

COURSE

ADAPTING THE CLIL APPROACH TO BLENDED LEARNING

By **Donna Lee Fields****10**
HOURS

COURSES TAUGHT 100% IN ENGLISH

How can we help our Primary and Secondary students to be more engaged and responsible in their own learning? In this course you will participate in **methodologies that augment student agency, responsibility, and holistic** language learning.

Among other elements, we will consider the differences between language acquisition and language learning, the importance of addressing the affective domain in online and face-to-face classes, **the differences between bilingual models and the CLIL approach**, and the benefits of celebrating student-centred learning.

Sessions will be interactive and structured through Mini-Lessons that guide teachers to begin lessons with scaffolding and end with reflection and feedback – and so facilitating a more effective flow of lessons.

OBJECTIVES

- 1 Study** the benefits of student agency with regards to their students' futures.
- 2 Outline** the importance of addressing the affective domain in virtual and online lessons.
- 3 Participate** in lessons structured through Mini-Lessons (scaffolding, body of lesson, reflection).
- 4 Experiment** with alternative formative assessments.

PROGRAM

List the differences between bilingual models of education and the CLIL approach.

Design lessons based on student-centred learning.

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