

Summary

Episode III

Short-term teacher training event



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Introduction

Episode III took place in Brussels (Belgium) 28–30 September 2021. Six teachers gathered in Brussels to refresh their understanding of blended learning and technology in the foreign language classroom. The participants visited the European Parliament and planned for the two upcoming student exchanges. Most importantly, this event inspired the participants to continue their collaboration despite COVID-19 restrictions. During the three working days, the following agenda items were covered:

1. The four guiding principles of blended learning
2. Eight key questions to using technology in the foreign language classroom
3. *Keeping Mum*: about British humour, black comedy, and making the film
4. Debate: society, culture, and democracy
5. The EU: structure; some possible future scenarios; the role of the European Parliament
6. *Blinded by the Light*: about Springsteen's songs, the Pakistani minority in Great Britain; and propaganda in films
7. Debate: human rights and responsibilities; the rule of law
8. The reusable pedagogical resources
9. Evaluation



The second short-term teacher training event aimed at deepening the participants' practical understanding of blended learning and integrating technology in the foreign language classroom.

Such debate topics as humanity, democracy, human rights, and the rule of law were looked into. In addition, lesson plans to teach such films as *Keeping Mum* and *Blinded by the Light* were introduced.

The reusable pedagogical resources

RATIONALE

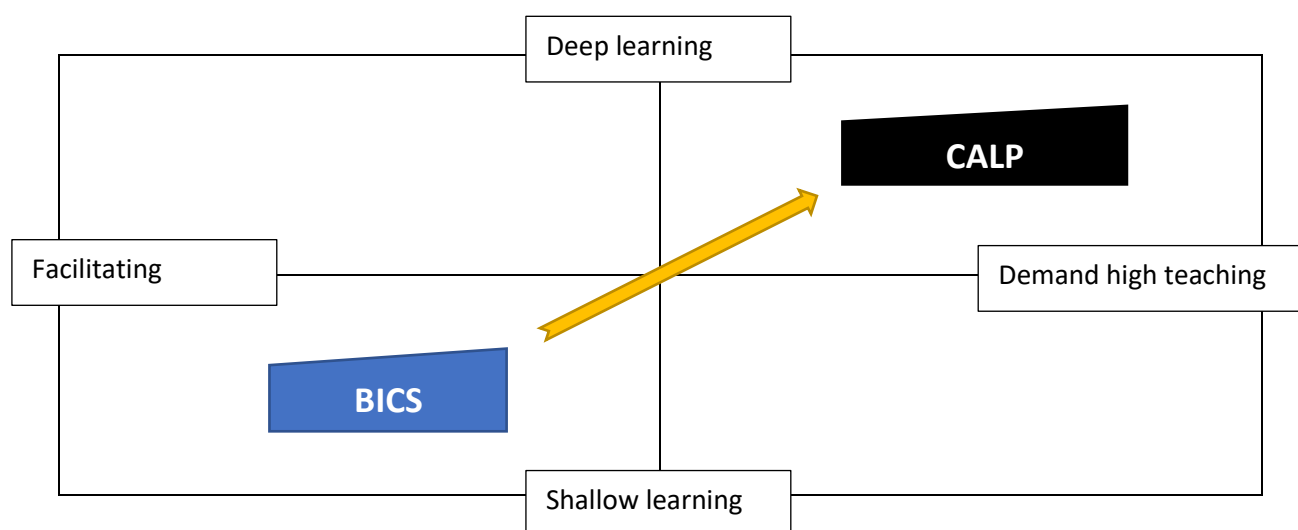
- The film motivates, and the debate challenges a language learner to achieve higher.
- Soft CLIL (focus on the language) supports moving from BICS (Basic Interpersonal Communicative Skills) to CALP (Cognitive Academic Language Proficiency) through rich input and cognitively demanding tasks.
- Google Sites is a suitable format because it supports online collaboration, flexibility, and practicality.

STRUCTURE

- The resources are called "[Human dignity & Freedom](#)", "[Humanity & Democracy](#)", and "[Human Rights & the Rule of Law](#)".
 - These resources provide online learning content in two modules: language with film and content with language.
 - Each resource stands alone, but we highly recommend covering them in a sequence of three.
 - It is also possible to do a film module from one resource and a debate module from another. Still another option is to cover specific topics only.

LEARNING NEEDS

- All materials (except for external resources) are carefully collected and adapted to meet our heterogenous student groups' learning needs.
- Differentiation in instruction is provided with alternatives between more and less cognitively demanding tasks.
- Online learning and face-to-face instruction should go half and half to provide an optimum outcome.
- For autonomous learning, the materials are most suitable for upper secondary students who have reached EFL level B2.



Visiting the EU

One of the event's highlights was visiting the European Parliament and meeting with a MEP for a more extended discussion about EU matters. The participants educated themselves about possible future scenarios and the Green Deal of the EU.



The outcomes

This project's second teacher training event helped the participants better understand how to prepare their students for the two upcoming student exchanges in 2022. Not less importantly, it gave them new ideas and practical skills concerning blended learning in their daily practice.

The teachers of the student groups participating in this project now have the information they need to apply the CLIL approach in their classroom and help their students benefit from the e-materials provided. In addition, everyone now fully understands how to effectively use the reusable pedagogical resources created for this project.

The visit to the European Parliament broadened the participants' horizons and made them look at topical EU issues from quite different perspectives. Also, the participants benefitted from intensive intercultural interaction and the highly educative cultural programme.

It was essential for the participants to work together on the topics of this project to rekindle their team spirit and find new inspiration after a too-long Covid-19 restrictions period. Although the project team has kept collaborating online since March 2020, face-to-face interaction is crucial for any transnational partnership.