max. 15-20 pages.)
- **Worksheet 1**: A multiple choice online test from a question bank at a random choice.
- **Worksheet 2**: An online checklist (A checklist on reading strategies that was used in ISIT and TALENTUM projects).

List of resources for Module 5.2

Audiovisual content

- Video which models how to implement RT in the classroom. (Szabó-Szinger)
- Films to be uploaded by participants (Practicing either thinking aloud or reciprocal teaching in their classroom)

Resource texts and worksheets

- **Text 1**: BaCuLit Handbook extract on Reciprocal Teaching
- **Text 2**: A guideline on how to use RT (BaCuLit Teachers' Workbook: How to do RT in practice)
- **Text 3**: A text to be used for RT lesson (video) (Is paleo diet fake?)
- **Text 4**: Role cards for RT (BaCuLit Teachers' Workbook)
- **Text 5:** A 3-4 page long thought-provoking text (e.g. on X, Y, Z generations; Generációk a világháló vonzásában)
- **Worksheet 1:** An online checklist (A checklist on reading strategies that was used in ISIT and TALENTUM projects).
- **Worksheet 2:** A blog (reflection) written by the participants after the checklist has been completed.

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Module	Title Teaching reading strategies	Type of material
5	**Subtitle** 5.1 Research foundation	Planification chart

Planification Chart

5	**TEACHING READING STRATEGIES**						
	5.1 RESEARCH FOUNDATION						
	Objective (s)	*Audio-visual content (s)*	*Other content*	*Activities*	*Tool(s) to be used*	*Time*	*Hybridization Level*

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Sequence 1: *Reflection on participants' own strategic approaches to texts* *What strategies do participants use in their own reading practices?*	**Participants will be able to** realize what reading strategies they use in their own comprehension process.		**Material 1:** A challenging, unknown text (1 page long). M5_ M1_PDF 1: a text in pdf format **Material 2:** M5_M2_PDF 2: description of Placemat method in pdf format (BaCuLit Teacher's workbook, M1_Material 1a: Placemat – A Cooperative Learning Method p. 13) Material 3: M5_M3_PPT 1	**Trainer-Input 1**: Participants **read** a challenging, unknown text on their own. Participants **reflect upon** the strategies they use in groupwork. By using **placemat** method participants collect the characteristic features of good readers based on their experiences: what helped or hindered their understanding of the text. Participants **watch** a ppt on good readers.	A text in pdf Description of placemat strategy BaCuLit Module 4 Trainers Handbook p. 180	10 min 35 min 10 min	F2F (100 %)

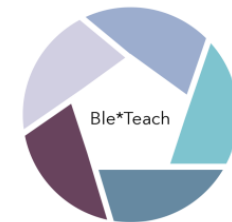|							
Sequence 2: *What are reading strategies? Why are they important? What is their significance in comprehension processes?*	**Participants will be able to** understand the great importance of reading strategies in the comprehension process . **Participants will be able to** realize the relevance of reading strategies based on PISA/PIRLS results	**Material 4:** Podcast: two trainers talk about the issue and parts of conference talks on the topic are intersected OR A video: an interview with an expert into which the conferences are linked. M5_ M4: MP4 file 1 /Video 1		**Trainer-Input 2:** Through a podcast: two trainers talk about the PISA/PIRLS results, the reading strategies; parts of conference lectures on the two topics are included/inserted in their conversation; or there is an interview on the topic with an expert; conference lectures are included. Participants **listen to** the podcast or **watch** the video, which is a lead-in to the topic of the whole module. As it is recorded, it can be listened to or watched several times.	The platform	15 min	EL (100 %)

| Sequence 3:

How does CAL appear in our everyday teaching practice? What do the participants think about issue? | **Participants will be able to** reach a high awareness on the issue | Material 5:

M5_M5: Voice recording 1 | | **Practical Exercise:**

Participants **record** their reflection on what they heard in the podcast OR watched on the video.

Individual work – Exercise 1 | The platform:

Voice recording to be uploaded and edited (it is a prerequisite to go further on in the module) | 30 min | EL (100 %) |
| | | | | **Reflect on** two recordings.

Individual work – Exercise 2 | React to 2 voice recordings by other participants in a forum. | 20 min | |

Sequence 4: *What does research say about reading strategies and their use in disciplinary teaching?*	**Participants will be able to** understand the importance and practical application of cognitive and metacognitive reading strategies		Material 6: M5_M6_PDF3 M5_M6_PDF 3: An extract from books written by experts that gives basic information on cognitive and metacognitive reading strategies. (Max. 15-20 pages.)	Trainer-Input 3: Participants **read** the extracts and special literature on reading strategies. Participants **get information** about research and research results in the field through extracts/ and special literature.	The platform The 15-20 page text is uploaded there.	60 min	EL (100 %)
		Material 7: M5_M7_Test 1: A multiple choice online test from a question bank at a random choice.		Practical Exercise: Participants **fill in** a multiple choice test that is randomly put together from a question bank. Individual work-Exercise 3	The multiple choice test is to be filled in on the platform.	30 min	

| Sequence 5:

Applying the new information: a metacognitive analysis of participants' own teaching practice | **Participants will be able to** deepen their understanding and elaborate on what has been learned | | Material 8:

M5_ M8_Checklist 1: an online checklist (A checklist on reading strategies that was used in ISIT and TALENTUM projects). | Practical Exercise:

Participants **analyse** their own teaching practice by filling in a checklist. They are asked to select those strategies they think they use in their everyday practice. After listening to the podcast/watching the video (Sequence 1) and reading about these strategies, they have enough information in order to be able to analyse themselves.

Individual work - Exercise 4 | The platform

The checklist is uploaded there | 15 min | EL (100 %) |
| *Sequence 6:*

Modelling by thinking aloud | **Participants will be able to** have access to information on a thinking aloud process. | Material 9:
Video 1 / 2

M5_M9_Video 1 / 2: A video on modeling thinking aloud | | Trainer-Input 4:

Participants **watch** the video.

One of the trainers selects a disciplinary textbook unit, models thinking aloud so that participants can get a first-hand experience on how to apply it in their classroom. Eye movement is also recorded in the video focusing on the text when it is about a paragraph. | The platform

The video is uploaded there. | 15 min | EL (100 %) |

Applying Thinking Aloud or RT in practice	**Participants will be able to** apply what has been learned in classroom practice.			**Practical Exercise:** Participants can choose: to apply either Thinking Aloud or Reciprocal Teaching in their practice. It is optional which one they choose. They have to record this exercise (their lesson). Individual work – Exercise 5	The platform Films to be uploaded	90 min	EL (100 %)

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Module 5	**Title:** Teaching reading strategies	**Type of material** Activity sheet
	Subtitle: Part 5.1: Research foundation	

Activity Sheet

Number and title of the sequence: Sequence 1: Reflection on participants' own strategic approaches to texts. What strategies do participants use in their own reading practices?

Meaning and learning goals: To make the participants realize what reading strategies they use in their own comprehension process.

Learning events involved in the sequence:

Imitation   **Reception**   Exercising   Exploration   Experimentation   **Creation**   **Self-reflection**   **Debate**

Description of organization:

Who ?	Does what ?	How ?		When ? (moment and duration)
		Material	**Tool(s)**	
Each participant individually **Reception**	Read a challenging, unknown text on their own.	A challenging, unknown text (1 page long)text in pdf (M5_M1_PDF 1)	Printed text (F2F)	10
The learners divided up into groups **Self-reflection Creation**	By using placemat method participants collect the characteristic features of good readers based on their experiences: what helped or hindered their understanding of the text.	The description of Placemat method in pdf format (BaCuLit Teacher's workbook, M1_Material 1a: Placemat – A Cooperative Learning Method p. 13) (M5_M2_PDF 2)	Printed text (F2F)	35
The whole course **Reception**	Participants watch a ppt on good readers.	PPT file BaCuLit Module 4 Trainers Handbook p. 180 (M5_M3_PPT1)	Projector (F2F)	10

End-of-sequence production or expected results:

- ✓ Facing one's own difficulties and problems realizing that reading is an active and constructive process in which everybody may have difficulties

- ✓ Getting to know placemat method and one example on a placemat

- ✓ Getting to know the characteristic features of good readers

Number and title of the sequence: Sequence 2: What are reading strategies? Why are they important? What is their significance in comprehension processes?

Meaning and learning goals: To understand the great importance of reading strategies in the comprehension process. To realize the relevance of reading strategies based on PISA/PIRLS results.

Learning events involved in the sequence:

Imitation   **Reception**   Exercising   Exploration   Experimentation   Creation   Self-reflection   Debate

Description of organization:

Who ?	Does what ?	How ?		When ?
		Material	Tool(s)	(moment and duration)

| Trainers | Two trainers talk about the PISA/PIRLS results, the reading strategies; parts of conference lectures on the two topics are included/inserted in their conversation; or there is an interview on the topic with an expert; conference lectures are included. | Podcast: two trainers talk about the issue and parts of conference talks on the topic are intersected

OR

A video: an interview with an expert into which the conferences are linked.

M5_ M4: MP4 file 1 /Video 1 | E-Learning Platform | |

	Listen to the podcast or watch the video, which is a lead-in to the topic of the whole module. As it is recorded, it can be listened to or watched several times.	Podcast: two trainers talk about the issue and parts of conference talks on the topic are intersected		
Each participant individually

Reception | | OR

 A video: an interview with an expert into which the conferences are linked.

M5_ M4: MP4 file 1 /Video 1 | E-Learning Platform | 15 |

End-of-sequence production or expected results:

✓ Being well-informed about PISA/PIRLS results and their relation to literacy education

✓ Getting to know the latest research results in the field

Number and title of the sequence: Sequence 3: How does CAL appear in our everyday teaching practice? What do the participants think about issue?

Meaning and learning goals: To reach a high awareness on the issue

Learning events involved in the sequence:

Imitation   Reception   Exercising   Exploration   Experimentation   **Creation**   **Self-reflection**   **Debate**

Description of organization:

Who ?	Does what ?	How ?		When ? (moment and duration)
		Material	**Tool(s)**	
Each participant individually **Self-reflection** **Creation**	Participants record their reflection on what they heard in the podcast OR watched on the video.	M5_M5: Voice recording 1	E-Learning Platform	30
Each participant individually **Self-reflection** **Debate**	Reflect on two recordings. React to 2 voice recordings by other participants in a forum.		E-Learning Platform	20

End-of-sequence production or expected results:

- ✓ Voice recordings that reflect on the presentations
- ✓ Forum discussion among the participants

Number and title of the sequence: Sequence 4: What research says about reading strategies and their use in disciplinary teaching

Meaning and learning goals: To understand the importance and practical application of cognitive and metacognitive reading strategies

Learning events involved in the sequence:

Imitation   **Reception**   Exercising   Exploration   **Experimentation**   Creation   Self-reflection   Debate

Description of organization:

Who ?	Does what ?	How ?		When ? (moment and duration)
		Material	**Tool(s)**	
Each participant individually **Reception**	Read the extracts and special literature on reading strategies. Get information about research and research results in the field through extracts/ and special literature.	An extract from books written by experts that gives basic information on cognitive and metacognitive reading strategies (max. 15-20 pages) (M5_M6_PDF 3)	E-Learning Platform	60
Each participant individually **Experimentation**	Fill in a multiple choice test that is randomly put together from a question bank	A multiple choice online test from a question bank at a random choice (M5_M7_Test 1)	E-Learning Platform	30

End-of-sequence production or expected results:

- ✓ A good knowledge and understanding of what reading strategies are
- ✓ A completed multiple choice test

Number and title of the sequence: Sequence 5: Applying the new information: a metacognitive analysis of participants' own teaching practice

Meaning and learning goals: To deepen understanding of and elaborating on what has been learned about reading strategies

Learning events involved in the sequence:

Imitation   Reception   Exercising   Exploration   Experimentation   **Creation**   **Self-reflection**   Debate

Description of organization:

Who ?	Does what ?	How ?		When ? (moment and duration)
		Material	Tool(s)	
Each participant individually **Self-reflection** **Creation**	Fill in a checklist and select those strategies they think they use in their everyday practice. After listening to the podcast/watching the video (Sequence 1) and reading about these strategies, they have enough information in order to be able to analyse themselves.	An online checklist (A checklist on reading strategies that was used in ISIT and TALENTUM projects). (M5_ M8_Checklist 1)	E-Learning Platform	15

End-of-sequence production or expected results:

- ✓ Connections to their own classroom practice
- ✓ A reflection on their own experiences and lessons
- ✓ A completed list of strategies they use at this stage of the training

Number and title of the sequence: Sequence 6: Modelling by thinking aloud; Applying Thinking Aloud or RT in practice

Meaning and learning goals: To have access to information on a thinking aloud process; apply what has been learned in classroom practice .

ATTENTION: Sequence 6 includes an individual task that is to be completed at the end of the whole module 5. The participants have a task to be completed on the content of either module 5.1 or 5.2. There is an option offered for them: they can choose between two tasks. This sequence includes that task here.

Learning events involved in the sequence:

Imitation   **Reception**   **Exercising**   Exploration   Experimentation   **Creation**   Self-reflection   Debate

Description of organization:

Who ?	Does what ?	How ?		When ? (moment and duration)
		Material	Tool(s)	
Each participant individually **Reception**	Watch a video. One of the trainers selects a disciplinary textbook unit, models thinking aloud so that participants can get a first-hand experience on how to apply it in their classroom. Eye movement is also recorded in the video focusing on the text when it is about a paragraph.	A video on modeling thinking aloud (M5_M9_Video 1 / 2)	E-Learning Platform	15

			E-Learning Platform	90
Each participant individually **Exercising Creation**	Choose: apply either Thinking Aloud or Reciprocal Teaching in their practice. It is optional which one they choose. They have to record this exercise (their lesson).	Their recorded lesson.		

End-of-sequence production or expected results:

- ✓ One more example of modeling of thinking aloud
- ✓ Experiencing scaffolding during the training
- ✓ Application in their own classroom practice
- ✓ A recorded lesson of their own

**Blended Learning in Teachers ́ Professional Development –
Developing a Blended Learning Course in Content Area Literacy for Secondary Teachers**

Module	Title Teaching reading strategies	Type of material
5	**Subtitle** **5.2** Reciprocal teaching	Planification chart

Planification Chart

5	**TEACHING READING STRATEGIES**						
	RECIPROCAL TEACHING						
	Objective (s)	*Audio-visual content (s)*	*Other content*	*Activities*	*Tool(s) to be used*	*Time*	*Hybridization Level*

Sequence 1: What is reciprocal teaching? Theoretical background.	Participants will be able to understand reciprocal teaching, as they get familiar with its theoretical background		Material 10: M5_M10_PDF 4 M5_ M10_PDF 4: BaCuLit Handbook extract (optional) (BaCuLit Handbook for Trainers. Project Number: 510464-LLP-2010-1-De-Comenius-CMP, Grant Agreement number: 2010 5065/ 00-001. pp. 164-171)	Trainer-Input 5: Through a reading trainers give a theoretical background on reciprocal teaching. Participants **read** the theory from BaCuLit Trainers' Handbook	The platform The text is available there in pdf.	45 min	EL (100 %)

Sequence 2: **How RT works in practice?**	**Participants will be able to** have a deep and thorough insight into the practical application of RT in a classroom.		**Material 11:** M5_M11_PDF 5: A guideline on how to use RT (BaCuLit Teachers' Workbook: M4_Material 2b: How to do RT in practice)	Participants **read** the guidelines that is to be used in the RT lesson.	The platform Materials 9-12 are uploaded on the platform.	90 min	EL (100 %)
			Material 12: M5_M12_PDF 6: A text to be used for RT lesson (Is paleo diet fake? Retrieved from Index.hu 2015. 08. 14.)	Participants read the text that is selected to be used in the RT lesson.			
			Material 13: M5_M13_PDF 7: Role cards for RT (BaCuLit Teachers' Workbook: M4_Material 2d: RT_Role Cards)	Participants read the role cards that is selected to be used in the RT lesson.			
		Material 14 : M5_M14_ Video 2/3		Participants watch the video which models how to implement RT in the classroom**.**			

| Sequence 3:

Practising RT in practice | Participants **will be able to** practise with their peers how to use RT in | Material 15:

M5_M15_PDF 8: A 3-4 page long thought-provoking text (e.g. on X, Y, Z generations; Generációk a világháló vonzásában http://www.intergeneracio.hu/2011/12/18/x-y-z-generaciok-a-vilaghalo-vonzasaban) | | **Trainer Input 5:**

Two trainers model RT in practice with the 1 st paragraph of the text. Then each role is handed over one by one to one of the participants with each paragraph.

Participants **use** RT in the rest of the text with their peers during the session. | | 90 min | F2F (100 %) |
| Sequence 4:

Applying Thinking Aloud or RT in practice | Participants **will be to apply** what has been learned in their classroom practice**.** | | | **Practical Exercise:**

Participants can choose: to apply either Thinking Aloud or Reciprocal Teaching in their practice. It is optional which one they choose.

They have to record this exercise.
Individual work – Exercise 5 | The platform

Films to be uploaded | 90 min | EL (100 %) |

Sequence 5: Applying the new information: a metacognitive analysis of participants' own teaching practice	Participants will be able to reflect and elaborate on what has been learned.		Material 8: M5_ M8_Checkliss 1: an online checklist (A checklist on reading strategies that was used in ISIT and TALENTUM projects).	Practical Exercise: Participants reflect on how they have changed their teaching practice during the course. Now they fill in the checklist on what strategies they use after taking part in the course. Individual work- Exercise 6 Participants write a personal blog on moodle/wiki using the checklist and reflect on what has changed in their practice after completing the module. Individual work- Exercise 7 Participants reflect on 2 of blogs. Individual work- Exercise 8	The platform	25 min	EL (100 %)

**Blended Learning in Teachers´ Professional Development –
IDEAL course : Improving Disciplinary Learning through Literacy**

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Module 5	**Title:** Teaching reading strategies	**Type of material** Activity sheet
	Subtitle: Part 5.2: Reciprocal teaching	

Activity Sheet

Number and title of the sequence: Sequence 1: What is reciprocal teaching (RT)? Theoretical background.

Meaning and learning goals: To give information about the theoretical background of reciprocal teaching. Participants will be introduced to academic researches on RT.

Learning events involved in the sequence:

Imitation   **Reception**   Exercising   Exploration   Experimentation   Creation   Self-reflection   Debate

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Description of organization:

| Who ? | Does what ? | How ? | | When ? |
		Material	**Tool(s)**	**(moment and duration)**
Each participant individually **Reception**	Read an academic text (handbook extract) on their own.	BaCuLit Handbook for Trainers. Project Number: 510464-LLP-2010-1-De-Comenius-CMP, Grant Agreement number: 20105065/ 00-001.pp. 164 – 171) M5_M10_PDF 4	Uploaded PDF text E-Learning Platform	45

End-of-sequence production or expected results:

✓ Getting to know the theoretical background of reciprocal teaching

Number and title of the sequence: Sequence 2: **How reciprocal teaching works in practice?**

Meaning and learning goals: To have a deep and thorough insight into the practical application of RT in a classroom

Learning events involved in the sequence:

Imitation   **Reception**   Exercising   Exploration   Experimentation   Creation   Self-reflection   Debate

Description of organization:

| Who ? | Does what ? | How ? | | When ? |
		Material	Tool(s)	(moment and duration)
Each participant individually **Reception**	Participants read a guideline that is to be used in the RT lesson.	A 1 page long guideline on how to use RT (BaCuLit Teachers' Workbook: M4_Material 2b: How to do RT in practice) M5_M11_PDF 5	Uploaded PDF text E-Learning Platform	25
Each participant individually **Reception**	Participants read a text to be used for RT lesson.	Is paleo diet fake? (Retrieved from Index.hu 2015. 08.14.) M5_M12_PDF 6	Uploaded PDF text E-Learning Platform	10
Each participant individually **Reception**	Participants read the role cards that are selected to be used in the RT lesson.	Role cards for RT (BaCuLit Teachers' Workbook: M4_Material 2d: RT_Role Cards) M5_M13_PDF 7	Uploaded PDF text E-Learning Platform	25
Each participant individually **Reception**	Participants watch a video which models how to implement RT in the classroom.	M5_M14_ Video 2/3	Uploaded video film E-Learning Platform	30

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End-of-sequence production or expected results:

✓ Having a deep and thorough insight into the practical application of RT in a classroom

✓ Getting to know a new strategy

✓ Understanding the function and necessity of each role

Number and title of the sequence: Sequence 3: Practising RT in practice

Meaning and learning goals: To practice RT with peers

Learning events involved in the sequence:

Imitation   Reception   **Exercising**   Exploration   Experimentation   Creation   Self-reflection   Debate

Description of organization:

Who ?	Does what ?	How ?		When ? (moment and duration)
		Material	Tool(s)	

The whole group: participants and two trainers **Imitation** **Exercising**	Two trainers model RT in practice with the 1st paragraph of the text. Then each role is handed over one by one of the participants with each paragraph. Participants use RT in the rest of the text with their peers during the session.	A 3-4 page long thought-provoking text (e.g. on X, Y, Z generations: Generációk a világháló vonzásában http://www.intergeneracio.hu/2011/12/18/x-y-z-generaciok-a-vilaghalo-vonzasaban) M5_ M15_PDF 8	Face to face	90

End-of-sequence production or expected results:

- ✓ Being able to use RT in practice
- ✓ Acting according to different roles determined and explained in RT

Number and title of the sequence: Sequence 4: Applying Thinking Aloud or RT in practice

Meaning and learning goals: To apply in participants' own classroom what has been learned

Learning events involved in the sequence:

Imitation   Reception   **Exercising**   **Exploration**   Experimentation   **Creation**   Self-reflection   Debate

Description of organization:

Who ?	Does what ?	How ?		When ? (moment and duration)
		Material	**Tool(s)**	
Each participant individually **Exercising** **Exploration** **Creation**	Participants can choose: to apply either Thinking Aloud or Reciprocal Teaching in their practice. It is optional which one they choose.	Films to be uploaded	E-Learning Platform	90

End-of-sequence production or expected results:

✓ A good knowledge and understanding of what Reciprocal Teaching is
✓ A recorded lesson applying Thinking Aloud OR Reciprocal Teaching

Number and title of the sequence: Sequence 5: Applying the new information: a metacognitive analysis of participants' own teaching practice

Meaning and learning goals: To reflect and elaborate on what has been learned

Learning events involved in the sequence:

Imitation   Reception   Exercising   Exploration   Experimentation   **Creation**   **Self-reflection**   **Debate**

Description of organization:

Who ?	Does what ?	How ?		When ? (moment and duration)
		Material	**Tool(s)**	

Each participant individually **Self-reflection**	Participants reflect on how they have changed their teaching practice during the course. They fill in the checklist on what strategies they use after taking part in the course.	An online checklist (A checklist on reading strategies that was used in ISIT and TALENTUM projects). M5_ M8_Checklist 1:	E-Learning Platform	5
Each participant individually **Self-reflection** **Creation**	Participants write a personal blog on moodle/wiki using the checklist and reflect on what has changed in their practice after completing the module.		E-Learning Platform	20
Each participant individually **Debate**	Participants reflect on 2 of blogs		E-Learning Platform	20

End-of-sequence production or expected results:

- ✓ Reflection on what has been changed in one's teaching practice
- ✓ Personal blog reflecting on what participants learnt in Module 5
- ✓ Written reflections on 2 of the blogs

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Websites: www.ulg.ac.be, www.hel.be , www.blend-ed.eu

IDEAL course: Improving Disciplinary Learning through Literacy

Module	**WRITING TO LEARN**	
	APPROACH 1: UNDERSTANDING THE PRINCIPLES OF WRITING	
6	**APPROACH 2: LEARNING THROUGH INTERMEDIATE DISCOURSES**	

Description of the module

The first part of this module offers participants to figure out the essential principles of writing.

Understanding the principles of writing means to have first an theoretical approach. A writing model is used to explain the cognitive basis for writing skills and to point our factors that underlie successful writing. Special emphasis is put on the three steps of the writing process (planning, formulation, revision). In many places the participants are given exercises to transfer the theoretical principles into teaching context.

Beside theoretical approaches, there is practical orientated content, such as types of writers, writing strategies and writing self-experiences. The participants study these contents, reflect it in terms of their subject, their students, and the texts their students have to write. After this analysis, the participants apply and test appropriate content directly in their classroom practice.

The main goal is to impart the principles of writing as practical as possible and with a clear focus on the class room activities of the participants.

The second part of this module offers participants to figure out a way to implement the writing to learn approach.

The intermediate discourses are part of a reflexive approach of writing. By Writing, rewriting and

sharing with peers, the participant builds new knowledges. Emphasis is placed on the content of the produced writings rather than on their form. We are in an activity promoting the conceptual construction of knowledge of the taught discipline.

This discovery takes place through 3 videos that feature the theoretical basis of this approach, but also with examples of use in teaching contexts.

The main goal is to implement an activity in its own class and reflect on this approach from the point of view of learning and of benefits for students, but also from the point of view of the teacher practice.

Total duration:

Module 6.1.: 7 hours: all sequences can be done face-to-face, e-learning or mixed. Some of the recommendations and strategies dealt with in this approach needs to be tested in classroom, this time is not include in the duration of 7 hours.

Module 6.2.: 8,5 hours: 3 hours online and 3 hours face-to-face workshop adding a 2,5 hours face-to-face final assessment.

List of resources Module 6.1.:

Audiovisual content

- Video "balance" presenting a physical phenome (without language)

Resources texts and worksheets

- "Types of writers" (Self-test, describes different types of writers, PDF document)
- "Writing to read" (English report how writing can improve reading , PDF document)
- "Documentation classroom experience" (Word document)
- "Phases of strategy mediation in class" (Maik Philipp, Word document)
- "Writing as a process" (Technische Universität Darmstadt, PDF document)
- "The cognitive writing process model" (Explanation of Hayes 1996 model, Word document)
- "Writing phases, strategies and exercises" (Table overview, Word document)
- "10 Writing strategies for classroom" (Josef Leisen, PDF document)

Links

- "Cooperative writing" https://wiki.zum.de/wiki/Kooperatives_Schreiben

List of resources Module 6.2.:

Audiovisual content

- Video presenting theoretical elements to define intermediate discourses
- Interview of experts in Subject-area didactics concerning the use of writing in this subject-area teaching.
- Video presenting a subject-area classroom using intermediate discourses.

Ressource texts and worksheets

- **Text 1**: This text explains what are the intermediate discourses and why writing is important to learn. E.g. Les écrits « intermédiaires » (Chabanne et Bucheton, 2000).

- **Worksheet 1**: Guiding questions to analyze the collected traces and the preparation of lesson of a peer.

- **Worksheet 2**: instruction to produce the final essay.

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Module	WRITING TO LEARN	
6	**UNDERSTANDING THE PRINCIPLES OF WRITING**	

Planification Chart

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6	WRITING TO LEARN						
	PART 1: UNDERSTANDING THE PRINCIPLES OF WRITING (7 hours / 420 Min)						
	Objective(s)	*Audio visual content(s)*	*Other content*	*Activities*	*Tool(s) to be used*	*Time*	*Hybridization Level*
	Objectives refer to what learners should master at the end of the module	*List the topics to be dealt with by means of the audio visual resource*	*Those can be Web links, pdf files, etc.*	*Which are the tasks to be performed by learners in relation to each sequence and with the help of the audio visual resources (e.g. quiz, debate, essay, …)*	*Considering the technological possibilities offered by the online environment (or eLearning platform), which are the tools to be used (quiz marker, discussion board, peer review device, submission device or homework …)?*		*How are online and face-to-face learning to be combined with each other? Which is the target level of hybridization?*
Sequence 1: *Types of writers*	• Participants will be able to reflect their own writing behaviour. • Participants will be able to describe the writing habits of their students.		• PDF-document "Types of writers"	• Participants are doing the self-test "type of writer" • After doing the self-test, the participants will answer the question "Which types of writers do you have mainly in your class?" in the forum.	• Link TU Darmstadt • Forum	30 Min	EL

Sequence 2: *Writing to read*	• Participants will be able to explain how writings supports reading. • Participants will be able to reflect the usefulness of different writing strategies for their own lessons. • Participants will implement some of the writing strategies in their lessons and reflecting them.		• Document "Writing to read"	• Reading a text about the connection between reading and writing, the participants will formulate an own statement about the text. • Reading the paragraph "The recommendations" and select recommendations which could be useful for their own lessons and which one seems to be less useful. • Testing the selected recommendations in their classroom several times, documentations of the findings and debate with other participants.		80 Min	
Sequence 3: *Writing as process (Planning, Formulation, Revision)*	• Participants understand how the three phases can be supported in teaching and what kind of support teachers do need to do so.		• Word / PDF document "Writing as a process"	• Participants read the document and answering questions. • Written discussing (cooperative writing) with a partner and presenting the findings.	• Cooperative writing tool (etherpad)	50 Min	EL
Sequence 4: *The cognitive Writing Process Model (Hayes 1996)*	• Participants understand the process model and analyse which elements of the process model are essential and influence able in their own classroom practice.		• Word / PDF document or link	• Participants write which factors are influence able and which factors are less influence able.	• Forum	60 Min	EL

Sequence 5: Writing self experience	• Participants will change their writing perspective • Participants will make experience as "weaker" writers	• Video "Waage"	• Online questionnaire	• Participants are watching a short video. • Participants write a report about what they have seen in the video in their best foreign language. • Participants answer multiple choice questions. • Participants write a report about their experience during writing and their conclusions for lesson planning.	• Vimeo.com • Paper / digital • Menti.com Forum	30 Min	EL
Sequence 6: Writing strategies	• Participants will learn writing strategies and writing exercises • Participants will apply writing strategies and exercises in their own teaching. • Participants will reflect the use of writing strategies in classroom.	•	• PDF Document "writing phases…" "writing exercises"	• Participants will study writing strategies and writing exercises related to the three writing phases. • Participants are planning their own lessons, which includes writing strategies. • Participants practising their lessons. • Participants write a structured report about lesson and put it in the forum. • Participants comment at least one other report.	Forum	100 Min	EL

| Sequence 7: Cooperative Writing | • Participants will able to practices cooperative writing
• Participants will develop cooperative writing scenarios for their lessons | • | • https://wiki.zum.de/wiki/Kooperatives_Schreiben | • Participants will study the internet information.
• Participants will decide on three measures for cooperative writing
• Participants will practice cooperative writing
• Participants will develop three cooperative writing settings for their lessons. | • Cooperative writing tool (etherpad) | 60 Min | EL |
| Sequence 8:

Formative assessment for the trainer / course designer | • Participants will be able to judge about the sub module (structure / learning outcome) | • | | • Participants will fil in a feedback form. | Feedback form | 10 Min | EL |

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Module	**WRITING TO LEARN**	
6	**UNDERSTANDING THE PRINCIPLES OF WRITING**	

Activity Sheet

Number and title of the sequence: 1. Types of writers

Meaning and learning goals:

- Participants will be able to reflect their own writing behavior
- Participants will be able to describe the writing habits of their students.

Learning events involved in the sequence:

Imitation	**Reception**	**Exercising**	Exploration	Experimentation	Creation	**Self-reflection**	Debate

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Description of organization:

Who?	What?	How?		When?
		Material	**Tool**	**(moment and duration)**
Each participant individually	- does the self-test "type of writers"	- Test "Types of writers"	- Internet	10 min
Each participant individually	- visualize the finding	- Online survey	- Menti.com	5 min
Each participant individually	- answers the question "Which types of writers do you have mainly in your class?"	- own teaching experience	- Forum	15 min

End-of-sequence production or expected results:

- A position expressed by the participant about types of writers.

- A contribution in the forum about types of writers in her/his class.

Number and title of the sequence: 2 Writing to read

Meaning and learning goals:

- Understanding the interdependence between reading and writing.
- Participants will be able to explain how writings supports reading.
- Participants will be able to reflect the usefulness of different writing to read strategies for their own lessons.
- Participants will be able practice writing to read strategies in their lessons and reflecting these.

Learning events involved in the sequence:

Imitation   Reception   Exercising   **Exploration**   Experimentation   **Creation**   Self-reflection   **Debate**

Description of organization:

Who?	What?	How?		When?
		Material	**Tool**	(moment and duration)
Each participant individually	- Reads the paragraph "Writing supports reading"	- Text "Writing to Read" page 4	- PDF	5 min
Each participant individually	- Writes a short statement about the paragraph.	- Own notes	- Forum	10 min

Participant to participant	- Give feedback to other statements (voluntary)	- Own perception	- Forum	(5 min)
Each participant individually	- Reads the paragraph "The recommendations"	- Text "Writing to Read" page 11-12	- PDF	10 min
Each participant individually	- Select recommendations which could be useful for their own lessons and which one seems to be less practicable	- Own notes	- Forum	10 min
Each participant individually (in the classroom)	- Tests the selected recommendations in their classroom several times.	- Lesson materials based on the recommendation		30 min (plus lesson time, which is not included in this calculation)
Each participant individually	- Documents the class room experience.	- Own observation	- forum	15 min
Participant to participant	- Writes a statement to someone else documentation	- written documentations	- forum	10 min

End-of-sequence production or expected results:

- A position expressed by the participant about writing to read.
- A collection of recommendations which match to the subject, pedagogical concept and the students of the participants.
- Documentation about the class room experience (participants try out the recommendation).

Number and title of the sequence: 3. Writing as process (Planning, Formulation, Revision)

Meaning and learning goals:

Understanding writing as a process.

Objectives:

- Participants will understand the steps planning, formulation and revision.
- Participants will generate ideas how they could support these steps in class room.
- Participants will be aware of necessary success factors to support these steps in class room.

Learning events involved in the sequence:

Imitation   **Reception**   **Exercising**   Exploration   Experimentation   **Creation**   **Self-reflection**   **Debate**

Description of organization:

Who?	What?	How?		When?
		Material	**Tool**	**(moment and duration)**
Each participant individually	- Reads about the steps of the writing process	- Document (Mod 6.1_Doc3)	- Word	10 min
Teams of 2 participants	- Answers the question "How can I support the steps of planning, formulation and revision in my lessons?" in a cooperative writing setting.	- Document (Mod 6.1_Doc3) - Own experience	- Etherpad (cooperative writing tool)	25 min
Teams of 2 participants	- Answers the question "Is it possible to integrate such support in your lessons?" in a cooperative writing setting.	- Document (Mod 6.1_Doc3) - Own experience	- Etherpad (cooperative writing tool)	15 min

End-of-sequence production or expected results:

- A statement by the participant how they can support the three steps
- Comments about possible skills gab in the field of writing support.
- A written text, produced in cooperative writing.

Number and title of the sequence: 4. The cognitive Writing Process Model (Hayes 1996)

Meaning and learning goals:

Understanding a theoretical writing module.

Objectives:
- Participants will be able to understand a theoretical model about the writing process
- Participants will be able to transfer this model or parts of it to their practical work.

Learning events involved in the sequence:

Imitation	**Reception**	Exercising	Exploration	Experimentation	Creation	**Self-reflection**	Debate

Description of organization:

Who?	What?	How?		When?
		Material	**Tool**	**(moment and duration)**
Each participant individually	- Reads the presentation about the writing model of Hayes.	- Mod 61_Doc5a	Screen / Paper	20 min

Each participant individually	- explains, which factors mentioned in the texts can support students writing	- own thoughts	forum	20 min
Each participant individually	- explains, which factors mentioned in the texts seems to be less suitable to support students writing	- own thoughts	forum	20 min

End-of-sequence production or expected results:

- A critical analysis with a theoretical writing modul and its practical benefit for teaching.
- A contribution in the forum about possibilities and boundaries of the model (or parts) in the classroom

Number and title of the sequence: 5. Writing self experience

Meaning and learning goals:

The purpose of this activity is to create awareness of the difficulties of weak writers.

Objectives:

- Participants will be able to reflect their own behavior as weak writers
- Participants will be able to change their perspective.

Learning events involved in the sequence:

Imitation   **Reception**   **Exercising**   Exploration   Experimentation   Creation   **Self-reflection**   Debate

Description of organization:

Who?	What?	How?		When?
		Material	**Tool**	**(moment and duration)**
Each participant individually	- Watch the video "Balance" "Waage"	- Video	- Vimeo	4 min
Each participant individually	- Describes in a written format in his best foreign language what he/she has seen in the video	- Paper or digital	- Pen, text processing program	20 min

Each participant individually	- answers the question "What writing strategies have you used?"	- Multiple Choice	- Menti.com	6 min

End-of-sequence production or expected results:

- A report written by each participant about the content of the video.
- The results of the questionnaire.
- A better understanding of weak writers.

Number and title of the sequence: 6. Writing strategies

Meaning and learning goals:

The purpose of this activity is the analysis of writing strategies.

Objectives:
- Participants will be able to understand writing strategies and exercises
- Participants will be able to transfer writing strategies into lesson practice
- Participants will be able to reflect the use of writing strategies.

Learning events involved in the sequence:

Imitation   **Reception**   **Exercising**   Exploration   Experimentation   **Creation**   **Self-reflection**   **Debate**

Description of organization:

Who?	What?	How?		When?
		Material	Tool	(moment and duration)
Each participant individually	- Studying writing strategies and exercises	- PDF File	- Computer	25 min

Each participant individually	- Planning their own lessons	- Paper or digital	- Pen, computer	x min (not included)
Each participant individually	- Practicing the lessons	- Own materials		x min (not included)
Each participant individually	- Analyzing the lessons	- Own thoughts		20 min
Each participant individually	- Writing a report about the experience made in the lessons and put it in the forum.	- Own thoughts	- Computer	40 min
Each participant individually	- Comment at least one other report.	- Own thoughts	- Forum	15 min

End-of-sequence production or expected results:

- A report (including classroom materials) written by each participant about the use of writing strategies in classroom.

Number and title of the sequence: 7. Cooperative Writing

Meaning and learning goals:

The purpose of this activity is to learn about cooperative writing while doing it.

Objectives:

- Participants will be able to practice cooperative writing
- Participants will be able to develop cooperative writing setting for their lessons.
-

Learning events involved in the sequence:

Imitation **Reception** Exercising Exploration Experimentation **Creation** Self-reflection **Debate**

Description of organization:

Who?	What?	How?		When?
		Material	**Tool**	**(moment and duration)**
Each participant individually	- Study the website "cooperative writing"	- Internet	- Vimeo	10 min
Pairs	- Decide on three measures for cooperative writing	- Internet	- etherpad	10 min

Pairs	- develop three cooperative writing settings by using cooperative writing.	-	- etherpad	40 min

End-of-sequence production or expected results:

- Three cooperative writing settings by each pair.

Number and title of the sequence: 8. Formative assessment for the trainer / course designer

Meaning and learning goals:

Formative assessment for the trainer / course designer

Learning events involved in the sequence:

Imitation	Reception	Exercising	Exploration	Experimentation	**Creation**	Self-reflection	Debate

Description of organization:

Who?	What?	How?		When?
		Material	**Tool**	**(moment and duration)**
Each participant individually	- Answer a questionnaire	- digital	- Menti.com	10 min

End-of-sequence production or expected results:

- Written feedback for the course designer / trainer

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Blended Learning in Teachers' Professional Development –
Developing a Blended Learning Course in Content Area Literacy for Secondary Teachers

Planification Chart

<table>
<tr>
<td rowspan="2">6</td>
<td colspan="7">WRITING TO LEARN</td>
</tr>
<tr>
<td colspan="7">6.2. LEARN THROUGH INTERMEDIATE DISCOURSES</td>
</tr>
<tr>
<td></td>
<td>Objective (s)</td>
<td>Audio-visual content (s)</td>
<td>Other content</td>
<td>Activities</td>
<td>Tool(s) to be used</td>
<td>Time</td>
<td>Hybridization Level</td>
</tr>
<tr>
<td>Sequence 1:

Discover the notion of intermediate discourses</td>
<td>Participants will be able to create good conditions for development of concepts in their classroom.

Participants will be able to ensure the acquisition of vocabulary by the practical use of the new words in activities of reading and writing rather than by simple memorization of definitions.</td>
<td>- V1: Theoretical elements on the intermediate discourses.</td>
<td>- Transcript of the video

- Text: Chabanne and Bucheton (2000): "Les écrits intermédiares".

- Overflow texts to learn more.

- Type-response (writing by trainers)</td>
<td>1. Sentence/affirmation on which participants are invited to position themselves and sharing of personal experience.

2. Watching video 1

3. Reading the given text (by example: Chabanne & Bucheton)

4. Producing a comment (10 lines) from the question : « Intermediate discourses are not a draft. Give 2 arguments to support this affirmation ».

Participants receive a type-response and give a feedback (based on criteria given by trainers) about 2 learner productions.</td>
<td>1. quiz Editor: open question

3. quiz Editor: open question</td>
<td>10 min

7 min

30 min

25 min

30 min</td>
<td>EL

EL

EL

EL

EL</td>
</tr>
</table>

Sequence 2: ***Discover practical uses of intermediate discourses***	Participants will be able to define the concept of intermediate discourses through the 5 proposed dimensions and use this concept of an accurate and adequate way in written or oral statements.	- V2: Interview of 2 experts in subject-area didactics: explanation of the use of the intermediate discourses. - V3: Example of use of intermediate discourses in a subject-area classroom.	- Transcripts of the video	4. Watching video 2		14 min	EL
				5. Watching video 3		5 min	EL
				6. Implementation of a classroom activity including intermediate discourses. • The participant collects written traces (text or schema - linked to practical tools) and writes a reflective feedback about the implementation approach and the selected documents. • Participants share their preparation of the lesson.	6. Storage space on e-learning platform + Forum	100 min	EL
Sequence 3 : ***Go further… Reflects on the notion and its implementation***			- summary of reflective feedbacks (made by the trainer) - Participants' preparation of lesson + pupils' traces - Analysis grid	7. Back to reflective feedbacks about the implementation of this approach in order to talk about the concept of intermediate discourses. 8. Analysis of the collected traces (in step 6) and of the preparation of lesson in subgroups from guiding questions + discussion 9. Realization of a new activity from what has been done and in interactions with other participants.	Black/ White board PPT	20 min 90 min 60 min	F2F F2F F2F
Sequence 4 ***Final assessment***				Participants write an essay to answer the question: "What is the difference between "REVISION" and "REWRITING"?		160 min	F2F

**Blended Learning in Teachers´ Professional Development –
Developing a Blended Learning Course in Content Area Literacy for Secondary Teachers**

Activity Sheet

Number and title of the sequence: 1. DISCOVER THE NOTION OF INTERMEDIATE DISCOURSES

Meaning and learning goals:

Activity 1 is intended to imbue the participants in a personal experience to emerge representations and thus raise one of the elements that support the use of the intermediate discourses.
The purpose of activity 2 is to understand what are intermediate discourses.
The purpose of activity 3 is to understand what intermediate discourses are and to initiate a process of personal reflection on this didactic approach.
The purpose activity 4 is to understand what intermediate discourses are from the point of view of Science teaching.

Learning goals:

- Participants will be able to create good conditions for development of concepts in their classroom.
- Participants will be able to define the concept of intermediate discourses through the 5 proposed dimensions and use this concept of an accurate and adequate way in written or oral statements.
- Participants will be able to ensure the acquisition of vocabulary by the practical use of the new words in activities of reading and writing rather than by simple memorization of definitions.
- Participants will be able to have a better understanding about what are intermediate discourses.
- Participants will be able to reflect on the place of writing and on the place of the participant in this process.
- Participants will be able to teach students to integrate new words to their former knowledge.

Learning events involved in the sequence:

Imitation   Reception   Exercising   Exploration   Experimentation   Creation   Self-reflection   Debate

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Description of organization :

Who ?	Does what ?	How ?		When ? (moment and duration)
		Material	**Tool(s)**	
Each participant individually	- Takes position concerning a sentence/affirmation which is presented to him/her.		Quizz: open question	For starting the sequence.
Each participant individually	- Sums up a personal experience related to this affirmation		Quizz: open question	10 min
Each participant individually	- Watches the video presenting intermediate discourses under different dimensions.	- Transcript of the video (in annex)	Video	After the introductory activity 7 min
Each participant individually	- Reads the given text.	-Document/text to download (example : Les écrits « intermédiaires » - Chabanne et Bucheton, 2000)		After watching the video 30 min
Each participant individually	- Writes a max. 10-line comment about this text starting from the question: « Intermediate discourses are not a draft. Give 2 arguments to support this affirmation ».		Quizz : an open question.	After reading the text 25 min

Each participant individually	- Receives a type-response and give a feedback (based on criteria given by trainers) about 2 learner productions.			30 min

End-of-sequence production or expected results:

- 1.1. A position expressed by the participant about the statement.
- 1.1. A 10-line summary about her/his personal experience related to this statement.
- 1.3. A 10-line text answering the given question and bringing together elements of the 2 sources (video and document/text).

Example of instructions on e-learning platform for activity 1.:

« By becoming language, thought is reorganized and modified ». By these words, Vygotski means that thought is not a pre-existing element that we just express.

- Tell how much you agree with this statement and give arguments to support your view.
- Sum up in a few lines a personal experience linked with this statement.

Transcript of the video

Intermediate discourses: theoretical aspects

Make students write is not an easy thing. As teachers of science or geography and history, you probably think that your colleague of mother tongue course is much better placed than you to help students to develop their writing skills.

In fact, everything depends on how you understand the term "writing"... If you look at writing as:

- a tool to think

- and so a tool to learn and to grow,

Then every teacher, regardless of the taught discipline, can help their students to learn with the written words, causing them to produce reflective, personal, writings; intermediate or work discourses, which will help to structure their learning.

The goal of this capsule is to introduce the principle of intermediate discourses by summarizing it in five key ideas.

1. Writing is not only seen as a product but as an activity of thought!

Therefore, we will have a look at all that foregoes and leads to the development of finished products.

According to Alain Chabanne "Being interested in discourses which could be intermediate is being interest in first notes, first lists, first schemas, first supports on writing even though they are very muddled and confused. All those (even experts), who engage in written works pass through this." The main idea that is developed here is to not focus on writings to be finalized or embellished but on the way of working on the writing process and not just the product.

2. A second assumption on which the introduction of the intermediate discourses in different school subjects is based is that the **written or oral language puts the thought in motion**. From this perspective, we write to think and not only to convey a thought. This vision was developed by Vygotsky, who explains that "by turning into language, thought reorganizes and changes. It does not <u>express</u> but it <u>realizes</u> in the word." What is highlighted here is the opposite of what a lot of students think: Thought does not pre-exist, and it is not enough to let it rise up and leave it on paper. It is precisely the work of putting into words the experience or knowledge that reorganizes and underlies the development of thinking.

An intermediate writing is hence the testimony of a mind that is being built.

3. An intermediate writing is not a draft! Rewriting is not a correction that would allow throwing the draft. If rewriting is thinking all over again, then the intermediate writings or work are regarded as archives which bear the trace of a knowledge under construction and these traces can be used later. For example, formulating in their own words the definition of a term or concept that you will discover in a sequence in science leads students to mobilize their prior knowledge. Rethinking and rewriting this definition later in the sequence can reorganize their knowledge, IE to integrate not only new knowledge to those that were already built, but also to keep track of the way in which knowledge is built. It is a way for students to create a relationship between the different academic tasks whose connection is supposed to lead to the development of knowledge.

4. Intermediate writings are objects. The evidence produced in the model of intermediate writings will induce social interactions: They will be read, explained and questioned by peers. Here, writing so is not seen as a lonely and isolated activity.

Exchanges with other students and with the teacher will help the author to consider other points of view, other understandings and these exchanges will help to support their point of view, to develop their remarks or to clarify their lexicon by using specific vocabulary. Of course, the exchanges are not only carried out in oral terms. The readings performed by students, in connection with the knowledge and skills targeted in a sequence, will also allow an expanding of their writings.

5. A short time of writing can be inserted into a sequence of learning, from the beginning:

In traditional class practice, the written record usually takes place at the end of the sequence. It is sometimes a collective work, at other times, it is dictated to students or that it can also be written by the professor only... However, some writing time can be inserted at different times, including at the beginning of any learning sequence. Reflective writings may be used with all kinds of tasks: Recalling information, reformulation of a notion, preparation of a project, of a writing, the solving of a problem.

First brief written records on prior knowledge or representations relating to the terms that are about to be learned in a sequence indeed provide the teacher important information to identify their students' needs. If students take notes for a short time on school tasks in the classroom, it makes it possible to identify potential obstacles related to the taught concepts or the sequence of their schoolwork.

In short, as it has been said, writing allows observing thought. It could therefore be compared with a kind of Observatory for the teacher, in which they can spot the skills of their students, and for the teachers themselves, writing is a tool for learning, a tool to make their learning a visible process and let them see the class evolving regardless of the academic disciplines.

Sources: Chabanne & Bucheton 2000, 2002; Chabanne, 2011.

Activity Sheet

Number and title of the sequence: 2. DISCOVER PRACTICAL USES OF INTERMEDIATE DISCOURSES

Meaning and learning goals:

The purpose of activity 1 is to understand what intermediate discourses are from the point of view of a subject-area teaching.

The purpose of activity 2 is to discover the use of intermediate discourses in a subject-area classroom.

The purpose of activity 3 is to understand what intermediate discourses are and to initiate a process of personal reflection on this didactic approach.

Learning goals:

- Participants will be able to create good conditions for development of concepts in their classroom.
- Participants will be able to ensure the acquisition of vocabulary by the practical use of the new words in activities of reading and writing rather than by simple memorization of definitions.
- Participants will be able to define the concept of intermediate discourses through the 5 proposed dimensions and use this concept of an accurate and adequate way in written or oral statements.
- Participants will be able to teach students to integrate new words to their former knowledge.
- Participants will be able to reflect on the place of writing and on the place of the participant in this process.
- Participants will be able to have a better understanding about what are intermediates discourses.

Learning events involved in the sequence:

Imitation   Reception   Exercising   Exploration   Experimentation   Creation   Self-reflection   Debate

Ble*Teach Coordination: University of Cologne, Prof. Dr. Christine Garbe, Richard-Strauss-Str. 2, 50931 Cologne, Germany

Description of organization :

Who ?	Does what ?	How ?		When ? (moment and duration)
		Material	**Tool(s)**	
Each participant individually	- Watches a video of the interview of experts in Subject-area didactics concerning the use of writing in this subject-area teaching.	- Transcript of the video	Video	After reading the text and writing the short comment. 14 min
Each participant individually	- Watches the video presenting a subject-area classroom using intermediate discourses.	- Transcript of the video	Video	After reading the text and writing the short comment. 5 min
Each participant individually	- Creates an activity involving the production of intermediate discourses.			50 min
Each participant individually	- Collects students written records and write a reflexive feedback about the implemented approach and the collected productions. - Shares the preparation of the lesson.	- Transcript of the video - Text about intermediate discourses (ex: Chabanne & Bucheton)	Storage space on e-learning platform Forum for sharing preparations.	50 min

End-of-sequence production or expected results:

- 2.3. A maximum two-page essay presenting a reflexive feedback concerning the implemented approach and an analysis of some collected written records + Lesson preparations.

Example of instructions on e-learning platform for activity 3. :
Now it is your turn to create an activity including intermediate discourses in your class !

After implementing this lesson with your students, share your preparation with the group of participants on the forum provided for this purpose.

Write a one to two-page reflexive analysis about the approach you have implemented and about 3 students written records you collected during your lesson. Then, post this analysis in the deposit space below.

Example of interview of 2 experts in Science didactics

Patricia: After this theoretical presentation of the concept of intermediate discourses, I suggest that we take a closer look at the role of language in sciences teaching.

For this, I'll ask a few questions to colleagues responsible for the course about teaching and learning sciences in basic and secondary education in the Master of sciences in education of the University of Liège.

Marie-Noëlle Hindryckx is lecturer in biological science teaching.

Valérie Quittre is in charge of research in the systems analysis and teaching practices service.

Patricia: Ms. Hindryckx, in a few words, can you describe the place given to language and especially to the intermediate discourses in curriculums of sciences in the Wallonia-Brussels Federation?

MN:

Comparing curriculums currently made available to teachers, we can notice that both oral and written language is rarely mentioned.

For example, at the level of the document "Socles de compétences - Basis of skills" in sciences, mentions of the language are present only in some steps of the scientific process. Language is above all seen as a tool supporting the student and scientific activity, in terms of communication of information: producing an opinion, writing information or results, and communicating. It is the same in the programs of the Wallonia-Brussels Federation and Segec. While the scientific skills-based approach and learning skills are advocated, the links between language and sciences are not explained.

However, in the document presenting the units of learning outcomes in sciences for secondary education, the "oral or written communication techniques" are mentioned in the transversal strategies and it is stated that "by explicating them, we avoid using them as if they were self-evident for the pupil and that they did not require specific learning".

On the other hand, within the approach proposed in science in the 'processing and passing on' information part, it is just a matter of presentation of data and communication of results. So we can see that language is not explicitly mentioned as a way of learning sciences, while elsewhere, in France, for example, things are somewhat different.

Until the 1970s in french programs, sciences teaching takes the form of "things lessons". Then gradually, the questioning of the student and the experimental trial and error are highlighted and language is especially a written information and communication support. Towards the 1990s, sciences are no longer presented as a whole consisting of knowledges, but rather as a process of progressive development of knowledge. The oral and written language becomes an essential instrument for scientific school activities and, conversely, they reinforce language learning. In the 2000s, this vision of the **social** construction of knowledge is further enhanced in programs. Currently, we see that the relationship between sciences and language is left to the initiative of the teacher and the link between writing and the development of scientific knowledge has disappeared.

Valerie:

This nonexistent or only implicit role given to written (but also to oral) language refers to the epistemic vision of language and sciences that persists among many adults and so also the designers of curriculums, textbooks and teachers.

Sciences are still often understood as a body of knowledge that attempts to describe the real world and which has been proven by observation or experience. We assign an important place to the experience from a perspective of demonstration, harvest of evidence that will lead to the theory or law.

In this empirico-deductivist view of sciences, the language has a function of communication; it is a tool for the students to:

- Communicate their initial conceptions (representations), say to others,
- Take notes during the experiment,
- Communicate their results.

The language is thus seen as a product, a tool and in this perspective; there is no reason to give it a central place in the curriculums.

But scientific knowledge is not a set of facts or discovered truths, sciences seek above all to explain reality. And when we try to explain, we start by "imagining" one possible explanation and then we test it, we put it under the test of experiment to see if it resists. If it resists, we can temporarily validate the explanation. In the scientific world, if many scientists support this explanation by the experiments they themselves have carried out, the explanation becomes a theory. If in a new situation, a new experiment (or one with more powerful measurement tools), the theory is no more satisfying, we need to rethink a new one that we put under test again.

In this constructivist vision of sciences, we understand the centrality of language immediately. The language plays a part in the construction of explanatory ideas, writing allows changing thinking and keeping tracks of this evolution, it is also essential to explain ideas to others. Language is then seen as being part of the process of construction of knowledge in sciences and in this perspective

it can no longer be left in silence, or between the lines of the curriculums.

Patricia: And you Ms. Hindryckx, what do you concretely observe in the practices of your students about the use of writing in the service of learning sciences in classes?

MN:

As we have just said, curriculums are not very explicit on the interactions between language and sciences.

In secondary class practices, internship teachers use language as a tool and not as a process that leads to learning sciences.

A lot of students are producing material to support the writing of their pupils: incomplete texts, schematics to annotate, tables to fill... According to them, the function of writing would be, beyond the support for studying, to keep students active, attentive and relatively silent during the course.

The pupils, from 15 years, are sometimes invited to take notes in a blank notebook, to do a synthesis or a summary on a topic. Internship teachers rarely spend time to explain these steps, because they are thinking that it is not their responsibility or because they are not trained for these learning that they call "transversal". The use of a book of "drafts" is not favored, as if writing only had a worth of reference knowledge and not a construction of scientific knowledge worth.

When internship teachers use a textbook, it is as a repository of scholarly knowledge. When textbooks offer activities of taking conceptions into account or of construction of hypothesis guiding a research, they are usually avoided, due to lack of time.

Most of the time, oral language is practiced collectively, to venture an opinion, a preconception, to answer a question. During debates, student teachers primarily rely on the ideas of students to exchange and convey information about a news topic or citizenship. Here too, the oral language has a worth of communication or sharing and not of building knowledge. No track of these debates is recorded.

Patricia: In conclusion, according to you Ms. Quittre, what would be the place to give to intermediate discourses in sciences teaching from kindergarten to high school?

Valerie:

We could talk about the intermediate discourses, individual or collective, for a long time, but I will limit myself to the dimensions considered by Mrs. Schillings in the theoretical part.

1. **Writing is an activity of thought** :

   a. Writing in sciences class to explain their ideas, to explain to one another before explaining to others. This is not, as Ms. Schillings says, writing down a pre-existing thought on paper. We all, as an adult, experiencing the fact that ideas that sometimes seem mentally clear but do not resist at putting into words; they must be

redesigned, restructured at the time of writing. Writing to explain their ideas put well the thought in motion.

b. This is still the case when it comes to planning an experiment, their actions: imagining the experiment that we will set up, listing the equipment you will need. This forces to ask questions about their approach. What are we looking at with this test? What do we observe or measure? How can we measure? ...

Writing before you act is helping the pupil not to rush headlong into the action (which may also be interesting, the trial and error that can be source of questioning and explanatory creativity).

c. Writing undergoing investigation, to record observations or findings. This leads to think about how to organize its data. What form of writing will be more effective in this case: a text, a table, a diagram, a graph?

2. **Intermediate discourse is not a written draft.** The draft is an unimportant writing, which ends up in the bin. In sciences, it is also important to give a status to these intermediate discourses, for example a book of sciences, that allows keeping tracks of the crossed way, of the followed approach, of outstanding questions too. Giving importance to the tracks is to giving importance to the approach beyond the mere learning of scientific concepts. At the elementary level, it can be a book that follows the student in school tasks. The different types of writings can be identified by symbols: written for themselves, writing experiment, collective writing, final written synthesis of learning... In high school, two separate notebooks could be considered: intermediate discourses on the one hand and the codified writings taking up learning (to study) in a second notebook.

3. **The intermediate discourses induce exchange.** Building explanation in sciences is not an solitary activity, the interaction with others is essential. Individual writing can be used to prepare a collective debate, to organize ideas before you explain to others and eventually to be able to defend them, but also to hear those of others. Group posters serve as a base for exchanges: how have other groups presented their results? Which is the most effective presentation? Did all the groups get similar results? How did they do? ...

4. **Writting at different stages of a learning sequence.** Clearly, writing comes at different times of a learning sequence but we must absolutely avoid freezing moments of writing and multiply them without reason. They must find their place according to the course and its learning goals. These moments can be very brief moments that help the pupil to take distance from action. Syntactic requirements must be delayed in those writings.

Patricia: Thanks to my colleagues for having accepted my invitation and given all these really interesting answers.

Activity Sheet

Number and title of the sequence: 3. GO FURTHER… REFLECTS ON THE NOTION AND ITS IMPLEMENTATION

Meaning and learning goals:

The purpose of activity 1 is to reflect about this approach and discuss the concept of intermediate discourses. It's a kind of return-back to introduce the F2F lesson.
The purpose of activity 2,3,4,5 is to analyze the traces collected by participants in their own classes to remove important elements for their future practice.
The purpose of this activity 6 is to create a new activity using intermediate discourse regarding discussions and learnings of the module.

Learning goals:

- Participants will be able to reflect on the place of writing and on the place of the participant in this process.
- Participants will be able to have a better understanding about what are intermediates discourses.

Learning events involved in the sequence:

Imitation   Reception   Exercising   Exploration   Experimentation   Creation   Self-reflection   Debate

Description of organization :

Who ?	Does what ?	How ?		When ? (moment and duration)
		Material	**Tool(s)**	
Each participant individually	- Takes part in the whole group discussion from the information supplied by the trainer.	- summary of reflective feedbacks	Sheets Black board PPT	20 min

Each participant individually	- Analyzes the collected traces and the preparation of lesson of a peer based on the following guiding questions: - What are the obstacles? - What clues of understanding? - Which evolution in students' knowledges building? - How to use intermediate discourses effectively?	- Participants' preparation of lesson + pupils' traces - a sheet with the guide questions to analyze	Sheets of paper	45 min
In twin group, participants	- Compare their analysis with his/ her peer	- Participants' preparation of lesson + pupils' traces - - own notes of analysis	Sheets of paper Black board PPT	20 min
By subgroups (2 or 3 Twin group), participants	- Discuss to remove important elements about the intermediate discourses approach. - Share the elements with the whole class group. These items are marked on a poster or a PPT.	/	Sheets of paper Black board PPT	25 min
The trainer	- Conducts a poll of important elements to structure the learning achieved.	/	Black Board	20 min
Each participant individually	- Realize a new activity from what has been done and in interactions with other participants.	What they want to create a new lesson	/	60 min

End-of-sequence production or expected results:

- 3.2. A poster or a PPT taking up the important items to share with the whole class group.
- 3.6. A new preparation of lesson that integrates some elements of the reflection made during the F2F session and the whole module.

Activity Sheet

Number and title of the sequence: 4. FINAL ASSESSMENT

Meaning and learning goals:

The purpose of this activity is to demonstrate the comprehension of the notion by the participants.

Learning goals:

- Participants will be able to reflect on the place of writing and on the place of the participant in this process.
- Participants will be able to have a better understanding about what are intermediates discourses.
- Participants will be able to create good conditions for development of concepts in their classroom.
- Participants will be able to define the concept of intermediate discourses through the 5 proposed dimensions and use this concept of an accurate and adequate way in written or oral statements.

Description of organization :

Who ?	Does what ?	How ?		When ? (moment and duration)
		Material	Tool(s)	
Each participant individually	- writes an essay to answer the question: "What is the difference between "REVISION" and "REWRITING"?			End of the module 160 min

End-of-sequence production or expected results:

- a 2/3 pages-essay