

# INCLUDE

## INCLUDE CHECK LIST

The aim of this CHECK LIST is to provide scenario developers and teachers with clear procedure and vivid tools that will help them create and develop good quality scenarios, that respect all the INCLUDE fundamental criteria and axes. In other words, it is meant to be a guide for the teachers that are designing INCLUDE CLIL scenarios. Moreover, the checklist is also aimed at identifying if a CLIL scenario can be considered an INCLUDE scenario”.

School and research bodies can use the Check List for monitoring and assessment purposes.

Using in the check list, please make reference to the IO1 - ANNEX 1 “Detailed competences” where each Key Competence is detailed in Knowledge, Skills and Attitudes; ANNEX 2 THE MULTIPLE DIMENSIONS OF EVALUATION and ANNEX 3- INCLUDE Europeanity framework.

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## Multimodality

*Multimodality can be simply defined as the application of multiple literacies within one medium. It describes communication practices in terms of the textual, aural, linguistic, spatial and visual resources used to communicate a message. Multimodal techniques are very powerful tools, widely utilized in education today. It is very important to consider that our students spend much of their time on technological devices (e.g. smartphones, computer, ipad, etc.) watching videos (e.g. in youtube), surfing social media (e.g. facebook, twitter, Instagram, etc.). Thus, a good teacher could make use of this technology in his/her classroom, in delivering his/her educational messages successfully to his/her students.*

*Technology may be a tool to support learning; its value consists in facilitating learning and enabling students to develop their own critical thinking. For the CLIL teacher, a multimodal approach to the classroom helps create attractive and professional resources, providing linguistic support. In a CLIL classroom, students employ several and different ways to take in input; thus, it is useful and also important if input is presented in the scenarios with the help of multimodal techniques and devices. These techniques and devices, in fact, add various and powerful techniques of interaction to a lesson, and provide stimulating visuals to support simultaneous understanding of both content and language.*

	YES/NO
Is the same argument presented using more than one media and channels (textual, aural, linguistic, spatial and visual resource)?	
Is the use of interactive tools (such as H5P) included in the scenario?	
Is the use of external links (youtube, wikipedia, and links to preceding and following scenarios) included in the scenario?	



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## Key competences

*In a world overwhelmingly inspired by the speed of change within environment, societies and economies, accelerating due to the adoption of artificially intelligent systems whether they are physical-based or information system-based, our students are really in a dire need to be equipped with transversal and keycompetences that enable them to be successful in their future life.*

*Transversal skills / competences are referred to as a broad set of knowledge, skills, attitudes, needed for personal fulfilment, health, employability and social inclusion” and to foster “social cohesion in the light of tomorrow’s society and world of work” (COUNCIL RECOMMENDATION of 22 May 2018 on key competences for lifelong learning). .*

*Therefore, it is of great importance to equip our students with the necessary transversal - key competences to be able to cope with the complexity of our changing world, involving the individual and social dimension, theprofessionalife and personal fulfilment. It is thus only through education, we can do so.*

	YES/NO
Does the scenario helps students cultivate critical and innovative thinking (problem-solving, learning to learn, autonomous learning, making decisions, evaluating and sharing ideas/concepts, coping with uncertainty and stress, setting goals for future experience, developing resilience and confidence)?	
Does the scenario encourages students’ personal and interpersonal (social participation, identifying their abilities, collaboration and organization skills and self-disciplined performance / motivation) skills and attitudes?	
Do information processing/ICT competences (e.g. analyzing, locating and accessing information on Web) are emphasized in each scenario?	
<i>Does the scenario promote one or more of the following aspects of the &lt;Global Competence?</i>	
Examining local, global and intercultural issues	
Understanding and appreciate the perspectives and world views of others	
Taking action for collective well- being	
Engaging in open, appropriate, and effective interactions across cultures	



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## Europeanity

Involving the concept “Europeanity” and skills related to it is a very important innovation of the INCLUDE project. The emergence of the idea of Europeanity makes INCLUDE different from other projects in this regard. All the scenarios, thematically, should promote the idea of the common European identity, i.e. common cultural background as a starting point to build a more wide global citizenship, not just a building closed by high walls, but a center of flourishing, common advancement and exchange.

	YES/NO
Does the scenario promote critical reflection on European values and perspective (respect of human dignity and diversity, equality, freedom, solidarity, multiculturalism, democracy)?	
Does the scenario encourage students to take an active part in the European dialogue and co-creation of a new common perspective?	

## Evaluation

INCLUDE approach promotes a central role of evaluation, considered as a means to monitor/evaluate both effectiveness of the scenario and achievements of the students in the learning process (see the section Evaluation in the IO1).

Student evaluation: Evaluation is considered not as something external to the student that the student must overcome, but as a window on:

- what students learned,
- how well they learned it
- where they struggled

It plays an important role in the whole process of learning and motivation, enhancing reflexivity and critical thinking skills of students, which judge their own/peer learning, “specifically its achievements and its results” (Boud&Falchikov 1989: 529).

Which evaluation dimensions are provided by the scenario evaluation system?	YES/NO
Initial	
Formative	
Summative	



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Is the students' self evaluation considered by the scenario evaluation system?	
Is students' peer - evaluation considered by the scenario evaluation system?	

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