INTEGRATED EUROPEAN PROJECT

TEACHER IMPLEMENTATION GUIDE

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TABLE OF CONTENTS

1. INTRODUCTION

This Teacher Implementation Guide might be used to implement the curriculum of the subject "Integrated European Project" (IEP). It is the intellectual output of the Erasmus+ project 'How are you going to make a living?' (Strategic Partnerships in Education and Training, Key Action 2). Both the curriculum and the Teacher Implementation Guide are based on the tasks and methodology carried out in the Erasmus+ project among schools from different European countries.

The objectives of this subject are:

1. Creating a sense of European identity based on the analysis of the diversity of elements that make up the educational field and workplace in Europe.

2. Deepening the understanding of the interests, attitudes and skills related to professional activities and training itineraries.

3. Designing a training or professional itinerary based on self-knowledge and knowledge of existing opportunities.

4. Investigating the educational, social, economic and employment characteristics of the immediate environment, as compared with other European countries.

5. Developing a cooperative entrepreneurial project that integrates personal, social and productive dimensions.

6. Using information and communications technology to create, edit, publish and disseminate multimedia content.

7. Understanding and producing oral and written texts in English related to educational field and workplace.

It is recommended to analyze the entire curriculum of the subject before beginning to design the tasks. The methodologies used can vary widely, being an open curricular design, depending on the analysis of the context where it is applied. This guide only tries to provide methodological orientations based on the experience of the participating schools in the project. Any school or teacher that wants to develop this optional subject should decide the best methodology for that context: school educational project, available resources, teacher training, characteristics and interests of students, etc.

In order to develop the key competences, the use of active methodologies is recommended, understood as those that involve the active participation of students and where the role of the teacher is not to get the contents across, but to create learning situations where students develop higher-level cognitive processes (search and selection of information, comparison, critical review, exposure, etc.). Task-based learning, problem-based learning or project-based learning, together with the use of cooperative learning structures, foster the development of key competences in our students. This requires careful planning of the whole process of teaching and learning adapted to the characteristics of the students and the available resources. It also involves a great effort for the teachers to create the tasks, projects and materials adapted to their classes.

Image obtained from www.etwinning.es

eTwinning can be an ideal platform to carry out tasks and projects between educational schools in several European countries, as it is part of Erasmus+ and aims to promote and facilitate contact, exchange of ideas and collaborative work between teachers and students through ICT. To coordinate this action throughout Europe, eTwinning has a Central Support Service in Brussels and a National Support Service in each country.

2. DESIGN OF TASKS

The design of learning tasks based on solving challenging questions or problems involves students in planning their learning, decision-making and research processes, giving them greater autonomy throughout the process.

The most realistic problem-solving will be the ideal way to apply the acquired knowledge and to favor the development of key competences. The development of a final product can also serve as a motivating element for the students.

The tasks can be designed in seven steps:

DESIGN OF THE TASK	
1º	CHOOSING ASSESSMENT CRITERIA OR LEARNING STANDARDS
2º	DESIGNING THE TASK AS A PROBLEM-SOLVING SITUATION IN A REAL CONTEXT AND DEVELOPING KEY COMPETENCES
3º	SEQUENCING THE TASK IN PHASES, EXERCISES OR ACTIVITIES
4º	CHOOSING ICT
5º	CHOOSING ASSESSMENT STRATEGIES, TECHNIQUES AND INSTRUMENTS
6º	CHOOSING GROUPS AND IMPLEMENTING COOPERATIVE LEARNING
7º	IMPLEMENTING A CLIL APPROACH

2.1. CHOOSING ASSESSMENT CRITERIA OR LEARNING STANDARDS

There are many approaches for the design of the tasks. We can start from the assessment criteria or the learning standards to design a task that proposes a problem to be solved by the students in the most real context possible (developing key competences). Assessment criteria and learning standards are divided into five blocks.

ASSESSMENT CRITERIA	LEARNING STANDARDS
Block 1: Self-awareness, autonomy and knowledge of others	
1. Describe the strengths and weaknesses, interests, aptitudes and attitudes, relating to professional activities and training itineraries. 2. Know the other participants adequately performing cooperative tasks. 3. Make decisions about the educational and professional route, taking into account the strengths and weaknesses, interests, aptitudes and attitudes.	1.1. Identifies personal strengths and weaknesses in different areas of your life and applies the proposed tasks. 2.1. Interacts through social networks and platforms properly, expressing opinions with respect and cooperating in the proposed tasks. 3.1. Designs a training and professional itinerary according to a personal analysis of strengths, weaknesses, interests, aptitudes and attitudes.

ASSESSMENT CRITERIA	LEARNING STANDARDS
Block 2: Knowledge of the learning and working environment from a European perspective	
1. Identify the main social, economic, educational and political characteristics of the environment that influence the training and the workplace, as compared with other European countries. 2. Find and select relevant information from different verified sources. 3. Research on jobs and training routes. 4. Create content with information on the labor and training environment, compiling later. 5. Analyze from the gender perspective of the workplace environment.	1.1. Creates infographics on the major social, economic, educational and policies that influence their environment training and labor, as compared with other European countries. 2.1. Specifies proven sources of information in generated content. 2.2. Searches news media professional, analyzing and critically reviewing sector. 3.1. Investigates a professional sector of their environment, with their different jobs and training itineraries needed to reach them, compared with other European countries. 3.2. Identifies the rules and institutions that influence the formation and regional, national and European labor sector locally. 4.1. Creates infographics and presentations with information from different sources on the training and workplace. 4.2. Makes a concept map on training paths and jobs. 4.3. Creates a portfolio with all generated content. 5.1. Critically analyzes gender equality in the workplace, especially with regard to overcoming stereotypes and visibility of women's contributions.

ASSESSMENT CRITERIA	LEARNING STANDARDS
Block 3 : Cooperative entrepreneurial project	
1. Know the dimensions of the enterprise. 2. Analyze and evaluate the importance of entrepreneurs in society. 3. Develop a cooperative entrepreneurial project to solve a problem of the environment, participating in all phases (proposal, development, evaluation and dissemination) and performing assigned tasks.	1.1. Identifies personal, social and productive dimension in entrepreneurial projects. 2.1. Meets and sets an example of entrepreneur assessing their importance in society. 3.1. Participates in the creation and development of a cooperative entrepreneurial project that solves environmental problems. 3.2. Suggests possibilities and helps to set proposals. 3.3. Cooperates to establish an action plan developing it. 3.4. Develops the tasks responsibly, taking the risks and consequences. 3.5. Evaluates and reflects on the developed project 3.6. Creates promotional materials and advertising of products and / or services of the project by applying the principles of marketing. 3.7. Disseminates and shares experience across different platforms and social networks.

ASSESSMENT CRITERIA	LEARNING STANDARDS
Block 4: Information and Communication Technology	
1. Search and select applications tailored to their interests and needs. 2. Create and edit text content, image, video and audio using computer applications. 3. Create multimedia content using applications. 4. Use cooperatively applications. 5. Publish and disseminate multimedia content and created presentations. 6. Develop habits in the use of tools that allow accessibility to productions from various mobile devices. 7. Use social networks and platforms responsibly and safely.	1.1. Creates their Personal Learning Environment on their training and work itinerary, selecting applications, digital resources and explaining the reasons for their choice. 2.1. Creates text documents with applications that facilitate the inclusion of tables, images, formulas, graphics and hypertext elements and other design possibilities. 2.2. Uses mobile devices for image capture, audio and video editing content. 2.3. Makes concept maps using computer applications. 2.4. Captures and edits videos cooperatively on professional activities and training routes. 3.1. Creates infographics with applications to describe, summarize, argue or explain previously generated content. 3.2. Integrates content image, audio, video and text in the development of productions and presentations, adapting the design and layout to the message and the audience to which it is directed. 3.3. Creates a digital portfolio to collect contents related to the training path and the chosen labor sector. 4.1. Takes part actively in cooperative activities that use computer applications. 5.1. Uses distribution channels to accommodate multimedia materials and link them in other productions. 5.2. Creates a blog or a website to publish content generated using a variety of elements (text, links, images, parts of a post, etc.) 6.1. Prepares materials that are accessible from different platforms. 6.2. Exchanges information on different platforms, signing up previously.

	6.3. Synchronizes information between a mobile device and another device.
	7.1. Participates in social networks responsibly and safely, sharing information and reviewing with respect to the information shared by others.
	7.2. Knows and applies the rules of publication, respecting the privacy of individuals, copyright and publishing licenses.

ASSESSMENT CRITERIA	LEARNING STANDARDS
Block 5: English	
1. Understand the main points and relevant details in oral and written texts, informal and formal, short or medium length.	1.1. Identifies the main points and relevant details of texts, videos and formal and informal messages, short or medium length.
2. Recognize commonly used oral vocabulary relating to education, workplace, ICT and entrepreneurship.	1.2. Understands explanations and opinions on various topics, participating in a formal or informal conversation.
3. Produce short or medium length oral texts in informal or formal discussions, in which information and opinions are exchanged.	1.3. Distinguishes, with visual or written support, the main points and relevant details, in well-structured presentations.
4. Maintain enough fluency in the speech to get the message across.	2.1. Understands specific vocabulary about education, work, ICT and entrepreneurship in conversations, discussions, presentations and written texts.
5. Understand the importance of English proficiency in the labor sector	3.1. Participates in formal or informal discussions in which exchanges information and opinions expressed and briefly justified, making oneself understood when speaking.
	4.1. Performs fluent and well structured oral presentations, previously tested.
	5.1. Analyzes with critical thinking the news in the media about the importance of English proficiency in the labor sector.

2.2. DESIGNING THE TASK AS A PROBLEM-SOLVING SITUATION IN A REAL CONTEXT AND DEVELOPING KEY COMPETENCES

A task is usually divided into several phases. In the different phases, students find solutions to problems, generate questions, debate ideas, design plans, research to collect data, draw conclusions, present their results to others, redefine their questions, create or improve a final product, etc.

Although a task may include exercises or activities, it is necessary to emphasize that tasks must be designed to solve problems and to develop key competencies. The differences between tasks and exercises/activities are:

EXERCISE / ACTIVITY	TASK
Closed: They have a single solution	Open: They admit several solutions or ways of doing them
Uniform: Students are considered homogeneous	Flexible: Adapted to different learning styles and paces
Out of context: They do not have a relation with any personal or social context	Contextualized: presented within a concrete context
Disconnected from reality and the interests of students	Connected with reality, with the everyday life and with the interests of students
Simple: Mobilize a simple skill or mental process	Complex: They mobilize personal resources and involve reflection
They try to acquire a strategy or to assimilate a content	They tend to solve a problem or the development of a product

Some examples of tasks for this subject could be:

TASKS
How are you going to explain where you live to students from other European countries? What do you know about the other countries? Do you think that they live in a similar environment or context?
What should you take into account to choose a job or studies?
What are your skills, strengths and talents?
What is the job that matches with your skills?
How can you meet a real professional of my dream job? What would you asked him/her?
How do you navigate through this fast changing society? How can it affect your choices in educational field and workplace?
How different is a job in different European countries?
Can you study or work in another country? How to broaden horizons in Europe?
How can we create a 'mini company' or a cooperative entrepreneurial project?
What would you like to see changed in your surroundings (class, school, community)? Can you vote in your classroom to agree one concern to change? How are you going to change the situation?

It is convenient to make a presentation of the task in a motivating and attractive way for the students. Decide what you want your students to learn and let them know at the beginning of the session. The elaboration of final products fosters motivation, the involvement of students and the development of key competences. Examples of products are:

Product examples	
Report	Poster
Essay	Debate
Booklet	Song
Questionnaire	Dramatization
Presentation of products	Presentation
Web	Blog
Wiki	Comic
Timeline	Digital story
Mural	Vídeo
Interview	Podcast
Drawings	Maps

2.3. SEQUENCING THE TASK IN PHASES, EXERCISES OR ACTIVITIES

A task can have several phases, exercises or activities. We have previously discussed the main differences between these concepts. It is recommended that the different phases of the task are as contextualised and real as possible. We should try to include, as a phase of the task, the development of a relevant product and the dissemination in social networks and educational platforms where it can be shared.

TASK: You are going to meet students from other European countries...
● How are you going to explain where you live?
● What do you know about your friend's country?
● Do you think that they live in a similar environment or context?

FINAL PRODUCT: Infographic about your country	
1	Pair up and choose one of these topics: a) Your school, b) Your city, c) Your country, d) The relation between your country and other European country of the project.
2	Search facts about the chosen topic related to these areas: Economic, Social, Cultural, Historical, Other features (Leisure, food, personalities, etc)
3	Make (in pairs) an oral presentation to another couple without any digital support
4	Getting to know infographics. ● Definition: http://en.wikipedia.org/wiki/Infographic ● Examples of infographics: https://blog.hubspot.com/marketing/best-infographics-2016#sm.00111euy21702dyiypj1y6rzdgecc
5	Make an infographic using Genially (Final Product) ● Sign up in www.genial.ly ● Take a tour in GENIALLY ● Use the facts to make a presentation
6	Publish the infographic in Twinspace (eTwinning): Embed it and the link
7	Publish it in Twitter with the Hashtag #IntegratedEuropeanProject
8	Comment on the presentations of at least three students in Twinspace

2.4. CHOOSING ICT

The use of Information and Communication Technologies as a didactic resource and a learning tool has an important role in this area. The variety of ICT materials and resources, coupled with the appropriate methodology, facilitates a correct attention to diversity. If we understand networks as spaces of learning and knowledge generation, we approach the concept of TLK (Technologies for Learning and Knowledge), where students use ICT to interact with each other, creating digital communities and publishing content as articles, videos, multimedia material, etc., bringing an added value to other members of the community.

The use of mobile devices in the classroom, mobile phones, tablets, laptops and BYOD (Bring Your Own Device) policy is recommended, but we should take into account:

1. The freedom of use of the device must be accompanied by responsibility through training of both the teacher and the family.

2. Availability of a large number of plugs (one per device).

3. A fast and stable Internet connection, able to allow navigation of all students at the same time.

4. A space for storing the devices when they are not being used.

5. We should try to use multiplatform resources and apps.

6. Using the cloud for accessible resources from different devices

The scarcity of mobile devices should be foreseen through careful planning. The teacher should allocate roles among students and establish the rotation model.

It is also recommended to address issues of security and privacy when the use of a tool, app or new resource is initiated, stressing the importance of protecting the privacy of students in connections, use of social networks, platforms and online tools.

For the selection of apps, you can use resources such as 'The Pedagogy Wheel': a downloadable poster in pdf format with links to educational applications (it is updated in different languages). Applications have been selected based on the Bloom Taxonomy helping to design tasks based on conceptual domain levels, proposing active (measurable) verbs, activities and applications for mobile devices.
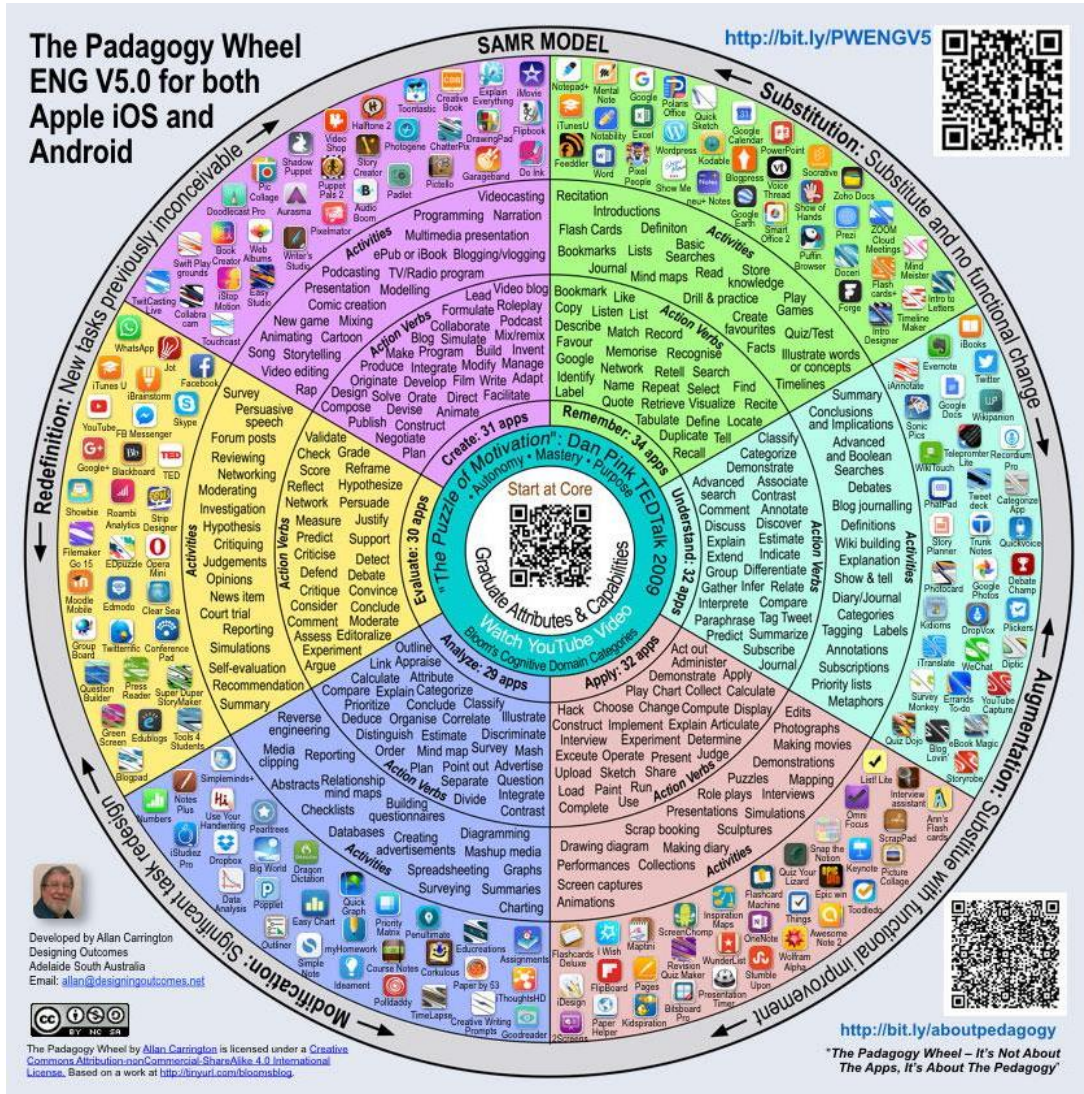
The Padagogy Wheel by Allan Carrington. Source: http://tinyurl.com/bloomsblog

Some digital resources, software and apps that we can use in the tasks:

DIGITAL TOOLS	
Educational platform	Twinspace (eTwinning), Edmodo, etc.
Virtual Classroom	Moodle
Blog	Blogger o WordPress
Presentations	Genial.ly, Impress, Thinglink, Google Apps, Slideshare, Tellagami, Prezi, Powtoon, Videoscribe, Explain Everything, Voki, etc.
Curation	Diigo, Feedly, Delicious, Evernote, Flipboard,etc.
Publication of texts	Calameo, Issuu, Slideshare, etc.
Editing photos	PhotoGrid, 5sGIF, etc.
Editing, publishing and curating videos	Vimeo, Youtube, etc.
Editing and publishing audio	Audacity, Spreaker, Soundcloud, Ivoox, etc.
Graphic Design	Draw, Gimp, Inkscape, Google Dibujos, Roomsketcher, Sketch Up, Infogram, Glogster, Instagram, etc.
Office tools	Google Apps, Libre Office, etc.
Social networks	Twitter, facebook, Instagram, etc
Mind maps	Mindly, Popplet, etc.
Augmented Reality	Aurasma, QR Track, Layar, etc
Evaluation	Kahoot, Quizizz, Socrative, etc.

2.5. CHOOSING ASSESSMENT STRATEGIES, TECHNIQUES AND INSTRUMENTS

We will have to choose strategies, techniques and instruments to assess the phases of the task. It is always recommended to include self-assessment and peer-assessment in the tasks. Students must learn to see self-assessment as a way to obtain feedback that allows them to regulate their own learning. As for the assessment instruments, it is important to adapt them to the task and try to use several (within the same task). Especially relevant are those connected to active methodologies. The following are some of them:

ASSESSMENT INSTRUMENTS
Checklist
Rated scale
Class diary
Portfolio
Target
Rubric

The checklist is a table that lists the behaviours to be observed and two possible options (yes-no). Prior to observation, the teacher has to specify those behaviours to be evaluated. For example to assess essays or written composition, we can use this checklist:

YES	NO	DEFINITION
		Focused composition, conveys emotion, uses figurative language, is engaging to the reader
		Organization of composition includes effective transitions and vivid examples
		Includes descriptive language, using adjectives and adverbs properly
		Includes varied sentence structures
		Main idea discernible with supporting details

The rated scale graduates the presence of a behaviour based on a systematic observation, allowing to observe behaviours in which we are interested to quantify its degree or intensity. These scales may be presented numerically (1-2-3-4) or verbal (never, occasionally, frequently, always). For example, we can use the following scale of estimation to assess a task:

Assessment of a task that develops the key competences					
Express the degree of agreement with the following questions (being 1 disagree and 5 strongly agree)	1	2	3	4	5
1.- The selected task has a practical application					
2.- The selected task is relevant for the learning of different key competences.					
3.- The selected task has well defined a final product					
4.- The selected contents are varied (they include concepts, facts, procedures, values, standards, criteria ... etc).					
5.- The learning standards have been selected from more curricular subjects..					
6.- The selected assessment instruments are adapted and varied.					
7.- The planned activities are complete (enough to complete the task).					
8.- The planned activities are diverse (they require for their realization processes and varied contents).					
9.-The planned activities are inclusive (attend to the diversity of the students).					
10.- The resources facilitate the implementation of the activities in a relatively autonomous way.					

A class diary combines the activities carried out by the students, the methods used for solving the problems, the results obtained, the analysis of the results and the conclusions are analyzed, together with schemes and drawings. This instrument is useful when analyzing the evolution of events despite the fact that it is subjective. The review of the diary will contribute to reflect on the procedures and the correction of errors.

The class diary may include questions to guide the learners:

- What have I learned?
- What value does this learning have for my life or for my environment?
- What activity or task has proved to be the most difficult, the easiest, the most or less interesting?
- Have you been surprised to know something when doing the activity?

The creation of a blog (Wordpress or Blogger) is an ideal way to make this class diary. The students can express their opinions, ideas, multimedia or interact.

The portfolio is an instrument that collects and stores Information as a mechanism of analysis, monitoring and evaluation, both formative and summative, materializing in a "folder" (physical or digital) where the student collects evidences of the learning process. It allows to detect difficulties and achievements during the process, with real tests and enabling a continuous evaluation. In the development of this curriculum, it is easy to generate a multitude of products from the tasks, so the portfolio is an ideal assessment instrument. The creation of digital portfolios (e-portfolios) is also advisable since many of the products generated are multimedia. There are tools that facilitate it like Google Sites, Wikis or blogs.

The targets encourage our students to take part in the assessment process in a visual way. Every portion of the target is related to the assessed aspect. As the assessment is closer the bullseye it will be more positive. It is very useful in self-assessment and peer-assessment providing a graphical feedback to the students.
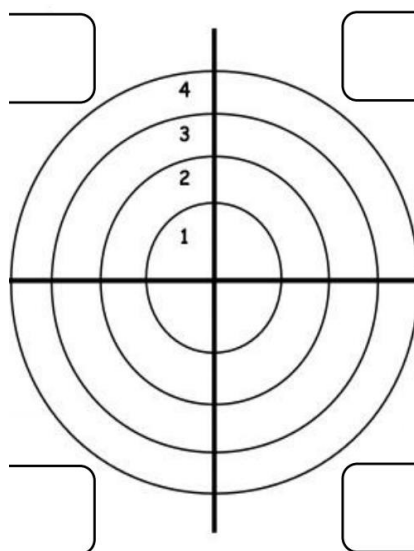
The rubric is a double entry matrix, which specifies categories of observation or evaluation criteria and a descriptive scale with different levels of acquisition or performance. It makes it possible to make the evaluation more transparent and objective to both the teachers and the students. They are very useful to evaluate the key competences since it allows to know to what extent the student is able to solve a complex situation. An example of a rubric for an oral presentation could be the following one:

ASSESSMENT OF ORAL PRESENTATION			
	Needs Improvement	**Good**	**Excellent**
Preparation and content	Continuous rectifications and doubts. It does not fit what you ask	Fluent exposure, very few errors. Speak exactly what is asked, without deepening	Good command of the subject, do not make mistakes, no doubts
Interest	Difficult to get or keep the interest of the public	Interesting for the public, but a bit repetitive	It attracts the attention of the public and keeps the interest throughout the exposition
Voice	Sometimes it is difficult to understand	Clear voice, good vocalization. Without nuances in the intonation	Clear voice, good vocalization, adequate intonation, nuanced
Time	Excessively long or insufficient to correctly develop the topic	Time adjusted, but with an abrupt or elongated end due to lack of time control	Time adjusted to the expected, with an end that retakes the main ideas and rounds the exhibition

For example, these are the assessment instruments chosen for the task designed in section 2.3.

TASK: You are going to meet students from other European countries... ● How are you going to explain where you live? ● What do you know about your friend's country? ● Do you think that they live in a similar environment or context?	
FINAL PRODUCT: Infographic about your country	**Assessment Tool**
1 Pair up and choose one of these topics: a) Your school, b) Your city, c) Your country, d) The relation between your country and other European country of the project.	
2 Search facts about the chosen topic related to these areas: Economic, Social, Cultural, Historical, Other features (Leisure, food, personalities, etc)	
3 Make (in pairs) an oral presentation to another couple (without any digital support)	- PEER ASSESSMENT WITH A RUBRIC FOR ORAL PRESENTATIONS
4 Getting to know infographics. ● Definition: http://en.wikipedia.org/wiki/Infographic ● Examples of infographics: https://blog.hubspot.com/marketing/best-infographics-2016#sm.00111euy21702dyiypj1y6rzdqecc	
5 Make an infographic using Genially (Final Product) ● Sign up in www.genial.ly ● Take a tour in GENIALLY ● Use the facts to make an infographic	- SELF ASSESSMENT WITH CHECK LIST - RATED SCALE FOR THE INFOGRAPHIC
6 Publish the infographic in Twinspace (eTwinning): Embed it and the link	
7 Publish it in Twitter with the Hashtag #IntegratedEuropeanProject	
8 Comment on the presentations of at least three students in Twinspace	

2.6. CHOOSING GROUPS AND IMPLEMENTING COOPERATIVE LEARNING

Groups must be varied, with individual and group activities, adapted to the different learning paces. The development of activities in cooperative groups favors respect for the ideas of the members of the group, since what is important in them is the collaboration to achieve a common purpose. Cooperative learning should be carefully structured in small groups and explicitly teaching to work as a team.

An example of role-sharing might be:

ROLE	FUNCTIONS
COORDINATOR	1. **Helps the group to follow the steps of the task.** 2. **Drives the attention on the work.** 3. **Time control.**
SECRETARY	1. **Collects the contributions of the team.** 2. **Represents the team in the assembly.** 3. **Produces group documents.**
OBSERVER	1. **Observes if the roles are working properly.** 2. **Helps others.**
MODERATOR	1. **Gives the word shift.** 2. **Looks for everyone to participate.** 3. **Noise control.**

2.7. IMPLEMENTING A CLIL APPROACH

The subject is designed to provide an immersion in English for students, so it should be taught mainly in English (it may be developed in any other language). It is advisable to use a CLIL approach (Content Integrated Learning and Foreign Language), taking into account the characteristics of our students. A definition of CLIL can be: an educational approach in which students learn a non-linguistic subject through a foreign language. In our case we will use English for concrete, natural and meaningful communicative purposes.

It is recommended to use the mother tongue as little as possible (only if other linguistic and communicative resources have been used to make the message comprehensible). We can use resources such as the following:

- Use of other words, definitions or synonyms to explain a concept or idea
- Confirmatory questions: Do you mean that …?
- Questions to verify that has been understood: What did I say? Did you understand?
- Expressing properly an incorrect student expression
- Language slowdown
- Language simplification

In a CLIL approach, a deliberate and continuous use is made in the teaching of didactic strategies that provide scaffolding to students. Scaffolding consists of the temporary support that is provided to the students by structuring the task to facilitate learning. It can be done by using some of the following techniques:

- Knowing the students' prior knowledge about the subject to be discussed (short quiz, brainstorming, pairs check, round table, warm-up activities ...)
- Designing guiding questions for readings
- Showing graphs, mental maps etc.
- Showing similar products already done

Once the task is divided into phases, we must reflect what aspects of language will be needed, for example:

- Vocabulary and specialized phrases
- Type of oral production in the different phases of the task
- Grammatical aspects to be developed (in coordination with other bilingual subjects)

The challenge is to develop materials and tasks that are linguistically accessible and, at the same time, cognitively demanding (Coyle, 2005)[1]
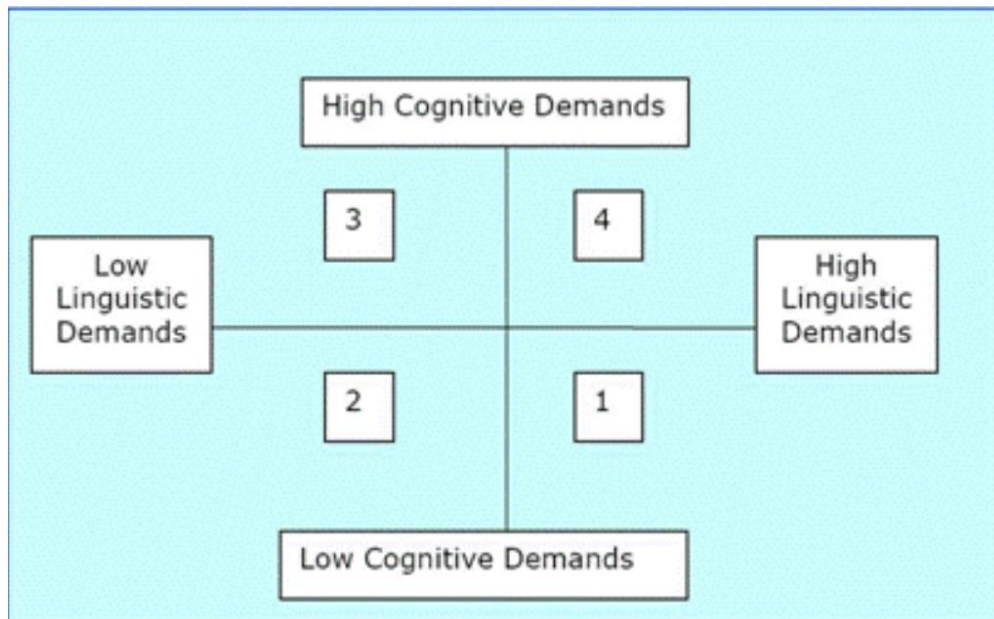
Matrix to evaluate materials and learning tasks (Coyle, 2005)

When the content is complex or difficult, we can adapt materials to make them linguistically accessible. If the task develops Lower Order Thinking Skills (LOTS) like understanding or remembering, we can improve it by using Higher Order Thinking Skills (HOTS), such as applying, analyzing, evaluating and creating.

Here are some questions that activate HOTS:

Recall (the answer has already been provided to the student in class or in the text)

- When did _____ take place?
- List the _____ .
- Define the term _____.
- What is a _____?
- Who did _____?
- Name _____.

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[1] Coyle, D. (2005). *CLIL: Planning tools for teachers.* Nottingham: University of Nottingham. <http://www.unifg.it/sites/default/files/allegatiparagrafo/20-01-2014/coyle_clil_planningtool_kit.pdf>

Analysis

- How does _____ work?
- Sort these _____ .
- Use the table to determine _____ .
- Use the graph to determine _____ .
- Graph _____ .
- What caused _____ ?
- What is another possible cause of _____ ?
- Outline the _____ .
- Based on the written description, draw a diagram.
- Draw your own map of _____ without tracing or copying.
- Use the map to determine _____ .
- In what sequence did _____ happen?
- Break _____ down into its component parts.
- Give an example of _____ .
- What literary form is being used?
- What technique is being used?
- What information is needed?
- Is the information relevant?
- Into what groups can you organize these?
- Draw a picture that illustrates what's described in the story _____ .
- What does _____ symbolize?
- Analyze the _____ in _____ .
- Classify these _____ according to _____ .
- Separate the _____ from the _____ .
- Translate _____ .
- Analyze how _____ .
- Explain how _____ works.
- What was the author's point of view?
- How did the author convey _____ ?
- What words does the author use to paint an image of _____ in your mind?
- How were _____ used to _____ ?
- What kind of a _____ is this?
- Which one doesn't belong in this group?
- What is the function of _____ ?
- What is the purpose of _____ ?
- What is the relationship between _____ and _____ ?

Comparison

- How is _____ like _____ ?
- How are _____ and _____ different?
- Compare the _____ before and after _____ .
- Distinguish between _____ and _____ .
- Compare _____ with _____ .

Inference

- Hypothesize what will happen if _____ .
- Predict what will happen if _____ .
- Apply the rule to _____ .
- Solve the problem _____ .
- Predict how the story _____ will end.
- What is the main idea of the story _____ ?
- What is the overall theme of _____ ?
- What is the moral of the story?
- Develop of plan to _____ .
- Propose and describe an invention that fills some need.
- Based on your readings, what can you conclude about _____ ?
- What was the author's point of view?
- Solve a logic puzzle.
- What if _____ ?
- What rule applies here?
- What generalization can you make from this information?
- Create a _____ .
- Design a _____ .
- Propose a solution to the problem of _____
.

Evaluation

- Was _____ worth the costs? Explain your answer.
- Was the argument convincing? What makes you think so?
- Did _____ behave appropriately? Why?
- What would you have done in this situation?
- Why?
- Write a critique of _____ .
- Was this experiment well designed? Defend your answer.
- Judge which is the best solution to the problem of _____ ? Why do you think so?
- How well are the conclusions supported by the data/ facts/evidence? Explain.
- Did _____ choose a wise course of action? Give reasons.
- Apply a scoring rubric to this piece of work. Explain why you are assigning each score.
- What would you have done in this situation?Why?
- Review a book, performance, or exhibit. Justify your evaluation.
- Which _____ is the best? Why do you think so?
- Whose arguments/evidence was more convincing? Why?
- If you were the judge, what would your decision be? Why?
- Give and justify your opinion on _____ .

3. TEMPLATE FOR THE DESIGN OF TASKS

A template has been designed to compose the tasks, which includes the different sections treated in this guide or you can create your own template.

INTEGRATED EUROPEAN PROJECT

KNOWING OTHER COUNTRIES: You are going to meet students from other European countries…
- **How are you going to explain where you live?**
- **What do you know about your friend's country?**
- **Do you think that they live in a similar environment?**

COURSE: 4 ESO	SESSION: 2-3	CEFR LEVEL: B1

CONTENT OBJECTIVES

- Creates infographics on the major social, economic, educational and policies that influence their environment training and labor, as compared with other European countries.

- Creates infographics with applications to describe, summarize, argue or explain previously generated content.

- Takes part actively in cooperative activities that use computer applications.

- Prepares materials that are accessible from different platforms.

- Participates in social networks responsibly and safely, sharing information and reviewing with respect to the information shared by others.

- Identifies the main points and relevant details of texts, videos and formal and informal messages, short or medium length.

LANGUAGE OBJECTIVES

- Prepositions and adverbs of location, position and distance

- Cardinal and ordinal numerals

- Conjunctions: (not only…but also; both…and…)

- Comparisons: as/not so Adj. as; less/more + Adj./Adv. (than)

KEY VOCABULARY

MATERIALS

- 1 Laptop or PC for 2 students

ACTIVITIES	ORGANIZATION
Choose one of these topics: a) Your school, b) Your city, c) Your country, d) The relation between your country and other European country of the project.	In pairs
Search facts about the chosen topic related to these areas: Economic, Social, Cultural, Historical, Other features (Leisure, food, personalities, etc)	Individual
Make an oral presentation to another couple (without any digital support)	In pairs

KNOWING OTHER COUNTRIES   SESSION: 2–3

ACTIVITIES	ORGANIZATION
Getting to know infographics: • Definition: http://en.wikipedia.org/wiki/Infographic • Examples of infographics: https://blog.hubspot.com/marketing/best-infographics-2016#sm.00111euy21702dyiypj1y6rzdqecc	Individual
Make an infographic using Genially (Final Product) • Sign up in www.genial.ly • Take a tour in GENIALLY • Use the facts to make the infographic	Individual
Publish the infographic in Twinspace (https://live.etwinning.net/): • Embed it and write the link Comment on the presentations of at least three students	Individual
Publish it in Twitter with the hashtag #IntegratedEuropeanProject	Individual

ENRICHMENT	ORGANIZATION
Includes cooperative learning in the activities searching facts	groups of four
Other digital resources for presentations with mobile devices: THINGLINK	Individual
HOTS (Higher Order Thinking Skills) in the presentations	Pairs

KNOWING OTHER COUNTRIES　　　　　　　　　　　SESSION: 2–3

ASSESSMENT

ACTIVITY	KEY COMPETENCE	ASSESSMENT CRITERIA	INSTRUMENT
Make (in pairs) an oral presentation to another couple (without any digital support)	Communicating in a foreign language.	Maintain enough fluency in the speech to get the message across.	PEER ASSESSMENT WITH A RUBRIC FOR ORAL PRESENTATIONS
Make an infographic using Genially (Final Product)	Digital competence	Create multimedia content using applications. Publish and disseminate multimedia content and created presentations.	SELF ASSESSMENT WITH CHECK LIST RATED SCALE FOR THE INFOGRAPHIC

ATTENTION TO DIVERSITY

LOTS (Lowe Order Thinking Skills) in the presentations

Other digital resources for presentations to make easier the task

KNOWING OTHER COUNTRIES   SESSION: 2–3

ANNEXES

ORAL PRESENTATION RUBRIC			
	NEEDS IMPROVEMENT	**GOOD**	**EXCELLENT**
PREPARATION AND CONTENT	Makes corrections continuously, doubts a lot. Does not fit what is requested	Fluent exposure, very few errors. Speaks exactly of what is asked, without deepening	Shows a good command of the subject, does not make mistakes, does not doubt
INTEREST	Fails getting or keeping public interest	Interests to the public, but it gets a bit monotonous	Attracts public attention and maintains interest throughout the presentation
VOICE	Difficult to understand	Clear voice, good vocalization	Clear voice, good vocalization, adequate intonation, nuanced
TIME	Very long or short to develop the topic	Time adjusted to predicted, but with a precipitate end due to lack of time control	Time adjusted to the expected, with an end that reviews the main ideas and wraps up the presentation

CHECK LIST FOR AN INFOGRAPHIC (Self-assessment)		
YES	**NO**	**DEFINITION**
		I know what an infographic is and its main features
		I made an infographic using Genially and the facts about the chosen topic
		I published the infographic in Twinspace, embedding it and writing the link
		I commented on the presentations of at least three students in Twinspace
		I published the infographic in Twitter with the Hashtag #IEP

1	2	3	4	5	RATED SCALE FOR AN INFOGRAPHIC (1=disagree, 5= agree)
					The objects (graphics…) included in the infographic make it easier to understand
					Includes an appropriate font to both complement the content and make the text readable
					The topic and the contents are clear and easily understood
					Full bibliographic citations for all sources used are included.
					The design/layout is clear and visually appealing