



## COURSE METHODOLOGY

The MOBIDIC [COMENIUS 2.2.c-course](#) took place 12<sup>th</sup>-16<sup>th</sup> January 2004 in Carlisle, UK. The course, developed by all the partner institutions, was based on work carried out in the second year of MOBIDIC that had been individually and jointly evaluated. This means that it consisted of modules that had been both positively evaluated by the participants and proven successful in the eyes of the organisers and partner institutions, and could therefore be regarded as particularly effective.

The COMENIUS 2.2c-course was multi-national in its organisational structure as well as in its choice of participants. All partner institutions were represented in the organisational team. 25 teachers from Germany, France and Poland took part in the course, the aim of which was to qualify and to provide CPD (Continued Professional Development) in bilingual teaching for students and teachers. The participants consisted of trainee teachers and qualified teachers with and without experience in bilingual teaching. These were foreign language teachers as well as subject teachers. It was therefore necessary to take into account their different backgrounds and national contexts.

The principles of teaching that had been jointly developed in the project served as a general basis for the design of the course. The course also focused on the idea of offering teachers the opportunity, by way of a change of perspective, to try out teaching units as learners themselves before teaching them to others.

If we regard constructivist theories of learning and the idea that personal interests and individual learning styles to be central to education – in other words that learning is an active process – we had to consider how autonomous processes can be integrated into the planning and organisation of the course.

Teaching methods in CPD should be centred on participation and active learning activities. Consequently, the course attempted to offer practical as well as academic experience. Practice and theory had to be combined in such a way that the participants would find very personal and individual approaches. They could therefore become involved in the process according to their own needs and expectations as well as receive support and answers to their questions.

The organisation of the course took into account fundamental principles such as the need for a variety of different tutors, sessions of different lengths, and a good balance between input and independent work. A good working atmosphere was considered to be essential for the learning process so that the participants were encouraged to get to know each other and converse informally. Consequently, there was enough time left for tea and coffee breaks, dinners and excursions.

The different phases of the course were modularised and put together in a logical order. However, it is possible to change the order or choice of modules slightly, to suit different groups of participants.

In terms of content, the course focused on building awareness of bilingual aspects, providing new input, encouraging participants to work independently and evaluation.



### **Awareness building:**

Bilingual teaching and learning depends on an ability and willingness to perceive new perspectives and to engage with “the other”. This happens on many levels. If this process is to be initiated successfully in the classroom, it forces the teacher to reflect constantly on his/her opinions and values and not to use these as his/her sole frame of reference. Therefore this learning process is not only about imparting knowledge, but also about perspectives and opinions. One of the objectives of the course was to enable the participants to reflect on their experiences as a means of supporting a multiplicity of perspectives.

### **Input:**

The sessions were intended to familiarise the participants with various aspects of bilingual teaching and learning, for example, the relationship between subject and language, the added value of bilingual teaching, dealing with language errors, etc. Delivery aimed at “opening windows” and giving suggestions for planning and teaching lessons to broaden the participants’ range of teaching methods. This included both foreign language and subject teaching and involved the participants in active learning.

Input consisted of video clips, work on learning strategies, activities on exploiting reading texts, etc., all of which connected theory with practice.

### **Independent Activities:**

All modules involved autonomous learning activities, especially those that simulated the bilingual classroom.

A lot of time was dedicated to planning and peer teaching. In this way the participants were able to put theory into practice. The peer teaching sessions were videoed, evaluated and presented in a plenary session. In this way it was possible to discuss how small modifications can have a substantial influence on learning processes.

### **Evaluation:**

The evaluation of the course was carried out on several levels. Evaluation, for example, is an integral part of *peer teaching*. The participants evaluated the whole course and its individual components at the end. The University of Kassel also evaluated the course ([EC I](#) und [EC II](#)). In addition the whole course was recorded on video, which made yet another evaluation possible. All these evaluations will be used to improve future courses at the different institutions.