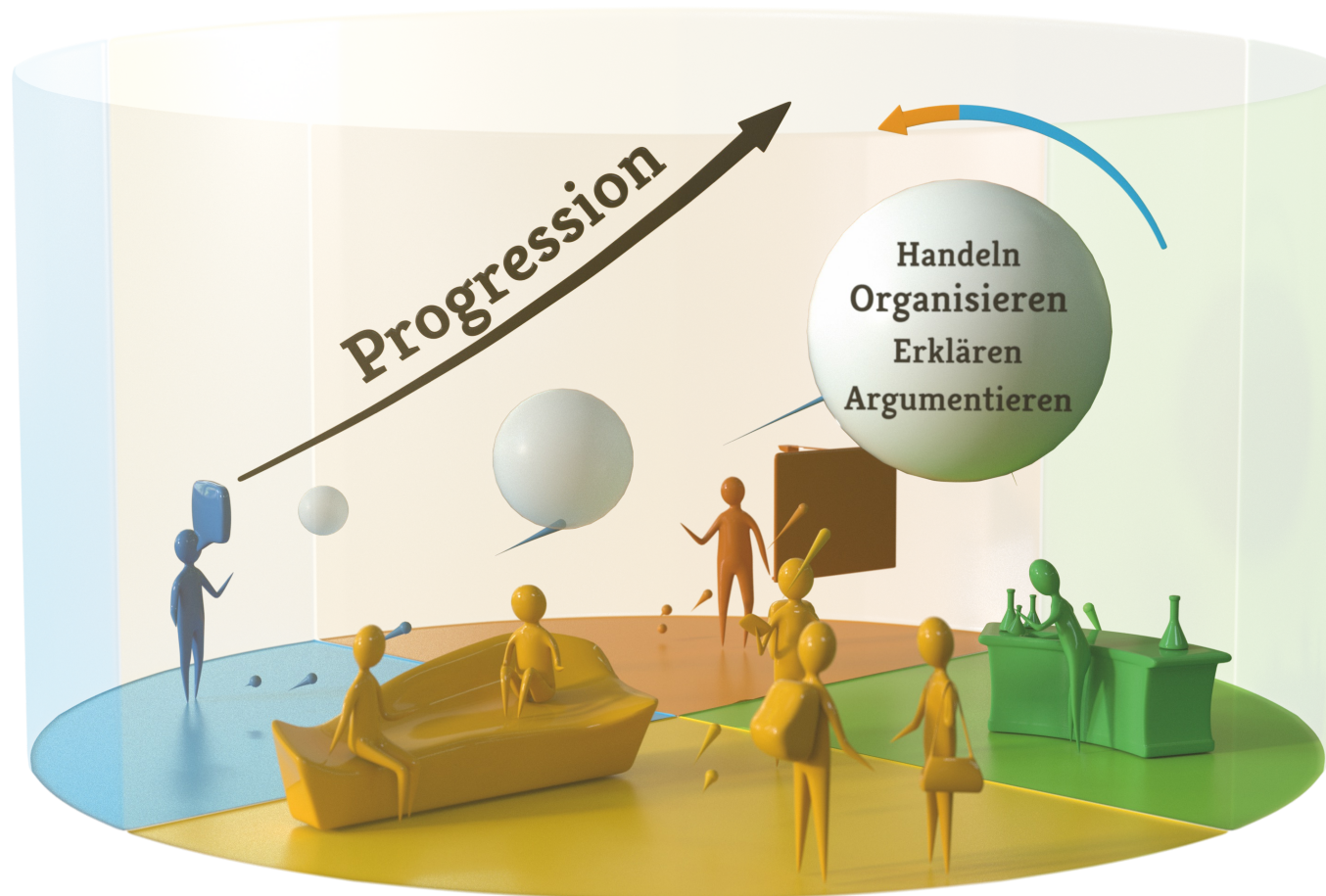


Pluriliterales Lernen: ein Modell für vertieftes Lernen über Sprachen- und Fächergrenzen hinweg





“Deeper learning is the ***ability*** to ***take what was learned in one situation*** and ***apply it to another situation***.

Through deeper learning (which often involves shared learning and interactions with others in a community), our students ***develop expertise in a particular subject*** and ***they master the unique ways of the subject.***”

(Pellegrino & Hilton 2012)



I.1 Dimensionen von Berufs- und Studierfähigkeit



Kognitive Dimension	Intrapersonale Dimension	Interpersonale Dimension
○ Kognitive Prozesse und Strategien ○ Wissen ○ Kreativität <u>Fertigkeiten:</u> ○ Kritisches Denken ○ Logisches Denken ○ Innovation	○ Intellektuelle Aufgeschlossenheit ○ Arbeitshaltung ○ Positive Selbsteinschätzung <u>Fertigkeiten:</u> ○ Flexibilität ○ Initiative ○ Anerkennung von Diversität	○ Teamwork ○ Leadership <u>Fertigkeiten:</u> ○ Kommunikation ○ Verantwortungsbewusstsein ○ Konfliktlösung

(Pellegrino & Hilton 2012, Herman & Hilton 2017)



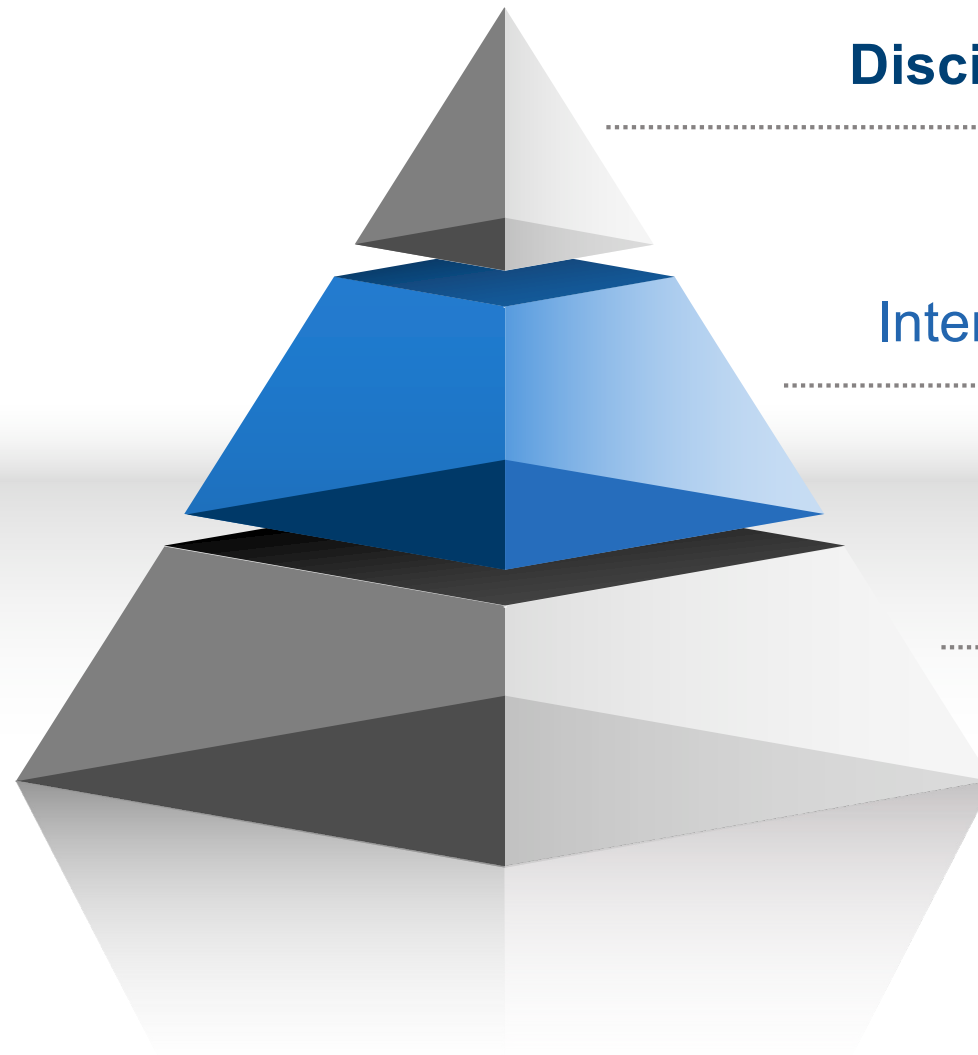
I. Was ist vertieftes Lernen und wie kann es gelingen?

- 1) Prozesse
- 2) Progressionen
- 3) Gelingensbedingungen

II. Pluriliterales Lernen in der Praxis:

- 1) Task alignment
- 2) Task fidelity
- 3) Deeper Learning Episodes
- 4) PTDL Leitfragen
- 5) PTDL Planungsraster
- 6) Schulentwicklung





Disciplinary Literacies

Intermediate Literacies

Basic Literacies

(Shanahan & Shanahan)

Moving into pluriliteracies



“In 21st century plurilingual societies, languages are not compartmentalized in a diglossic situation, but rather they **overlap, intersect, and interconnect**.

A fusion of languages, dialects, scripts, registers, and semiotic systems characterize how people communicate today.

As political and economic alliances are shaped and technology advances,

literacy practices and literacy identities are variable and integrated.”

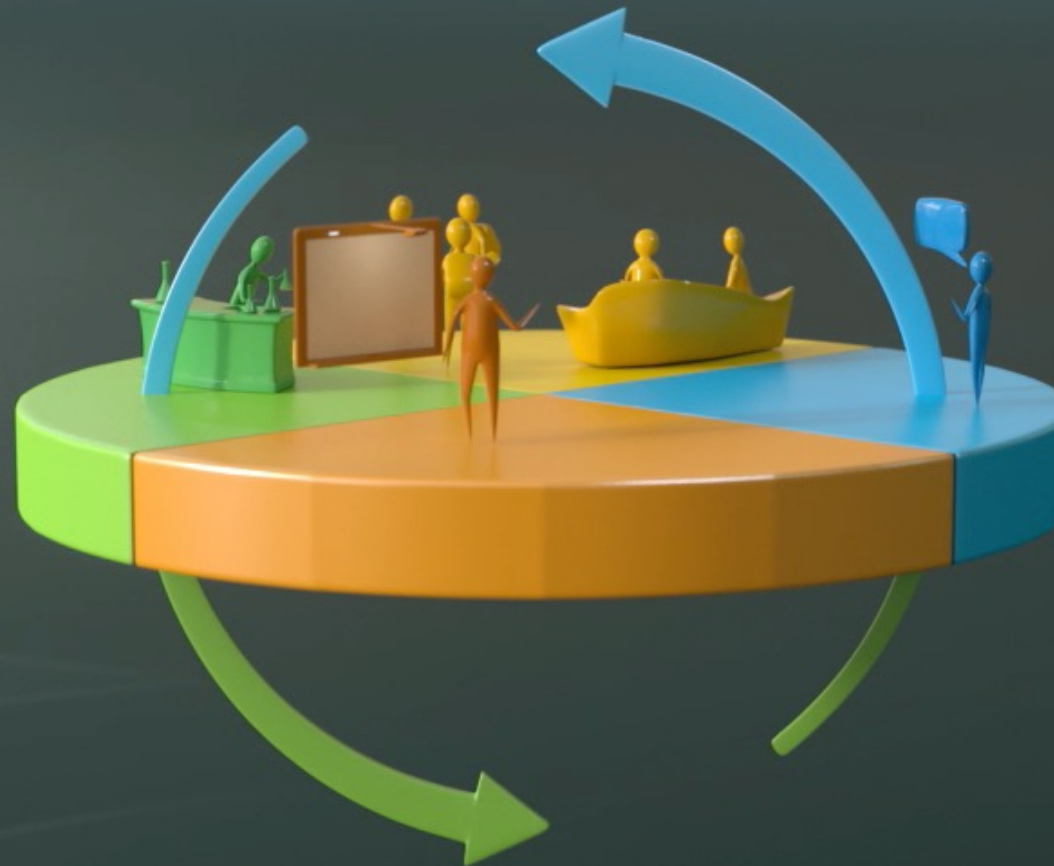
(Sridhair in Garcia et al. 2007)

- ① An explicit focus on disciplinary literacies in all subjects of schooling.
- ② Pluriliterate language use.
- ③ Textual fluency.

Schlüsselprozesse vertieften Lernens:



Wissen versprachlichen



Wissen konstruieren

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Gelingensbedingungen vertieften Lernens:

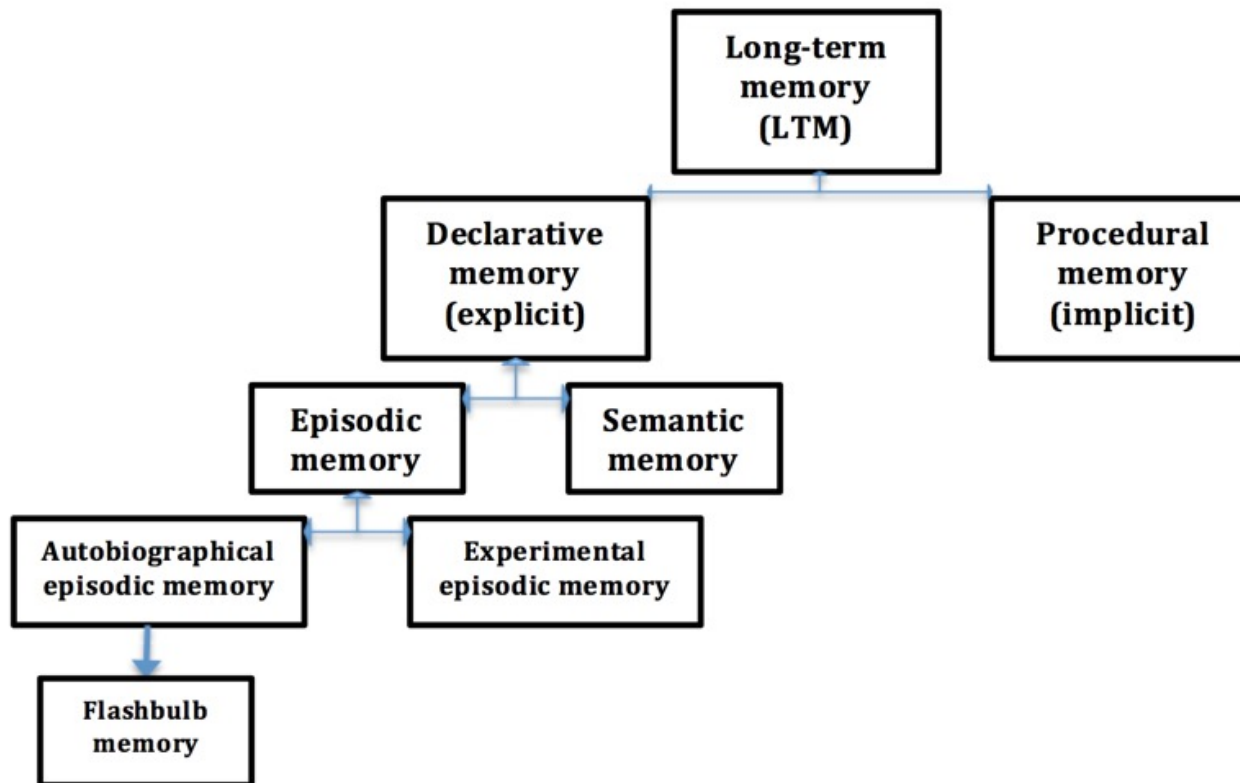


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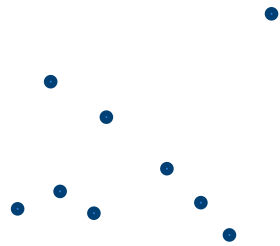
I.1 Wo vertieftes Wissen sitzt



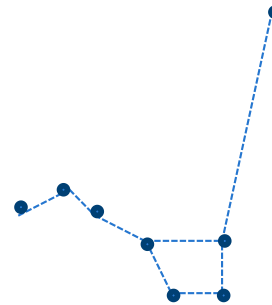
I.1 Vertieftes Verstehen (deep understanding)



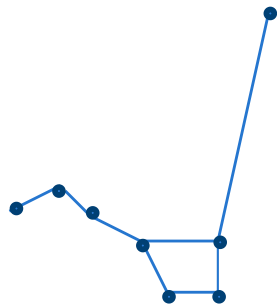
1. Oberflächenlernen



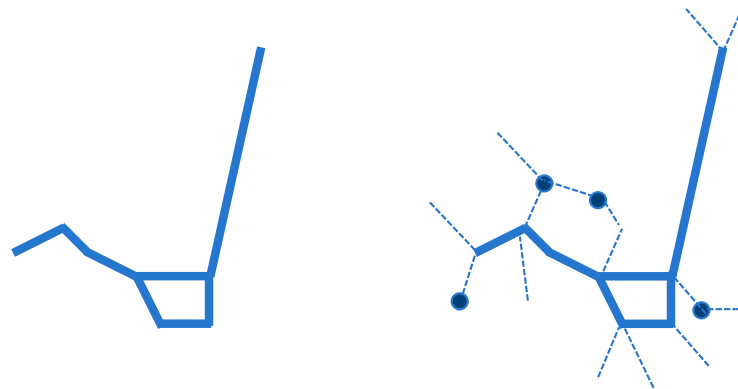
2. Abstraktion



3. Konsolidierung



4a. Internalisierung & 4b. Ausdifferenzierung

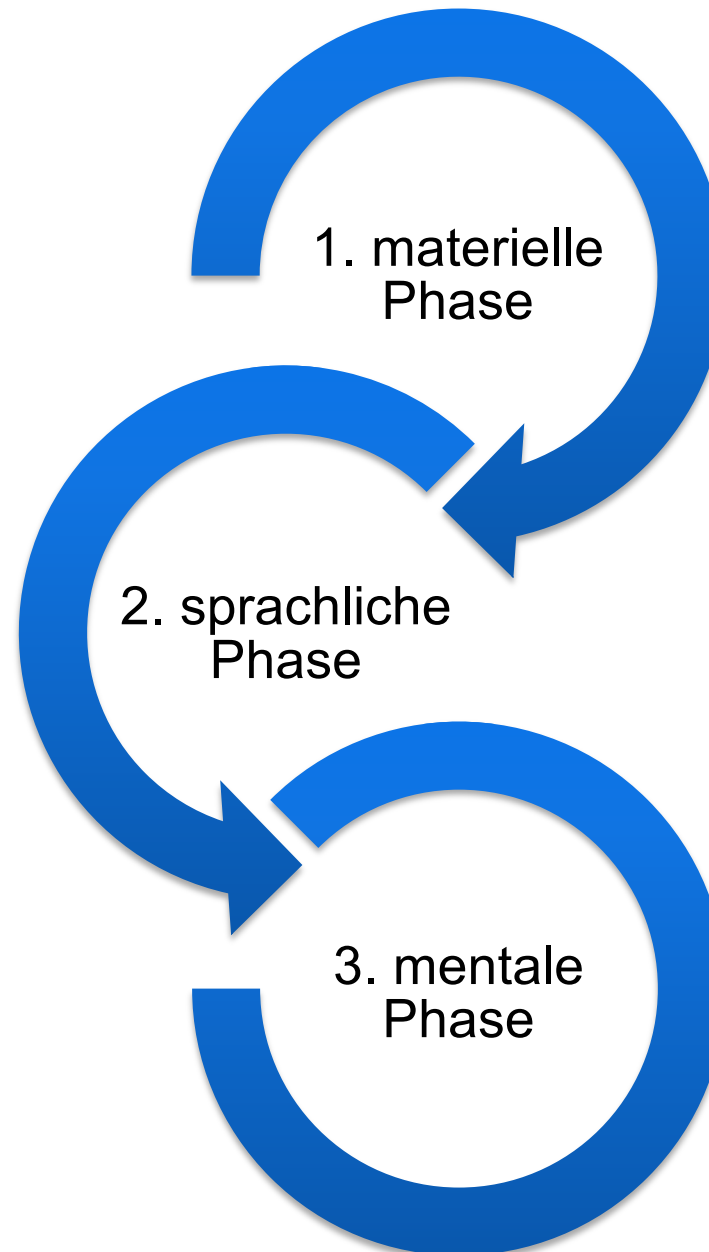




“Performance depends on the detailed knowledge-rich models stored in long term memory.”

- ➔ The aim of *learning* is *to create* those models.
- ➔ The aim of *performance* is *to use* them.

I.1 Drei Stufen des Konzepterwerbs (Vygotsky)



(Lantolf 2014)

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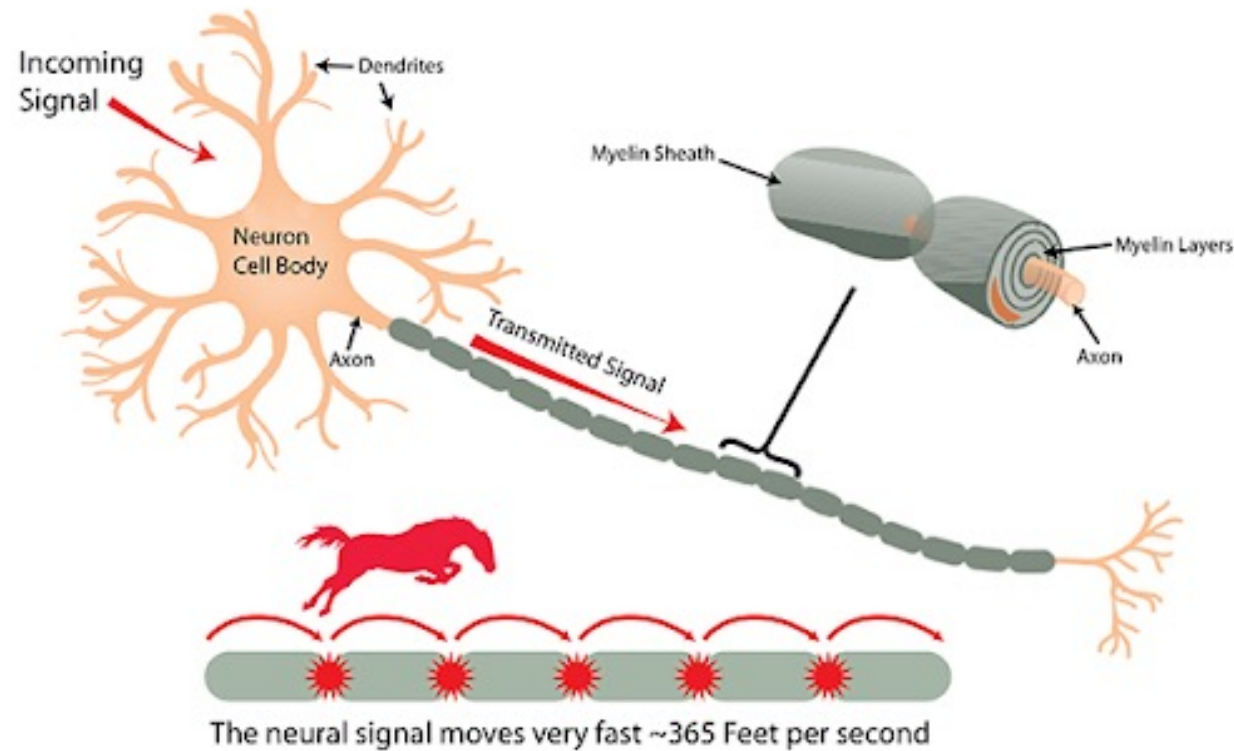
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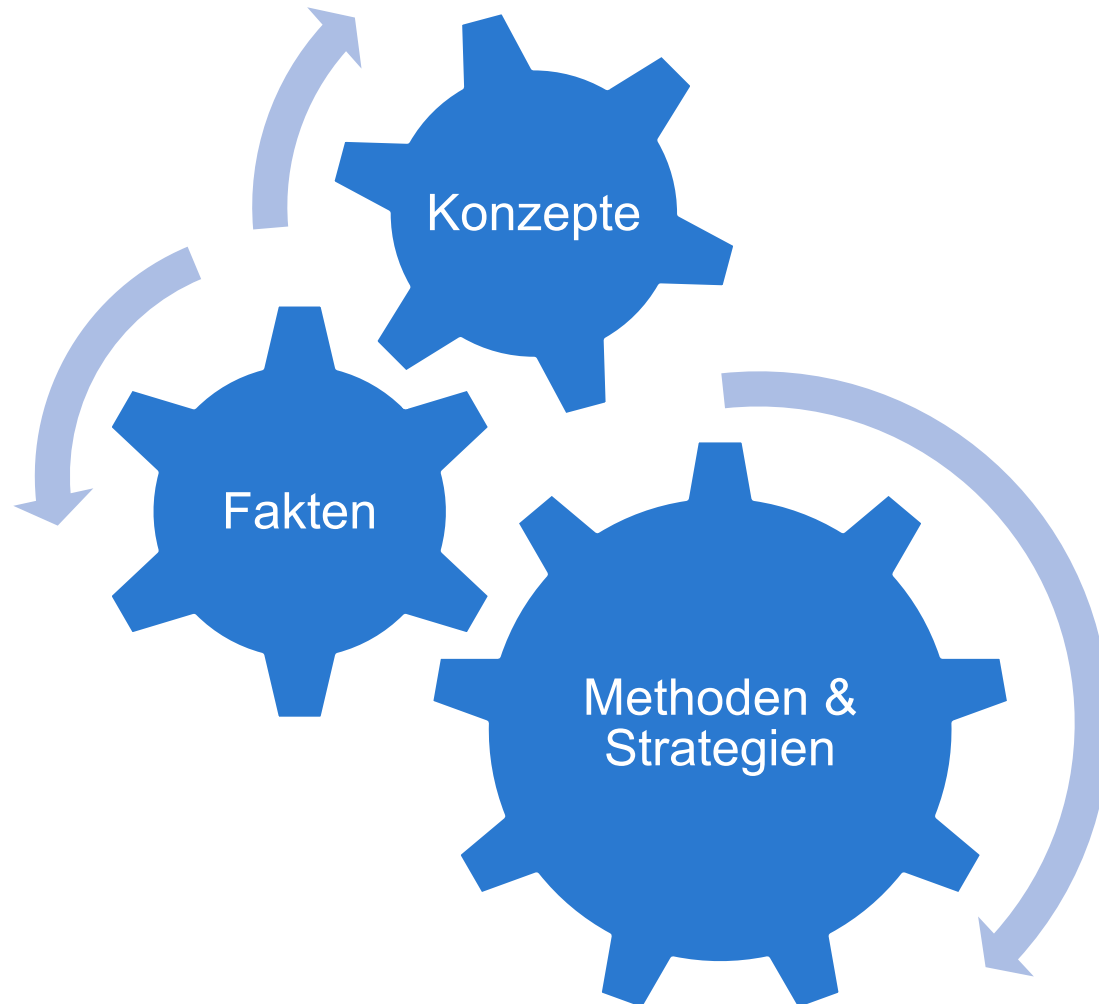
I.1 Vertieftes Üben (deep practice)



The myelin coating on an axon helps speed the neural impulse signal

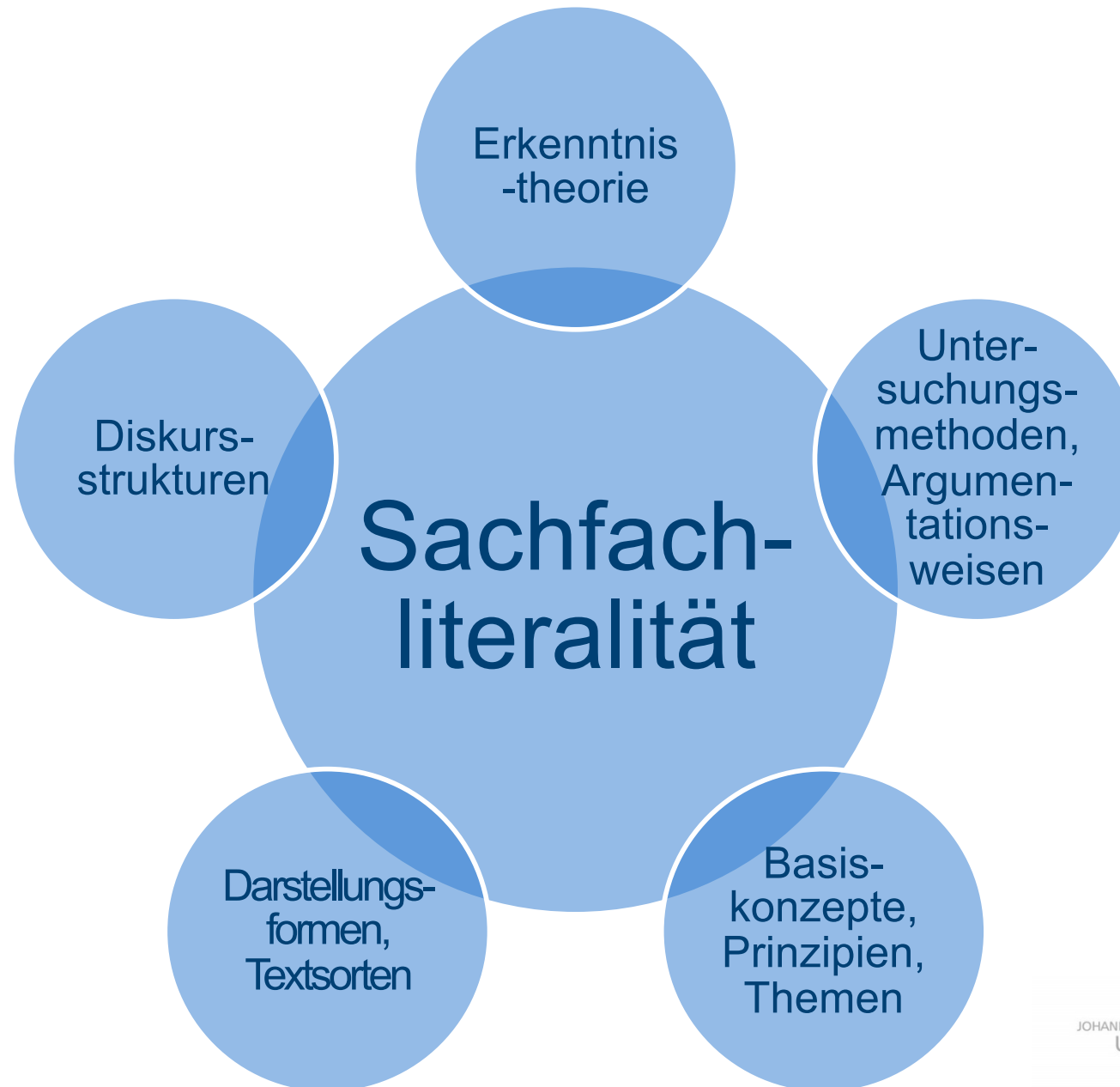


I.2 Wissenspfade modellieren



I.3 Sachfachliteraltät





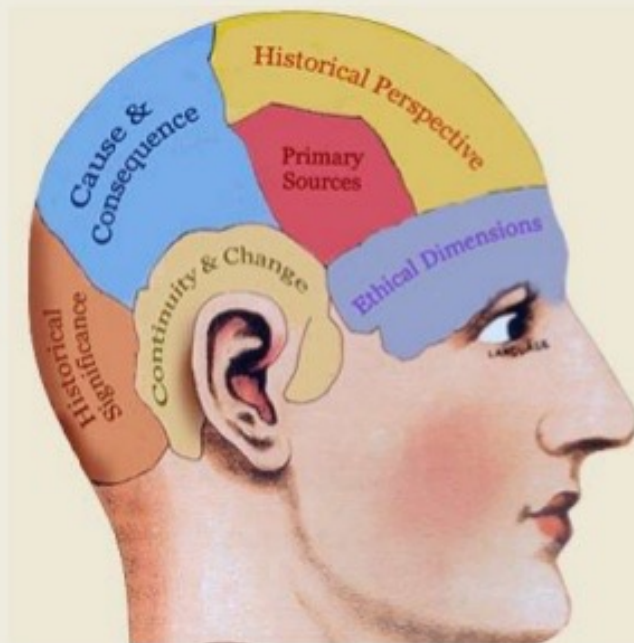
I.2 Historisches Denken



www.heritagefairs.ca



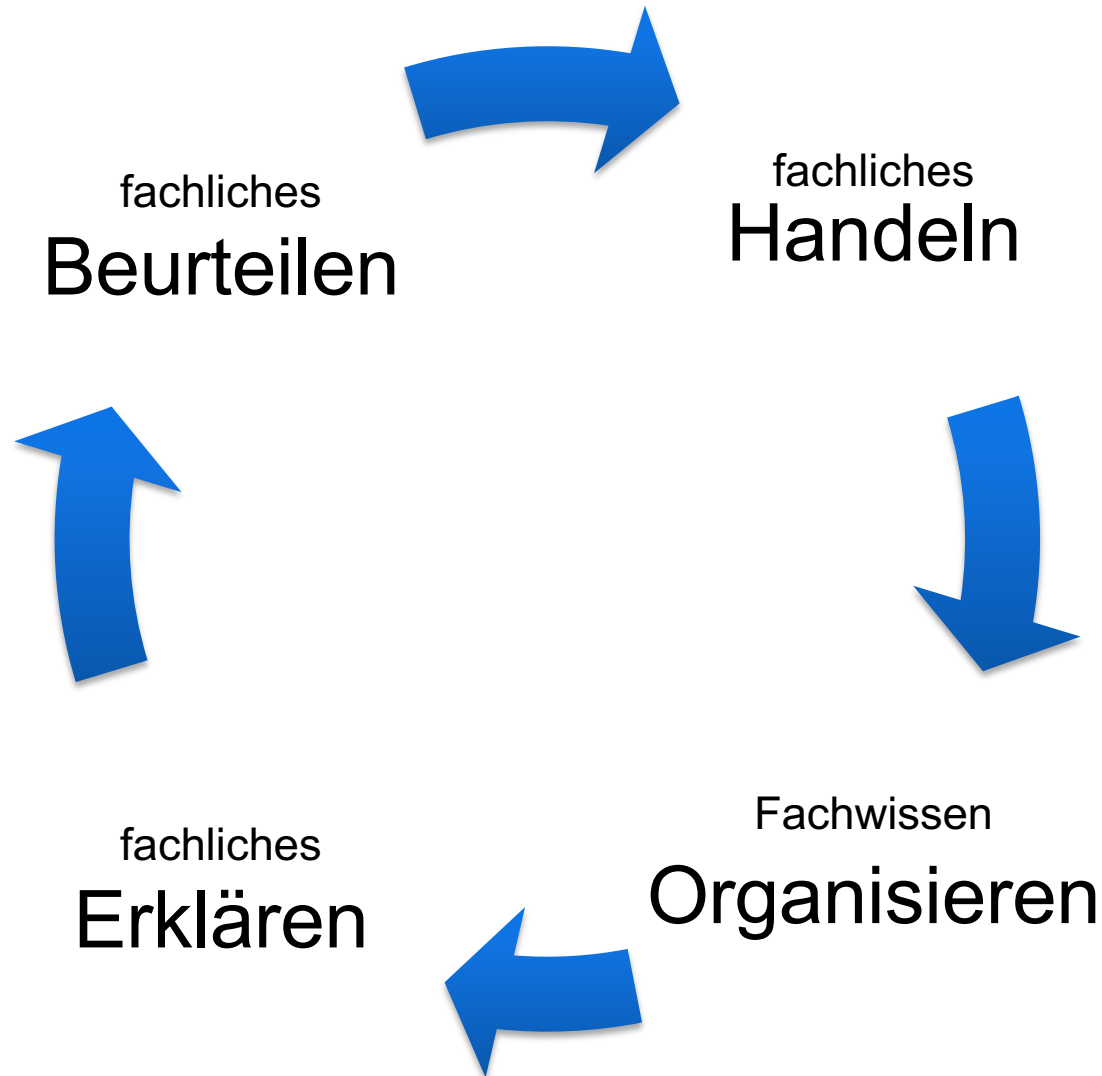
Six Concepts of Historical Thinking:



To think historically, students need to be able to:

- Establish *historical significance*
- Use *primary source evidence*
- Identify *continuity and change*
- Analyze *cause and consequence*
- Take *historical perspectives*, and
- Understand the *ethical dimension* of historical interpretations.

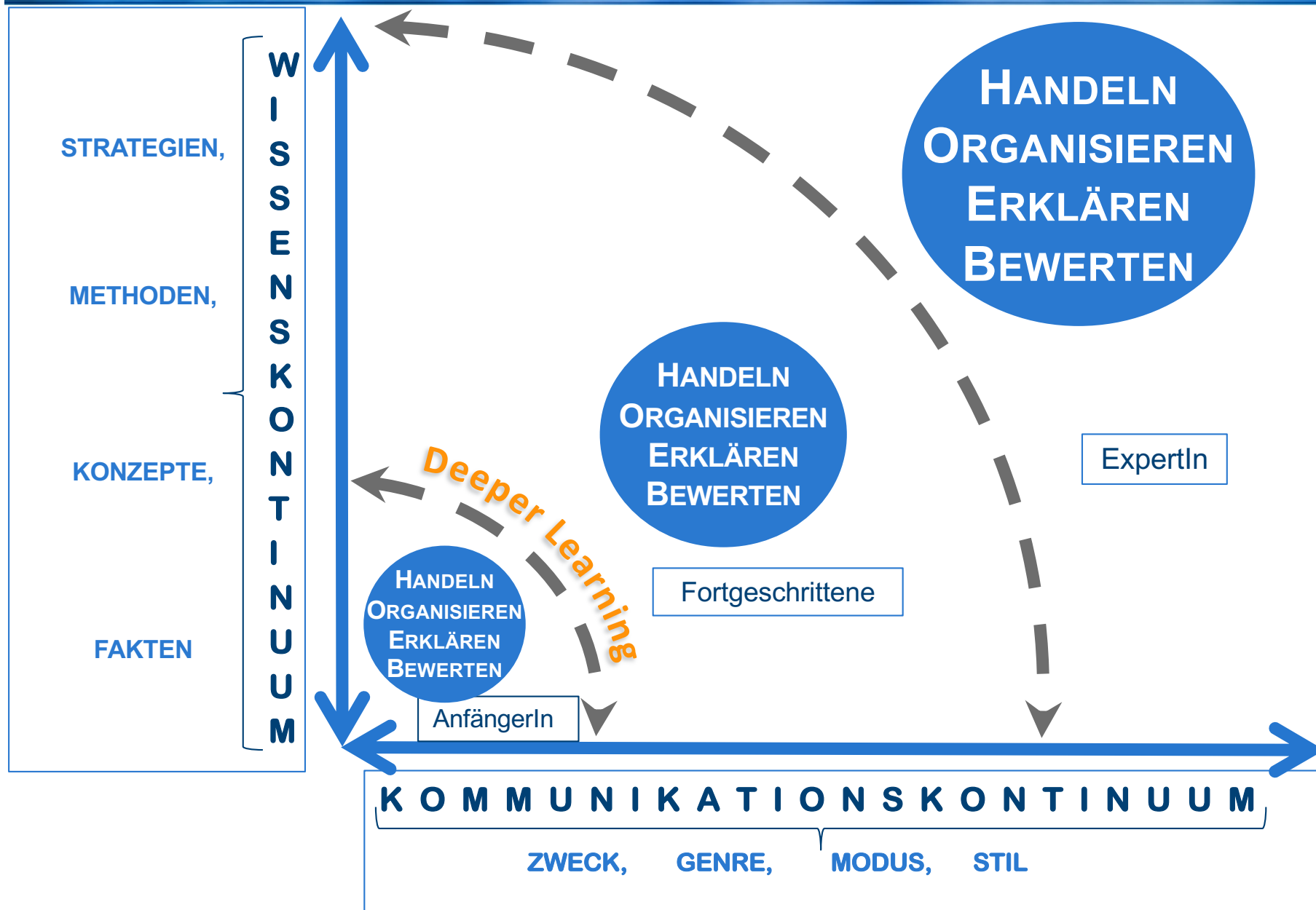
I.2 Dimensionen sachfachlichen Handelns:



(Polias 2006/15)

Fachliche Handlungsfelder	Kognitive Diskursfunktion	Operatoren	Genres
I. Fachlich handeln	berichten	<i>berichten, informieren, nacherzählen, präsentieren, protokollieren, skizzieren, zusammenfassen,</i>	• Versuchsprotokoll/ • Autobiographischer, historischer Bericht • Vorgangsbeschreibung
II. Fachwissen beschreiben & organisieren	beschreiben & klassifizieren	<i>beschreiben, benennen, beschriften,</i> <i>bestimmen, klassifizieren, ordnen, vergleichen</i>	• Beschreibungen • Vergleiche • Klassifikationen
III. Fachwissen erklären	definieren & erklären	<i>definieren, kennzeichnen, identifizieren</i> <i>erklären, erläutern, begründen, ableiten, schlussfolgern</i>	• Definitionen • Sequentielle Erklärung • Monokausale, komplex-kausale oder theoriegeleitete Erklärung
IV. fachlich beurteilen & fachlich argumentieren	beurteilen & argumentieren	<i>deuten, abschätzen, untersuchen, Hypothesen aufstellen, modellieren</i> <i>überprüfen, argumentieren, Stellung nehmen, erörtern</i>	• Argumentation • Erörterung

Lernprogressionen modellieren:



Lernpfade modellieren



Genre Niveau	Mikro-Level (kognitive Diskursfunktionen)	Wissen aufbauen & demonstrieren/ kommunizieren	Makro-Level (i.e. Laborbericht)
AnfängerIn			
Fortge- schrittene			
ExpertIn			

(O. Meyer 2014)



- 1) Am Äquator strahlt die Sonne intensiv.
The geographical area around the equator receives intense sunlight.
- 2) Die Luft erwärmt sich. Die Luft dehnt sich aus.
The energy of the sun warms the air, which expands and becomes less dense than the surrounding cooler air.
- 3) Die Luft steigt auf und kühlt ab.
The warmer air rises and cools.
- 4) Der Wasserdampf kondensiert.
Water vapor condenses.
- 5) Es fällt Regen.
Rain falls.



Methodisches Vorgehen:

Handelt es sich dabei um eine wissenschaftliche Erklärung?

Zutaten:

- Fachbegriffe
Ursache – Wirkung
- Findet Ursache-Wirkung Paare.
- Kausale Konjunktionen :

Weil sich die Luft erwärmt, dehnt sie sich aus und steigt auf.

Sunlight warms air masses, causing them to expand, lose pressure and rise in the atmosphere.



Reflexionsphase: Ist das jetzt besser?

- ja, weil nun ersichtlich wird, was Ursache und was Wirkung ist.
- nein, weil die Sprache immer noch umgangssprachlich ist.

a) wir nominalisieren: die Erwärmung

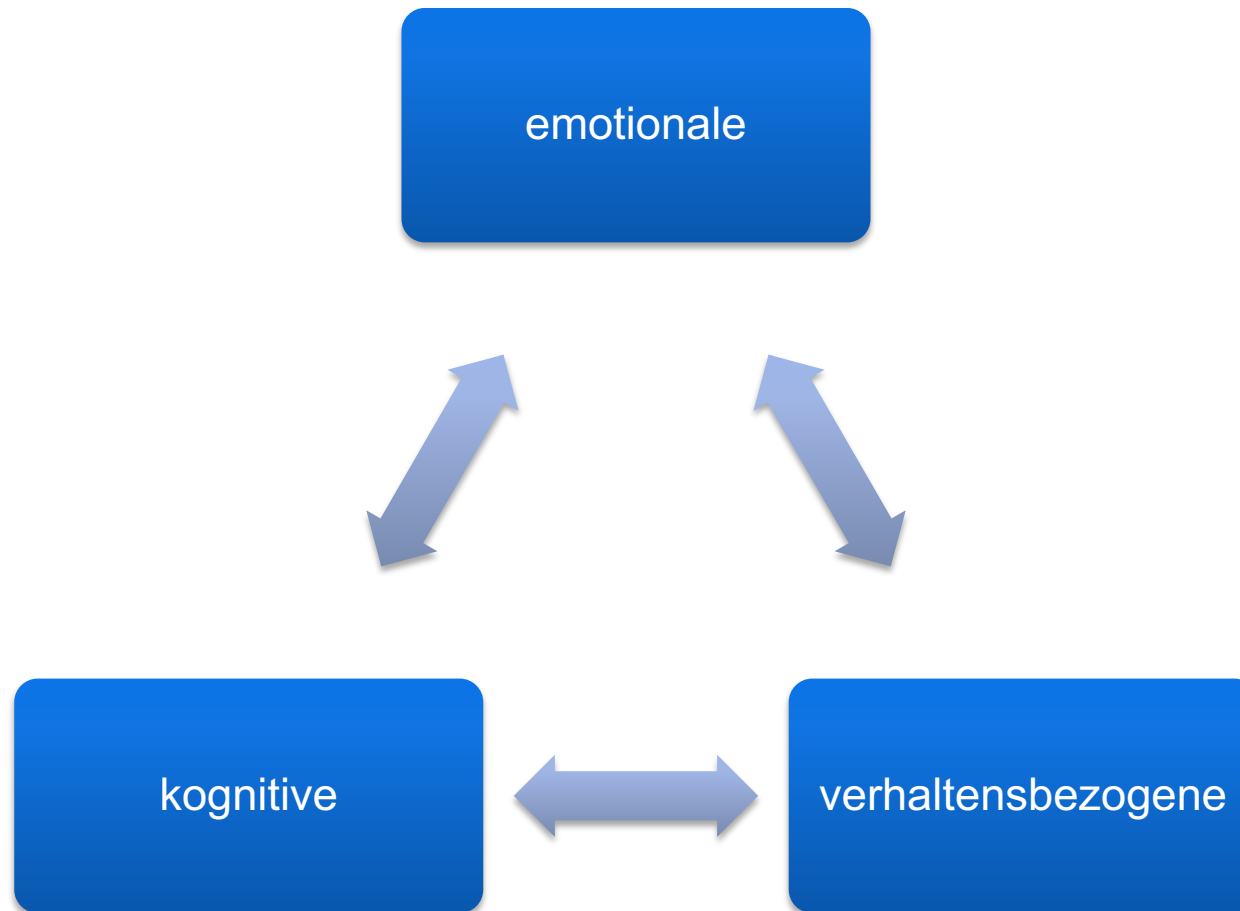
b) wir präzisieren: wo, wie genau:

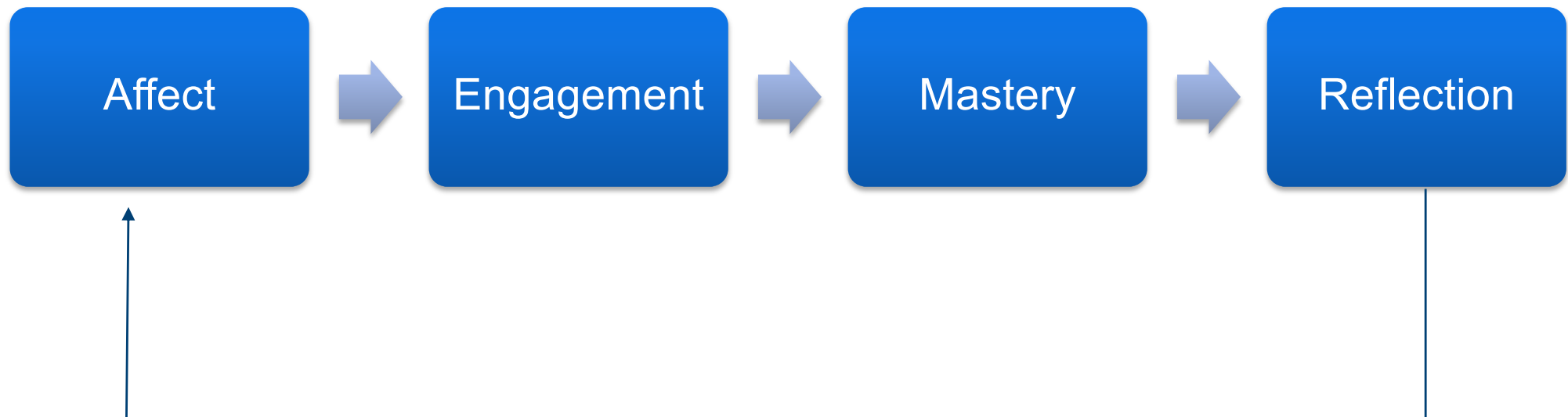
Durch die intensive Sonneneinstrahlung am Äquator erwärmt sich die Luft sehr stark. Deshalb....

Noch mehr Nominalisierung:

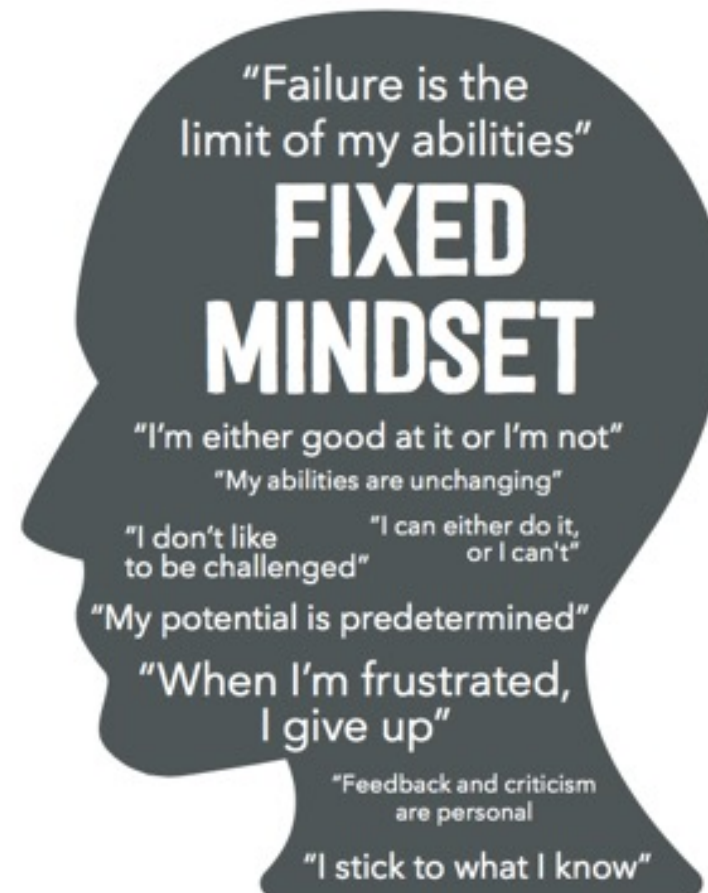
Die intensive Sonneneinstrahlung am Äquator bedingt/verursacht eine starke Erwärmung der Luftmassen, die daraufhin aufsteigen.

I.3 Gelingensbedingungen: Aktivierung (Engagement)





Growth Mindsets: statische vs. dynamische Selbstbilder



Statische vs. dynamische Selbstbilder



Statisches Selbstbild



Dynamisches Selbstbild



FÄHIGKEITEN

- angeboren
- unveränderbar

- Ergebnis von Training und Übung
- können immer verbessert werden

HERAUSFORDERUNGEN

- werden vermieden
- decken Defizite auf
- überfordern

- werden angenommen
- Chance zur Änderung
- Durchhaltevermögen

ANSTRENGUNG

- nicht wichtig
- verbunden mit dem Gefühl nicht gut genug zu sein

- essentiell
- führt zu Erfolg

KRITIK

- wird persönlich genommen
- erzeugt Abwehr

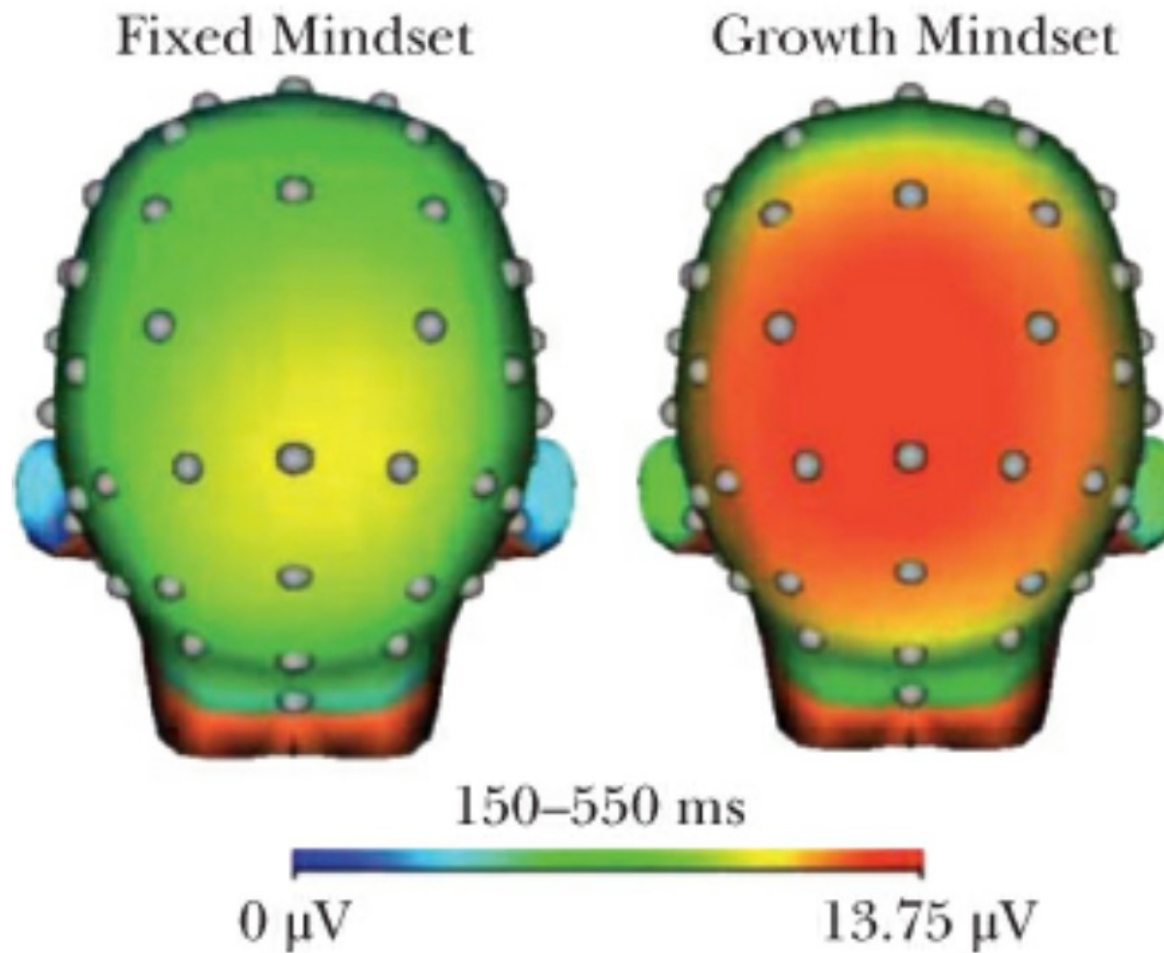
- wird begrüßt
- hilfreich und positiv
- zeigt Verbesserungsmöglichkeiten auf

RÜCKSCHLÄGE

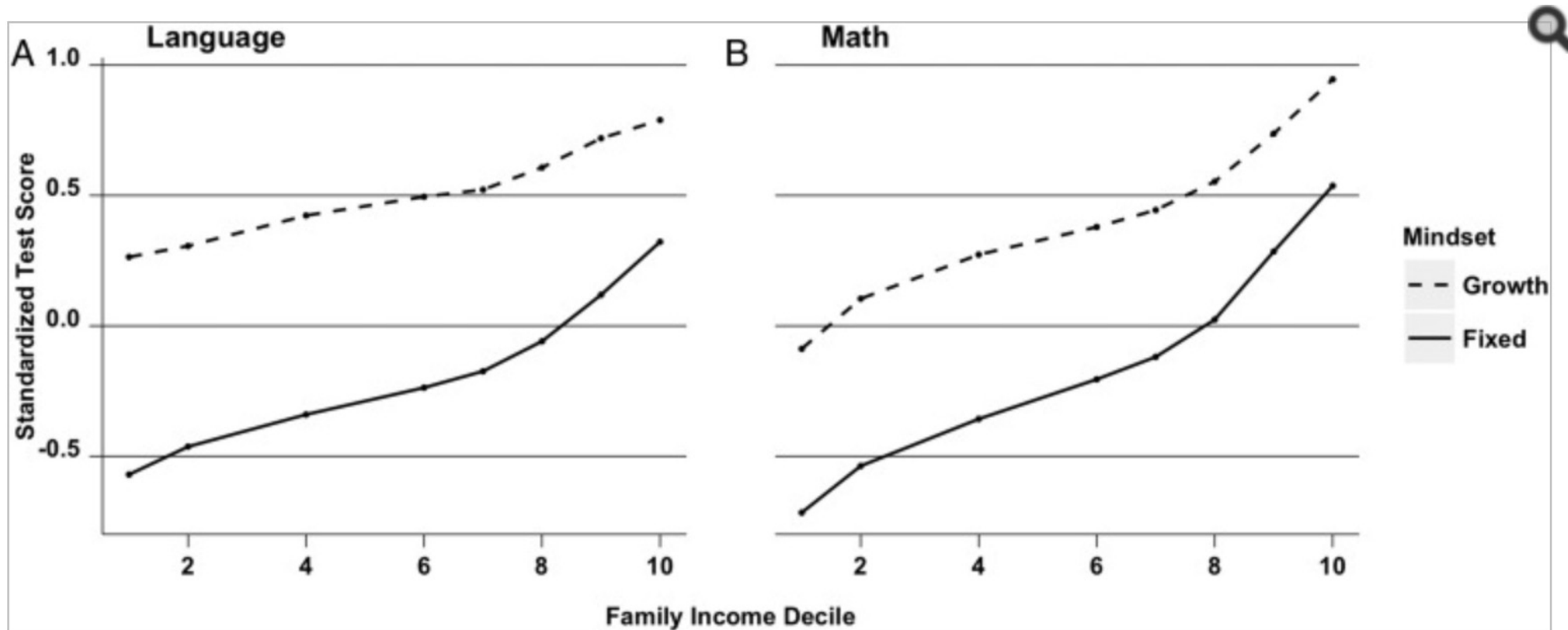
- Demotivation, Aufgabe
- andere sind schuld

- Chancen, um zu lernen
- Fokus auf andere Lösungswege

Growth Mindsets: statische vs. dynamische Selbstbilder



Growth Mindsets: statische vs. dynamische Selbstbilder



<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4978255/>



When teachers were
teaching for understanding
and giving kids **feedback**
in a way that grew their understanding
and were giving them
a chance to revise their work in order
to demonstrate their improved understanding.
That's when they were passing on their growth
mindsets (Dweck 2016).

Effects of Praise on Motivation & Performance



1. Intelligence praise

("You must be smart at this.")

↓ decreases performance.

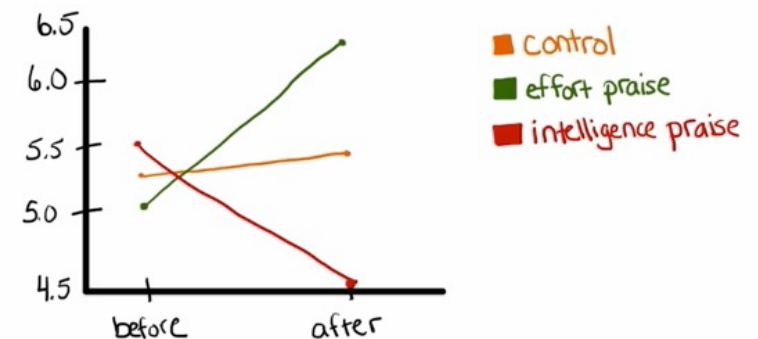
2. Effort/process praise

("You must have tried really hard.")

↑ increases performance.

Praise the process, **not** the person

Number of problems solved (before and after setback)



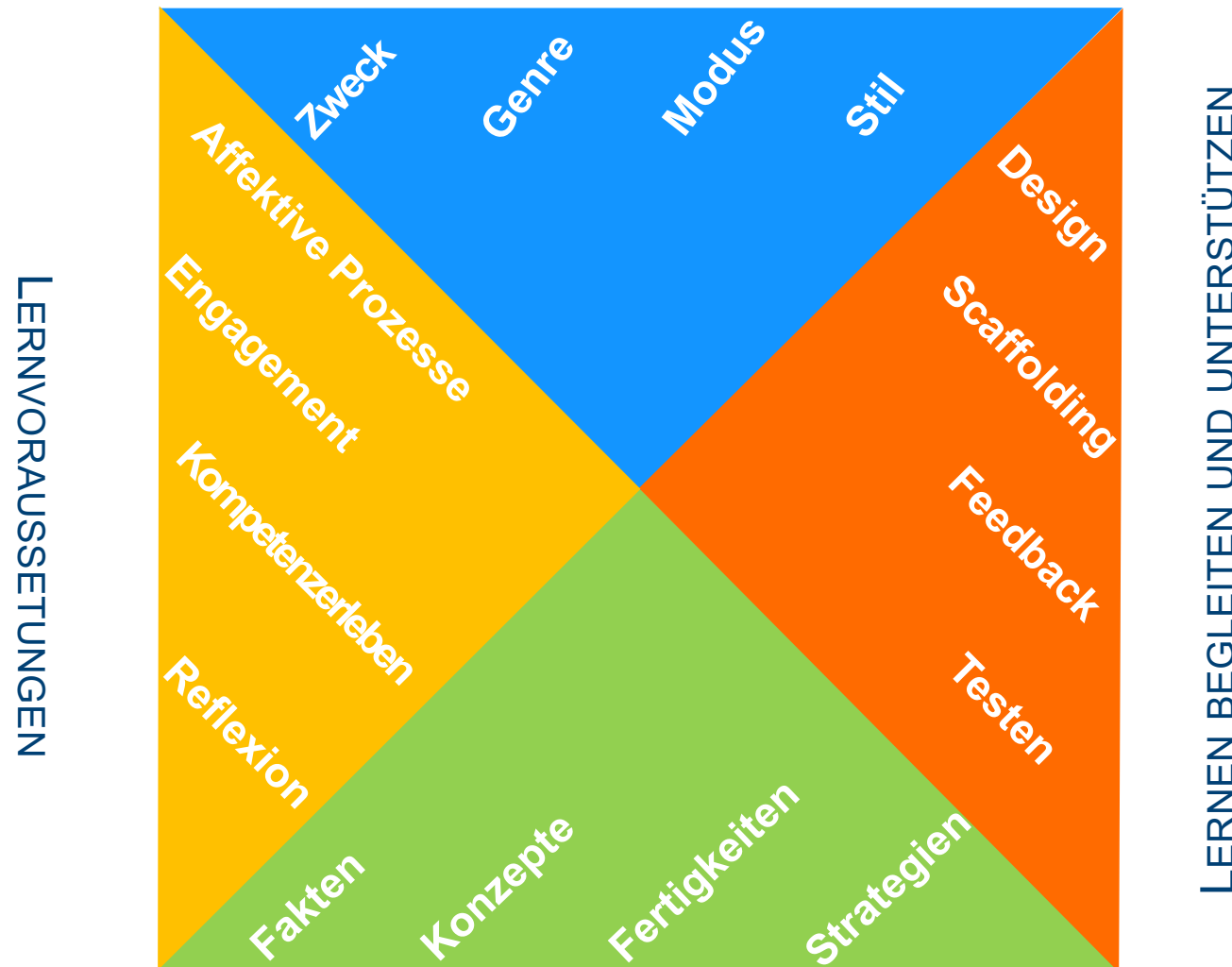


- a) ... wenn es ihnen schwerfällt, obwohl sie sich anstrengen.
- b) ... wenn ihnen bestimmte Fähigkeiten fehlen, die sie brauchen, um sich zu verbessern.
- c) ... wenn sie Fortschritte machen.
- d) ... wenn sie sich richtig anstrengen müssen, um ans Ziel zu gelangen.
- e) ... wenn sie ihre Ziele mühelos erreichen.
- f) ... wenn sie sich nicht anstrengen und daher auch nichts erreichen

Das Pluriliterale Lehr-Lernmodell



WISSEN KOMMUNIZIEREN & KÖNNEN DEMONSTRIEREN



GEMEINSAME WISSENSKONSTRUKTION

Pluriliteracies Teaching for Deeper Learning 3D



[click the model above to watch the animated video online](#)

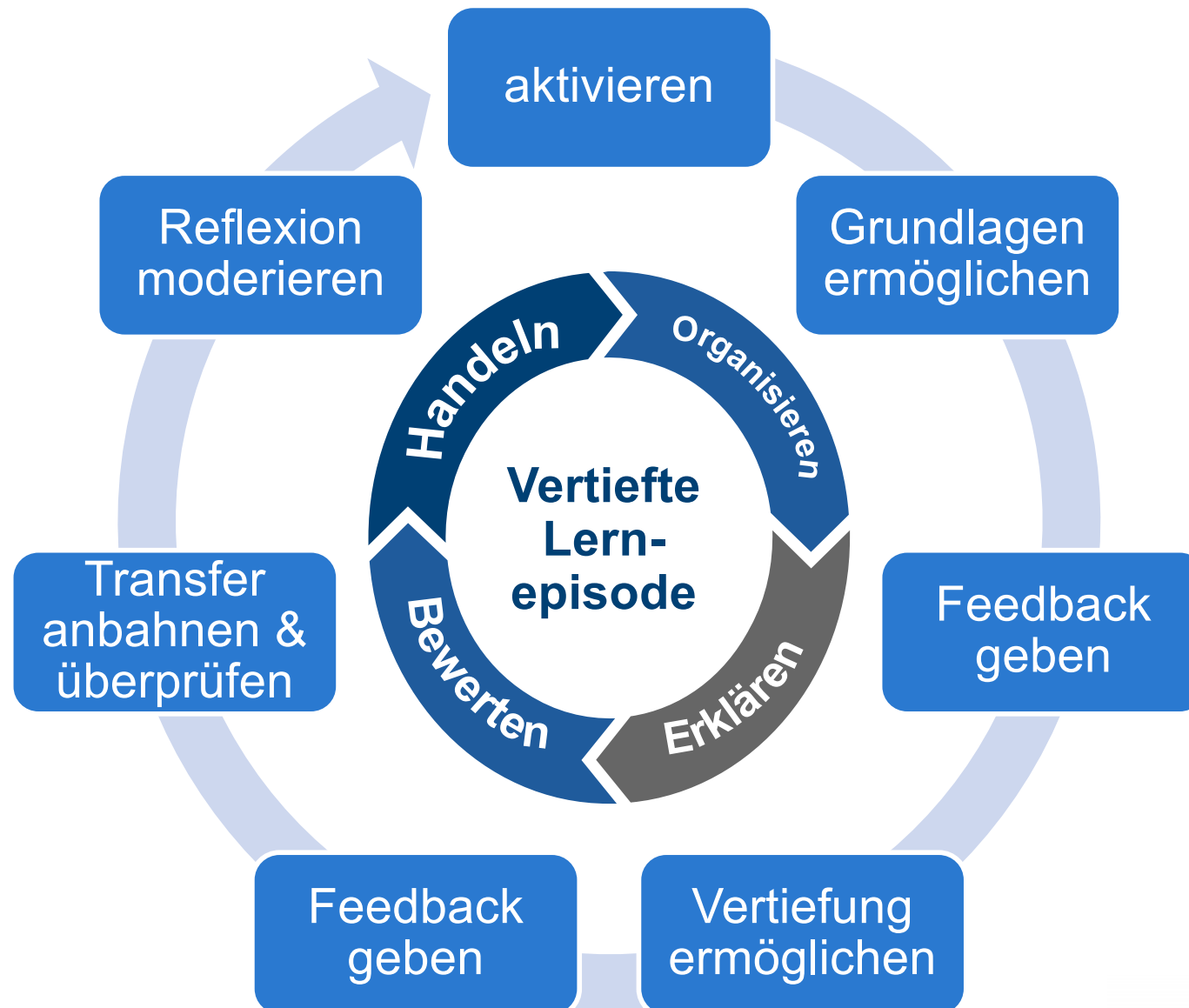
II.1 Aufgabenmodell vertieften Lernens



Phasen des vertiefenden Lernens: Lernerperspektive



Phasen des vertieften Lernens: Lehrerperspektive



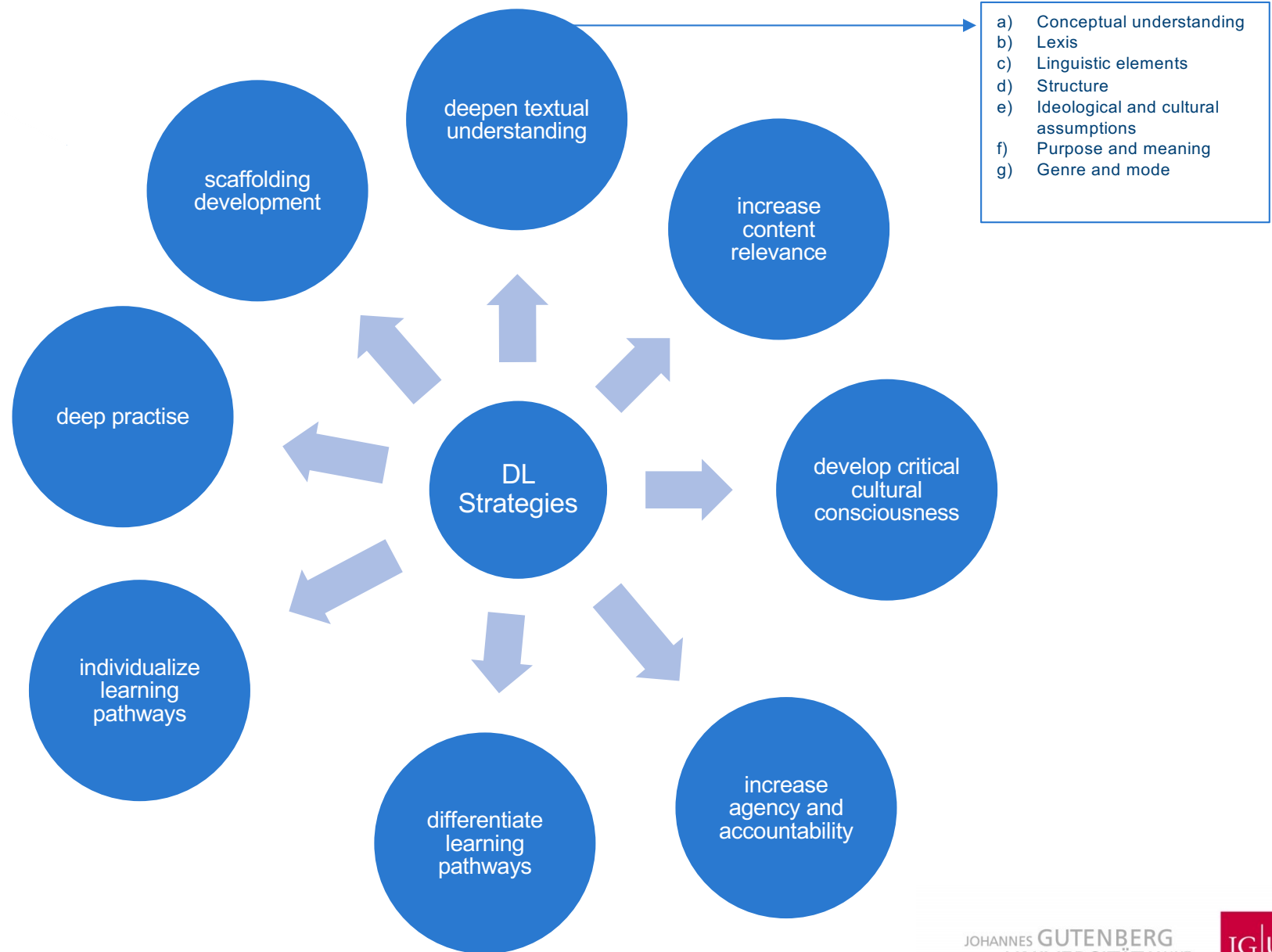
Task Fidelity: moving from lo-fi to hi-fi learning



Task Fidelity: features of deeper learning episodes



Deeper Learning Strategies for the EFL classroom



II.2 PTDL – Unterrichtsplanung



1. What do I want my learners to know or do?





2. How will learners demonstrate their growing understanding?





3. What is the best way for my learners to co-construct knowledge?





4. How can I support my learners **every** step of the way?



HOW CAN I INCREASE TASK FIDELITY THROUGH ALIGNMENT?

What do I want my learners to know or be able to?	How will I know they know?	How can I support active knowledge co-construction for my learners?	How will I support my learners every step of the way?	How will I promote growth mindsets for deeper learning?
Basic understanding/ Foundational skills:	Preliminary learning products:	(Co-)Construction of Knowledge: - inquiry-based learning - problem-based learning - experimenting - project-based learning	Scaffolding:	Engagement: - Personal meaningfulness/relevance: - Opportunities for autonomous Learning:
Deeper understanding:	Main learning product: - Genre: - Mode: - Style:	Social-Interaction - solowork - pairwork - groupwork	Feed-back Feed-up Feed-forward	
Deep practice:				
Transfer:	Transfer Task:	Use of (digital) media:	Assessment:	Reflection & Revision:

PTDL-Framework für die Schulentwicklung



Values	Vision	Principles to Practice
What are values underpinning learning in our school in terms of: educational goals	How do we articulate/define our vision?	How can PTDL principles guide us in shaping and implementing our vision?
knowledge building	How do we raise confident individuals and responsible citizens? How do we enable learners to become effective contributors? What do we want learners in our school to know, do and value?	• responsible global citizenship • deeper understanding • deep practise, • sustainability of learning, • critical literacies
role of languages in learning	How can we enable our learners to become effective communicators? 1. How can we help them communicate understanding adequately and respectfully across languages, cultures and subjects? 2. How do we include other languages such as heritage/regional languages?	• disciplinary literacies, • textual fluency, • pluriliterate language use, • intercultural meaning making
assessment	How will learners in our school demonstrate deep understanding?	• transfer of learning, • demonstrating deep understanding
curriculum	How do we envision and sustain learning progressions for pluriliteracies development?	• disciplinary literacies/pluriliteracies • learning progressions
role of the teachers	How can we as teachers mentor learning & personal growth?	• mentoring learning
role of the learners	How can we generate and sustain learner commitment and achievement?	• deeper learning partnerships • learner engagement, • growth mindset, • well-being

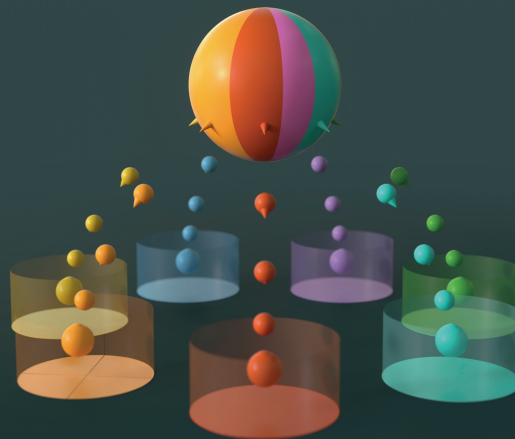
PTDL – Schulentwicklungscontinuum



	I. PTDL for individual subject lesson planning	II a. PTDL for short-term transdisciplinary projects	II b. PTDL for longer term transdisciplinary projects	III. PTDL for whole-school curricular development
Professional Development	individual teachers explore and evaluate PTDL principles with learners supported by professional development opportunities	groups of teachers collaborate and share PTDL classroom practices and learner experiences supported by professional development opportunities		regular PTDL professional development events strengthen whole school and cross-school collaboration
Course Design	subject learning objectives enhanced by exploring and emphasizing subject literacy development	PTDL principles inform project design, implementation, assessment and course evaluation.		PTDL principles inform design, implementation, assessment and evaluation across courses.
Role of Languages of Schooling	Subjects are taught mostly in the language of schooling. Additional languages are explored for synergies in academic language/literacy development	Additional languages are further explored for increasing synergies in academic language/literacy development.		The potential of additional languages for promoting PTDL development is fully recognized and reflected in course design across a range of subjects.
Learning Tasks & Materials	Subject-specific learning materials and tasks are designed focussing on disciplinary literacies development	Subject-specific learning materials and task are designed for pluriliteracies development		Learning materials offer multi-dimensional, dynamic and interrelated scaffolding for literacies development in more than one language.
Integration of Digital Media	Digital media is used occasionally to promote critical literacies development within the classroom.	Digital media is used systematically to explore potential for pluriliteracies development inside and outside the classroom.		Digital media is used systematically for pluriliteracies development inside and outside the classroom to create integrated learning ecologies or learnscapes.
Resources	Professional development of pioneer teachers cascade PTDL practices across the school.	Sustainable investment over time for whole school development includes: - regular professional development events - allocation of time resources for teacher collaboration (development of teaching & evaluation strategies, resources, assessment guidelines), - financial resources for hardware/software/learning materials, architectural redesigning of learning spaces		

BEYOND CLIL

Pluriliteracies Teaching
for Deeper Learning



Do Coyle and Oliver Meyer

www.pluriliteracies.com

Education at the crossroads



Education at the crossroads





- Doyle, C., Halbach, A., Meyer, O. (2017). Knowledge ecology for conceptual growth: teachers as active agents in developing a PluriLiteracies approach to Teaching for Learning (PTL). *International Journal of Bilingual Education and Bilingualism*. (forthcoming).
- Meyer, O., Coyle, D., Schuck, K. (2018). *Learnsaping – creating next-gen learning environments for pluriliteracies growth*. Elsner, Buendgens-Kostens (eds.): CALL in multilingual contexts. *Multilingual Matters*. (forthcoming)
- Meyer, O., Coyle, D. (2017): “Pluriliteracies Teaching for Learning: conceptualizing progression for deeper learning in literacies development.” *European Journal of Applied Linguistics*.
- Meyer, O., Coyle, D., Halbach, A., Schuck, K. & Ting, T. (2015): A pluriliteracies approach to content and language integrated learning – mapping learner progressions in knowledge construction and meaning-making. In: *Language, Culture and Curriculum*, 28/1, 41-57.

www.pluriliteracies.ecml.at