



**Regional MOBIDIC Course:
Teaching History and Geography)
in “European Classes”
18th-21st March 2003**

IUFM de Créteil in co-operation with the IUFM de Franche-Comté

OBJECTIVES:

- Exploring the main features and the specific objectives of sustainable History and Geography teaching in European Classes – independent of theoretical or methodological guidelines or specific programmes
- Developing a training course based on principles jointly defined by the MOBIDIC partners, i.e. principles of constructivist teaching with active, student-centred learning
- Supporting skills in the area of foreign language methodology (comprehension strategies)
- Sensitising participants to intercultural learning processes and approaches by focusing on multiple perspectives
- Cooperation between foreign language and subject teachers (History, Geography)

METHOD:

The course takes into consideration the framework developed by the partners of the project. I.e. sessions that encourage the participants to become actively involved, critical analysis and further development in small groups; comparison of results using guidelines and suggestions from the tutors (video clips); development of teaching units and delivery in *peer teaching* or *micro teaching* sessions.

DURATION:

3.5 days

PARTICIPANTS:

Local trainee history and geography teachers with very good language skills, but without specific training in teaching foreign languages (PLC 2) and without previous experience in European Classes.

MATERIALS:

- Videos made by the Académie de Créteil / France showing subjects being taught in European Classes
- video of aHistory lesson at a *gymnasium* in Frankfurt
- Teaching units in German and English on “Migration” and the “Treaty of Versailles”, developed by the MOBIDIC team of IUFM de Créteil
- Report on a [project](#) concerning European Classes within the framework of “[TPE](#)” (supervised independent learning) developed by IUFM Franche-Comté.

PROCEDURE: ([Programme](#))

The course took place at the IUFM of Créteil and was offered to trainee history and geography teachers from the teacher training institutes of Créteil and Franche-Comté as an additional qualification to their basic training. At the end of the seminar, the participants received a certificate that they can add to their portfolio when applying to teach “European Classes”.

1. The participants are asked about their ideas on subject teaching in a foreign language. This phase enables an exploration of the aims, features and problems of bilingual teaching.



In a next step each participant explains what it means to him/her to teach History or Geography in a foreign language. The results are discussed in groups of three and then brought together in the plenary. Video recordings from France and Germany are presented and compared in order to identify and analyse the features of bilingual teaching

2. Presentation on the current situation and development of “European Classes” in France.
3. The participants then work actively using German and English materials on the topic of “Migration”. Analysis of problems, planning an introductory session, comparison of the participants’ hypotheses with the pre-recorded videos
4. Creating participants’ awareness for “constructive comprehension” in the foreign language. Simulation: The participants are confronted with texts and video material in a foreign language they hardly understand or do not understand at all. They are requested to make sense of these materials and to ask themselves the following questions: what are these documents about? What can help me to get to an understanding? Strategies for reading comprehension are presented. Immediately afterwards, authentic material is used for an exercise on “Migration”
5. Presentation of a project that took place, using TPE (Supervised Independent Learning) in a “European Class” within the *Académie de Besançon*. Presentation of work in “European Classes” using examples from other subject areas. Group work: discussion and development of further topics using these guidelines.
6. During the final stage of the course, many different materials on the “Treaty of Versailles” are provided. The aim is to select texts and illustrations in order to develop a teaching unit, giving reasons for a particular choice. A small peer teaching session of 20 minutes is prepared.
7. *Peer teaching* is carried out in two groups and is then critically analysed.
8. The tutors present the outline of a teaching file on the “Treaty of Versailles”.
9. Course evaluation.

COMMENTARY:

The evaluation of this seminar and its different phases was conducted with the help of an anonymous questionnaire.

This seminar met the participants’ expectations very satisfactorily. It was marked by concentrated effort and intensive work. Some participants expressed the wish to spend more time on particular activities, especially for planning the teaching sessions and preparing the *peer teaching*. The unit on comprehension strategies for foreign language texts was highly praised by the participants, as they were able to be fully involved. Because they were given the opportunity to observe and learn different strategies, the participants were able to engage in very fruitful and lively discussions on the criteria for selecting texts.

Such an activity is particularly useful for teachers who teach their subjects in a foreign language. The presentation of a multi-disciplinary TPE (Supervised Independent Learning) lesson and the related assignment (development of a lesson plan) showed other ways in which pupils can be actively involved.

The participants appreciated the joint delivery by tutors from different subject areas, as well as the methods applied during the seminar (active learning and simulation). This was the first time that they had tried out *Peer teaching*, and they found it to be highly effective and instructive.

The reading comprehension strategies and methods were considered to be very useful for teaching History and Geography in French. The course created an awareness that might even impact on history and geography lessons in the native language.

In addition, the course helped to sensitise the participants towards their specific role as



subject teachers, i.e. making different cultural perspectives transparent. In fact, this means that the teacher has to acquire intercultural competences. Finally, the participants expressed their wish to observe “European Classes” in order to work on the insights that they had gained during the course.