Background: Our European Literacy Projects since 2006


2011-2012 Comenius-project: “BaCuLit – Basic Curriculum for Teachers’ In-Service Training in Content Area Literacy in Secondary Schools” together with partners from 7 European countries and American experts

2013 – 2014 Comenius-project: “ISIT – Implementation Strategies for Innovations in Teachers’ Professional Development” together with partners from 8 European countries

2015 – 2018 Erasmus+ project: “Blended Learning in Teachers’ Professional Development - Developing a Blended Learning Course in Content Area Literacy for Secondary Teachers (BleTeach)”, with partners from 6 European countries: Belgium, Germany, Hungary, Portugal, Romania, Russia (Website: www.blend-ed.eu)
Important Predecessor:
The BaCuLit Project (2011 – 2012)

Project Title: “Basic Curriculum for Teachers’ In-Service Training in Content Area Literacy in Secondary Schools”

Partners: Germany, Hungary, Netherlands, Norway, Portugal, Romania, Sweden, US experts

Main Objective: Developing a European PD course in content area literacy for secondary teachers of all school subjects

Project Design: Drafting 6 modules in English, translating all materials into national languages, piloting all modules in all countries with the target group, evaluating the piloting, analyzing results and revising the course.

QUESTION: What is „Content Area Literacy“ (or „Disciplinary Literacy“)?


What is „Content Area Literacy“ or „Disciplinary Literacy“? One Example

http://dc423.4shared.com/doc/D_iNu72/preview.html
One example: How reading matters in solving mathematical tasks

Students who started to solve the task

Students who solved the task correctly

WORD READING

TEXT COMPREHENSION

PROBLEM REPRESENTATION

COUNTING


Outcomes: The BaCuLit Curriculum (6 Modules)

Supporting teachers’ selfconcept as teachers for content area literacy

(6) BaCuLit Practice of Lesson Planning

(1) BaCuLit Principles of Lesson Planning

(2) Text Structure & Text Diversity

(3) Vocabulary Instruction

(4) Reading Strategies

(5) Formative Assessment
Outcomes: The BaCuLit Lesson Planning Framework

Interaction

Assessment

Supporting students' content area learning by improving their literacy skills

Vocabulary

Texts

Reading Strategies

Engagement

Metacognition

What is the difference between cognition and metacognition?

Cognition: how many legs does the elephant have?

Metacognition: why is it so difficult to count these legs?

You should start the „Metacognitive Conversation“ with your students by „Thinking Aloud“

Making Thinking Visible – Modelling how you (the expert / teacher) construct meaning out of a text:

- **Predicting**: I guess this paragraph will deal with ...
- **Visualizing**: I imagine in my mind this scene as ...
- **Assuming / making connections**: This reminds me of ....
- **Questioning**: I wonder if ... who... why... what.... where...?
- **Clarifying** comprehension problems: I got confused when.... , I didn’t expect ....
- **Summarizing**: The main topic in this paragraph was...
- **Reflecting**: This worked well...., Next time I will ....

Interaction & Effective Teaching and Learning: The Cognitive Apprenticeship Approach
Supportive Teacher-Student-Interaction: Which role should the teacher take?

- "Sage on the stage" controls the teacher-centred classroom, is keeper of knowledge in conventional sequential settings.
- "Teacher as activator" and "change agent" (Hattie 2009) builds positive relationships with students, communicates high expectations to each and every student, provides students with challenging tasks, supports them with modelling, direct instruction and scaffolding.
- "Guide on the side" facilitates learning experiences and conceptual change as a coach in student-centred cooperative learning scenarios.

Outcomes of BaCuLit

- BaCuLit Website: [www.baculit.eu](http://www.baculit.eu) (no longer online)
- PPT slides for all Modules
- Teacher’s workbook/portfolio
- Handbook for teacher trainers (incl. basic knowledge on reading theory and research)
- Sustainable training concept ("Guidelines for professional development of teachers")
- Communication platform for teachers/trainers [Moodle]
- International BaCuLit Association e.V.
If you want to learn more about BaCuLit and use the materials which the project developed:

The BaCuLit Handbook for Trainers (275 pp.) and Workbook for Teachers (170 pp.) are both available for you as pdf-files on School Education Gateway: https://www.schooleducationgateway.eu/en/pub/teacher_academy/webinars/literacy.htm


BleTeach: An Erasmus+ Project with 6 European partners, funded from 2015 to 2018

www.blend-ed.eu
What BleTeach modified: The BaCuLit 2.0 Curriculum or IDEAL course (“Improving Disciplinary LEA.rning through Literacy”)

Blended Learning (BL) – what does it stand for?

“Blended Learning” is used to describe the combination of traditional face-to-face learning with distance online learning environments.

The Pedagogical Framework for our BaCuLit 2.0 course (IDEAL course): NEDOMASPPA

- Needs
- Existing resources
- Design

- Objectives
- Methods
- Assessment
- Support

- Production
- Pilot scheme
- Adjustment

Part II - The Portuguese course: “Literacies at school: fundamentals and strategies”

https://cursosonline.uminho.pt/PT/Paginas/Cursos.aspx
Target groups

• In-service-teachers of basic and secondary schools of all school subjects (teachers of grades 5 – 12 in general education, special education and vocational education, of Portuguese speaking countries across.

FOUR MODULES – 50h (25h face-to-face*)
Content of the course

**Module 1: Text Diversity and Text Structures (12h)**

- **Block 1**: Students’ text worlds (3h)
- **Block 2**: Text diversity (3h)
- **Block 3**: Texts for learning – disciplinary texts (3h)
- **Block 4**: The structural organization of content area texts (3h).

**Module 2: Vocabulary Instruction (10h)**

- **Block 1**: Why develop students’ vocabulary within each discipline (2h45min)
- **Block 2**: Selecting words for direct vocabulary instruction (3h15min)
- **Block 3**: Vocabulary strategies (4h)

**Module 3: Reading processes and strategies (8h)**

- **Block 1**: Reading processes and strategies (4h)
- **Block 2**: Thinking Aloud and Reciprocal Teaching strategies (4h)

**Module 4: Writing to learn (10h)**

- **Block 1**: Writing as a process (2h10min)
- **Block 2**: The cognitive writing model (Flower & Hayes, 1981)
- **Block 3**: Strategies of writing development (3h)
- **Block 2**: Collaborative writing (2h30min)
Learning outcomes: competences, skills, and knowledge to be acquired by participants

• integrate students’ social reading practices into teaching practice;
• design classes with texts for different reading purposes;
• choose authentic texts and digital texts for the classroom;
• assess the learnability of textbooks’ texts;
• use structural features of the texts to promote learning;

Learning outcomes: competences, skills, and knowledge to be acquired by participants

• use graphic organizers to facilitate learning;
• argue for the importance of developing their students’ vocabulary within their own discipline;
• reflect on strategies needed for the cognitive and metacognitive processes they employ when dealing with texts;
• understand the complexity of writing process;
• apply writing strategies and exercises in their own teaching;
• develop cooperative writing scenarios for their lessons.
Module 4 – Writing to learn

LISTS OF MATERIALS

Audiovisual

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<td>&quot;Balance&quot;</td>
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<tr>
<td>Descriptive writing experience</td>
<td>M4_M3_V2</td>
</tr>
<tr>
<td>The writing process</td>
<td>M4_M4_V3</td>
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<tr>
<td>Improving student writing</td>
<td>M4_M7_V4</td>
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<tr>
<td>Writing to learn</td>
<td>M4_M8_V5</td>
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<tr>
<td>Writing to learn in content areas</td>
<td>M4_M9_V6</td>
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<tr>
<td>A escrita colaborativa</td>
<td>M4_M10_V7</td>
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<tr>
<td>Collaborative writing: Planning</td>
<td>M4_M11_V8</td>
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<td>Collaborative Writing: writing</td>
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Outros

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<th>Título</th>
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<tr>
<td>&quot;Type of writers&quot;</td>
<td>M4_M1_Text1</td>
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<tr>
<td>Exemplos de Estratégias de escrita (templates)</td>
<td>M4_M10_Text4</td>
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<td>A escrita colaborativa</td>
<td>M4_M11_Text5</td>
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<td>Artigo &quot;Pesquisa e Escrita Colaborativa no Ensino Fundamental: A Webquest e o Blog em Actividades&quot;</td>
<td>M4_M12_Text6</td>
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Learning activities

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

M1_M12_WS4-K-W-L

| Conhecimento sobre textos autênticos e o seu uso na sala de aula |
|---|---|---|
| K | W | L |

BaCuLit 2.0 - Blended Learning in Teachers’ Professional Development
Discussion on advantages for authentic texts use

What makes a text ‘learnable’?

Checklist to assess learnability

- General content and patterns
- Support resources for students
  - Previous knowledge
  - Goals
- Text structure features
  - Author style
  - Organization
  - Main ideas
  - Main ideas highlights
- Vocabulary
- Resources after reading
BaCuLit 2.0
Basic Curriculum for Teachers’ In-Service Training in Content Area Literacy

Email: contact@blend-ed.eu, website: www.blend-ed.eu

THANK YOU!
Time for Questions and Comments 😊

Contact:
Prof. Dr. Christine Garbe, Köln: c_garbe@web.de
Prof. Dr. Maria Lourdes Dionísio, Braga: mldionisio@ie.uminho.pt