INTELECTUAL OUTPUT 1

INCLUDE TOOLKIT FOR TEACHERS

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1. The CLIL methodology

1.1 Main different approaches to CLIL

As underlined in the Eurydice Brief 2017[1] linguistic diversity is part of Europe and involves not only the official languages but also the regional and minority ones spoken in the european countries. Therefore, speaking several languages is a necessity for many people and an opportunity for everybody.

Since the 1995 Resolution of the Council[2], European institutions promote "the teaching of classes in a foreign language for disciplines other than languages, providing bilingual teaching". This means that part of the curriculum is taught in a language different to the state language used as the language of schooling in order to improve students' proficiency in another language.

This approach is adopted with reference both to forheing languages and regional/minority languages, that cohexist beside the official national language in most of the European countries. As emerged form the last survey on Teaching languages in Europe promoted by Eurydice[3] in the last decades the CLIL methodology spreaded in almost all European countries and by now is part of mainstream school education in the most part of Europe, even if not in omogenously:

- in some education systems CLIL is provided in at least two other types of language (forheing language and regional/minority language), in addition to a state language which is the language of schooling. This is the case of Italy and Spain
- in others, among them Cyprus and Romania, only one type of language is targeted in CLIL provision
- finally, there is no CLIL provision in Greece, Bosnia and Herzegovina, Iceland and Turkey
- in some countries CLIL is mandatory in more than one level of education
- in others it is mandatory just in one level.

In this framework, as indicated by Coyle, Marsh and Hood (2010), CLIL is intended as an approach which is neither language learning nor subject learning, but an amalgam of both. Each is interwoven,

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[1] Eurydice Brief, Key Data on TeachingLanguages at School in Europe –2017 Edition.
[2] Council Resolution of 31 March 1995 on improving and diversifying language learning and teaching within the education systems of the European Union, Official Journal C 207 of 12.08.1995.
[3] Rif. Eurydice, 2017.

even if in one situation the language may be the dominant focus, in another may be the content. "CLIL is not a new form of language education. It is not a new form of subject education. It is an innovative fusion of both"[4]. That means the CLIL educative scenarios have two main aims: the subject (content), and the language (communication). Moreover, as mentioned by Marsh and Langé (2000[5]) CLIL methodology has an impact also on how we think (congnition): working and thinking in another language open a new window on the realty, students can analize and understand the world uising other lens (culture), enrich their understanding of concepts and broaden their conceptual mapping resources.

These 4 elements (content, communication, congnition and culture) represent the 4 conceptual axis of the framework firstly proposed by Coyle[6], the "4Cs Framework" which can provide a background for the development of all CLIL activities in a given learning environment.

The framework starts with content (such as subject matter, themes, cross-curricular approaches) and focuses on the interrelationship between content (subject matter), communication (language), cognition (thinking) and culture (awareness of self and 'otherness') to build on the synergies of integrating learning (content and cognition) and language learning (communication and cultures).

The balance between the 4 different axis should differ, in some cases the communication can be more stressed, in other the focus can be on the content (subject), (Content Driven or Language Driven[7]). Otherwise, in some recent approaches[8], that propose a more olistic view on CLIL, the attention should be at the same time on the 4 elements to develop in the student a widen literacy that includes reading and writing abilities, reflection and critical thinking, relationships to promote the so called *deep learning*[9]. INCLUDE promotes this perspective – trought an enriched CLIL 4 C framework where also Cooperation and Co-creation are included-, provinding in its scenarios the enhancement of the 4 axis (content, language, europeanity, key competences).

Figure 1 below presents the essential elements in CLIL, in accordance with the 4Cs framework.

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[4]Coyle D. Hood P. and Marsh D., 2010, CLIL: Content and Language Integrated Learning, Cambridge University Press
[5]Marsh D. Langé G.,2010, Using Languages to Learn and Learning to Use Languages
[6]Coyle, D. (1999). Theory and planning for effective classrooms: supporting students in content and language integrated learning contexts. In J. Masih (Ed.).
[7] Cit. Coyle D. Hood P. and Marsh D., 2010
[8]"Pluriliteracies Teaching for Learning (PTL)" project developed by the Centre of Modern Languages in Graz
[9] Meyer O., Coyle D., Halbach A., Schuc K. Ting T. 2015 A pluriliteracies approach to content and language integrated learning – mapping learner progressions in knowledge construction and meaning-making, Language, Culture and Curriculum
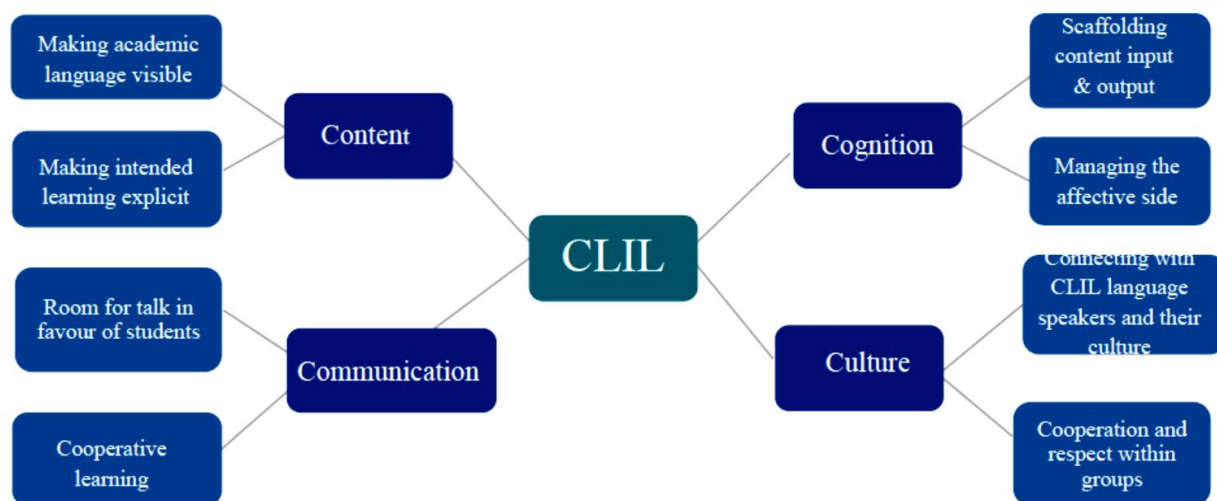
Figure 1: CLIL essentials

Following this integrated approach, the most salient benefits of CLIL as summarized in Cinganotto&Cuccurullo (2015) are given below:

- o Developing intercultural communication skills;
- o Accessing subject-specific target language terminology;
- o Improving overall target language competences;
- o Developing oral communication skills;
- o Preparing for internationalism;
- o Enriching student's understanding of concepts, and broadening their conceptual mapping resources
- o Providing opportunities to study contents through different perspectives;
- o Diversifying methods and forms of classroom practice;
- o Increasing learner motivation
- o Developing in students a positive 'can do' attitude towards themselves as language learners.

1.2 Actors involved in CLIL and their different roles.

In the CLIL framework, the teaching approach adopted may differ depending on the balance beteew the communication and content (subject) educational focus. In the past decades, mainly the subject teachers, considered as "depositary" of the CLIL methodology, were involved in implementing the CLIL scenario. But the limits emerged from this approach and the need to enhance the communication (language) axe, enhanced a new perspective in which the subject and the language teachers cooperate (team teaching) in building and implementing the CLIL scenario. In order to

structure this new approach, teachers of different disciplines need to climb out of their respective mindsets (physics, chemistry, geography, psychology language and so on) to explore ways of building an integrated curriculum, and to develop alternative methodologies by which to implement it. Such a process involves developing professional interconnectedness so as to activate forms of innovation. Pooling skills and knowledge to change existing practice can lead to alternative approaches. The team teaching implies the cooperation of two or more teachers that need to harmonize each other, their methods and teaching styles, moving to a more interactive didactics. This process helps both the teachers: the subject teacher learns new theaching methods more linked to the language learning; the language teacher can move his focus from the language as teaching goal to the language as a tool to communicate and interact with other people. Goetz (2008)[10] identifies 6 different approaches to the cooperation between theachers, depending on the relevance given to the language issues:

a) *classical*: the 2 teachers have the same role in spreading the learning contents to students;
b) *collaborative*: the 2 teachers constantly interact and work together and with students;
c) *supporting*: one teacher (frequently the subject teacher) work with students, the other (the language teacher) introduce specific topics;
d) *parallel*: the students are splitted in two groups, the subject teacher introduces new contents, the language teacher focuses on additional language matherials;
e) *in groups:* students are splitted in groups on the basis of their level of competence;
f) *supervising:* one teacher spreads contents and involve students, the otherone observes them.

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[10]Goetz j. (2008) inMenegale, M. , Team Teaching in CLIL: Tecniche, pianificazione e gestione in Studi di Glottodidattica.

2 INCLUDE conceptual framework

2.1 The INCLUDE educational scenario

In the INCLUDE approach, a scenario is a a structured plan, which describes the educational process of a course and aims to guide teachers during this process; it includes the description of expected learning outcomes and competences, the sequence of learning activities and an outline of the teaching techniques, the tasks and roles that teachers and students undertake, as well as the interactions between them. (for a deeper explenation plese see Annex 1- General guidelines for the design of scenarios).

Moreover, an essential part of an INCLUDE scenario is the multimodality it intergrating ICT in order to provide a learning environment that permits the application of more than one literacies (multimodality). According to Komis, Tzavara, Karsenti, Collin, & Simard[11], Cinganotto et al.[12] and Komis et al.[13] "an educational or teaching scenario that integrates ICT describes the teaching activities and the tools used (abstract tools such as schemata or software and/or physical tools such as special artifacts), which constitute both the starting point for the teaching and learning activities and the framework within which they will take place".

An INCLUDE scenario in particular has a duration of 3 to 6 teaching periods (each teaching period lasts 45-50 minutes). Each scenario has a concrete subject, target competences and learning outcomes. The subjects can be chosen from various subject areas such as History, Literature, Science, Geography, Economics and so on or they may follow an interdisciplinary approach by addressing concepts from different subject areas, as enhanced by the Cooperation concept provided by the 4C+C^2 INCLUDE framework.

An INCLUDE educational scenario is based on five equally important pillars:

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[11] Komis, Vassilis & Tzavara, Aggeliki & Karsenti, Thierry & Collin, Simon & Simard, Stéphanie, 2013, Educational scenarios with ICT: an operational design and implementation framework, In R. McBride & M. Searson
(Eds.), Proceedings of SITE 2013--Society for Information Technology & Teacher Education International
Conference (pp. 3244-3251). New Orleans, Louisiana, United States: Association for the Advancement of Computing in Education (AACE).

[12] Cinganotto, Letizia, and Daniela Cuccurullo. "Open Educational Resources, ICT and Virtual Communities for Content and Language Integrated Learning." *Teaching English with Technology* 16.4 (2016): 3-11

[13] Komis, Vassilis, Margarida Romero, and Anastasia Misirli. "A scenario-based approach for designing educational robotics activities for co-creative problem solving." *International Conference EduRobotics 2016*. Springer, Cham, 2016

➢ CLIL method (sections 2.2): emphasis is placed on the 4Cs of the method[14] a) Cognition: how to move from lower-order to higher-order thinking skills b) Culture: how to promote collaboration and respect within groups, c) Content: what aspects of content to focus on, how to provide natural, understandable content by relating it to previous experience, and d) Communication: how to increase student talk time and support communication by using scaffolding techniques and including genre-specific language and language of learning. Moreover, as clarified, the INCLUDE approach adds to the previous 4 components a C^2, (Cooperation and a Co-creation). Cooperation is promoted:

- between teachers (nonlinguistic and linguistic disciplines) in developpig and implementing interdisciplinar CLIL scenaros, as proposed by Banegas[15], Cinganotto[16] and de Maurissens[17],
- between teachers and students: in the evaluation process
- between teachers, students and the wide community (researchers and other stakeholders) in creating new knowledge through a reflection process [18]

➢ Key competences (section 2.3): all scenarios should develop key competences as referred to in "Council Recommendations on key competences for lifelong learning" (OJ L2018/C 189/01) in relation to Knowledge, Skills and Attitudes. Among these competences, particular relevance is given to the development of soft/transversal skills. According to the UNESCO International Bureau of Education Glossary, Transversal skills are "skills that are typically considered as not specifically related to a particular job, task, academic discipline or area of knowledge and that can be used in a wide variety of situations and work settings". For example: a) Information literacy: evaluate and select information sources, synthesize and use knowledge with ethical considerations in order to construct new

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[14] Coyle, D., Hood, P. & Marsh, D. (2010). CLIL: Content and language integrated learning. Cambridge, UK: Cambridge University Press.

[15] BANEGAS, Dario Luis. CLIL Teacher Development: Challenges and Experiences. Latin American Journal of Content & Language Integrated Learning, [S.l.], v. 5, n. 1, p. 46-56, apr. 2012. ISSN 2322-9721.

[16] Cinganotto, Letizia. (2016). CLIL in Italy: a general overview. Latin American Journal of Content & Language Integrated Learning. 9. 374-400. 10.5294/laclil.2016.9.2.6.

[17] De Maurissens I., 2018, Team teaching CLIL il ruolo dell'insegnante di lingua straniera nel team: la 'spalla clil' – INDIRE

[18] - A. Valente, V. Tudisca, C. Pennacchiotti, Z. Smyrnaiou, K. Kotsari, I. Monsonís-Payá, J. Garcés, B. Branchini, F.L. Ricci and the DESCI Consortium, Actors and Practices in Living Lab for Alternating Training, in Responsible Research and Innovation Actions in Science Education, Gender and Ethics. Case and Experiences, F. Ferri et al., 2018, Ed. Springer, SpringerBriefs in Research and Innovation Governance series.

- A. Valente, V. Tudisca, P. Demurtas, P. Sandu, C. Ovidiu Baba, E. Durmishi and the DIYPES Consortium, Actors engagement and tailored methods in physical education and sport curriculum as a Policy Lab, A. Valente, V. Tudisca, P. Demurtas, P. Sandu, C. Ovidiu Baba, E. Durmishi and the DIYPES Consortium, in Responsible Research and Innovation Actions in Science Education, Gender and Ethics. Case and Experiences, F. Ferri et al., 2018, Ed. Springer, SpringerBriefs in Research and Innovation Governance series.

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knowledge, b) autonomous learning: define goals and develop strategies, reflect and explore, c) Collaboration and Communication: collaborate with peers and communicate ideas to various audiences, do joint projects to produce original work, and d) Creativity and Innovation: use tools and resources and express themselves in an innovative and creative way.

➢ Europeanity (section 2.4): in terms of content, all scenarios should highlight the European dimension of the subject area they deal with. Scenarios should face the content area not in the narrow context of national school curricula, but try to include large portions of the European History, arts and civilization, philosophy, scientific achievements, technological challenges, environmental problems etc. Europeanity could be conceived as the background, the wider European context in which the scenarios' activities will take place (See paragraph 1.5)

➢ Multimodality (section 2.5): all scenarios should include a variety of digital resources and tools for teaching and learning purposes. Such interactive objects, an integral part of an INCLUDE educational scenario, include videos, digital texts and worksheets, links to websites, presentations, interactive learning objects (H5P), etc.

➢ Formative evaluation and self/ peer evaluation (section 3):
Crucial for autonomous learning are the tools for formative evaluation, mostly if realized as self or peer evaluation formative evaluation. The students should perform each of the following the steps:
· evaluate their initial situation and their initial knowledge
· set goals and objectives
· define their strategy and the activities to be implemented
· figure out where they should focus on learning, based on the results of self-assessment
· self-assess their experience and assess their peers' experience.

In the INCLUDE project an educational scenario consists of:

a) the description of the activities sequence which is called "scenario script"

b) all the accompanying educational material which is necessary to implement the scenario

c) the scenario metadata.

In the scenario script the activities are divided in teaching periods. For each activity there is information about the estimated time its completion, the type of activity, the class organization and the specific tasks and actions of students and teachers during the activity.

The accompanying material may contain worksheets, interactive learning objects (such as h5p content), links to websites, videos, etc.

The scenario metadata include: a) the scenario identity (title, creators, subject areas, module/unit, English language level, duration, requirements, key words), b) the key competences developed in the scenario categorized by Knowledge, Skills (including transversal skills) and Attitudes, c) learning outcomes, d) Europeanity, the wider European context in which the activities are placed highlighting the common European identity, and e) digital material being used throughout the scenario (resources and digital tools).

2.2 INCLUDE Conceptual map

EU commission has underlined the necessity of opening the educational system to new ways of thinking, new methodolgies and ways of learning which can provide citizens with the necessary knowledge, skills and awareness, enabling them to become responsible global citizens[19], able to take joint action. It is in this perspective that the CLIL methodology has evolved into a powerful pedagogical tool, which promotes, in addition to a dual language and content aim, a third important focus, linked to a social dimension of education, that emphasis on a student's learning strategies and thinking skills[20]. In this scenario, beyond traditional skills of literacy and numeracy; competences such as citizenship, personal, social and learning to learn competence become important.

How is it possible to achieve this? From a CLIL standpoint, in order to promote enhanced understanding and sensibility in pupils as well as in adults, the educational set-up must be enriched and modified in accordance with the CLIL pillars and the 4Cs[21].

INCLUDE project enhances the CLIL potential since promotes a new participatory approach where CLIL 4C framework is enlarged by adding a 5th and 6thC to the previous 4 components, corrisponting to **cooperation** and **co-creation** dimensions. In this context greater collaboration and a new kind of communication between teachers and students – as well as between collegues - should be encouraged, in a new participatory and transdisciplinary approach that puts students in charge of their own learning process and path.

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[19] European Commission, 2018, Coucil Recommendation on Key Competences for Lifelong Learning

[20] Coye D., Hood P., Marsh D., 2010, CLIL- Content and Language Integrated Learning, Cambridge University Press, Cambridge.

[21] Coyle, D., Hood, P. & Marsh, D. (2010). CLIL: Content and language integrated learning. Cambridge, UK: Cambridge University Press.

Starting from De Maurissens[22], that hypotesize a possible 5th C- **co-operation** (among language and subject teachers to promote the interdisciplinarity of CLIL scenarios) INCLUDE approach:

- wides the concept of **cooperation** enhancing the teachers-students and student-student cooperation in the learning process: teachers and students cooperate in implementing the evaluation process (evaluation of students and class leraning process as well evaluation of the effectiveness of the scenario and educational tools- see the role of formative evaluation and self evaluation in section 3.3); students cooperate among themselves in the learning process thorough a specific dimension of the evaluation (peer evaluation- see section 3.3) and through the cooperative learing approach propmoted by INCLUDE (see the Focus "INCLUDE Participatory approach and pedagogical perspective" in the following box) working group activites provided in the scenarios, that are strongly promoted by INCLUDE approach. According to this idea, **cooperation**, rather than competition, should be the motivating force for students and teachers in achieving their goals in a new complex and non-linear vision where it is possible to win all together[23].

- introduces the concept of **co-creation** (a 6th C) referring to the perspective that see students protagonist, together with teachers and other possibile stakeholders of the knowledge co-creation process. This process could be focused on differents aspects and issues, starting from the evaluation process (which participatory perspective is strongly enhanced in the INCLUDE approach) and whenever possible, including also the collaborative creation of learning tools. The involvement of the students in evaluating their learning process produces new knowledge at different levels: the effectiveness of learning strategies used to reach these goals at individual and collective level and on the capability of the student group in debating, sharing knowledge and ideas, co- creating new knowledge, on a specific theme; the effectiveness of the CLIL scenario in promoting expected learning outcomes and competences. Moreover the Co-creation dimention could be enhanced also among the wide communities of practice where teachers, researchers, students and the civil society share experiences, reflect on them, co-create new common knowledge. The school open its doors to the winden community, for example the in the INCLUDE annal Labs, where a multidisciplinar community reflect and built proposals to improve the INCLUDE approach and tools, and enhance a collective reflection on the possible futures of the education.[24]

These two new C, together, strengthen the participatory approach of the CLIL framework; enhancing reciprocally their potential (cooperation generates new knowledge that should enhance new ways to collaborate and so on) ,they could be intended as a C^2 to be added to the 4C framework (4C+C^2).

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[22] De Maurissens I., 2018, Team teaching CLIL il ruolo dell'insegnante di lingua straniera nel team: la 'spalla clil" – INDIRE

[23] Sclavi M., 2003, Arte di Ascoltare e mondi possibili, Mondadori, Milano.

[24] Pennacchiotti C., Valente A., Tudisca V., Zacharoula S. and Desci Consortium, 2018, Building key competences in Alternating Training for knowledgeable and reflexive citizens, Ed. Springer.

In this perspective, the INCLUDE participatory approach actively involves all the actors in the scenarios' use and development through a cyclical and non-linear process that includes 4 steps: KNOWING, DESIGNING, IMPLEMENTING and EVALUATING.

In this vision, the new participatory approach on the enriched CLIL framework basis could promote a new educational perspective where a new conception of learning environment and educational relationship emerges. A change in young citizens vision and key Competences development could therefore emerge spontaneously from a new social school environment where people feel "confortable" and wellcomed.

For what has been discussed, the enriched conception of CLIL pillars it is reflected in a new focus on learning environment as well as in an enriched vision of educational relationship and teacher role, after described.

On the basis of the foregoing, the INCLUDE approach, according to CLIL pillars, proposes a new transdisciplinary didactical scenario where innovation is brought through a new partecipatory approach where the relationschip between all the stakeholders is what makes the learning process possible and relevant.

FOCUS

INCLUDE PARTICIPATORY APPROACH AND PEDAGOGICAL PERSPECTIVE

The INCLUDE conceptual framework and the new dimensions of cooperation and co-creation are reflected in an innovative partecipatory approach where new relational model and a new learning environment are promoted. To this end, the educational process has to evolve according to the new conceptual framework presented and therefore it is necessary to put into discussion the conceptual meaning connected to "school environment", "teacher role" "educational relationship" "learning". This doesn't necessarily mean to overcome or dirsupt the common idea of school but on the contrary to "rinegotiate" a new enriched meaning of education.

In the following, the main features of INCLUDE pedagogical perspective are set and explained with

reference to similar pedagogical frameworks and to practical examples that explain how these perspectives can be reflected in behaviors and activities in classroom.

Welcoming learning environment

Which environment facilitates learning? Many perspectives like that of Giovanni Bosco[25], Jean-Ovide Decroly[26] or Maria Montessori[27] have questioned this and tried to answer.

INCLUDE promote a cooperative and collaborative school environment where students, supported by teachers could become co-creator of their learning process. This perspective is linked to Gordon's thought and to the "facilitating" school context he describes.

Gordon, based on Rogers thought and humanist psychology[28], believed that learners have inside them the resources to undertake their personal learning process, but they need a "facilitating atmosphere" to develop this potential. The teacher can create this kind of welcoming environment providing three psychological attitudes that Rogers defines: genuineness, acceptance and empathetic understanding. The genuineness is the teacher attitude to be as transparent as possible, always being connected with feelings and with what emerges from the relationship. The teacher should also manifest "unconditional positive consideration" of the students (acceptance) and be welcoming with every kind of student's learning effort, because it represents in any case expression of a will to change. Finally, teachers should develop empathetic listening, where empathy is described as the ability to emerge oneself in the world of another, to see the world as the other sees it and perceive his feelings[29]. So empathetic listening is not simply "paying attention" but a type of "active listening" that can modify the listener's point of view. Being empathetic is also "a way of being complex"[30]. However, not everyone can be naturally empathetic and for this reason, according to Roger's perspective, this predisposition can be stimulated and learned in a facilitating environment such as the artistic one[31]. In this vision respect, empathy and congruence let students become aware and able to understand the personal formative path to follow. They become protagonists of their learning process. Similarly, from the CLIL-INCLUDE point of view, supportive school environments could promote the learning process and the achievement of personal and global competences. On this basis, both approaches evidence the importance of a "collaborative

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[25] Giovanni Bosco constitutes the first oratory in Turin where working class children could be educated through play in a comfortable environment where religion has a central role.

[26] Decroly pointed out the importance of a stimulated environment, where students could be in contact with nature, in order to develop personality and literacy.

[27] Montessori constituted the "Children house" a school where everything had to be suitable for children.

[28] Rogers C., 2012, Un modo di essere, Giunti, Firenze.

[29] Rogers C., Kinget M. 1982, Psicoterapia e relazioni umane, Boringhieri, Torino.

[30] Rogers C., Un modo di essere, cit.

[31] Gordon T., Insegnanti Efficaci, cit.

environment" to develop an independent prospective as a school goal. Some tools and working proposals are provided by the INCLUDE transdisciplinar scenario ""TOP DOWN" DRAWING EXERCISE" uploaded in the INCLUDE platform.

Teacher as facilitator

According to Coyle et al.[32], in the CLIL perspective, the teacher has become important as a "facilitator" of the learning process more than as "donor of knowledge". According to Gordon too, in order to be involved in a deep learning process students need to not fear the educator and explore teacher as "supporter and facilitator". While more often a sort of typical "threateningness[33]" associated to the teacher affects the teacher-student relationship and limits openness to learning. The idea beyond these concepts is that the teacher, just with his/her partecipatory presence and sensitive listening, could promote the learning process in the student. So, the teacher has to be next to the students during their learning process but doesn't intervene heavily in the personal learning path of the student[34]. What it is expected is that teacher helps students become aware and independent in their thinking process. Teacher has to create a "confortable" or "facilitating" environment by promoting confidence, empathy and active listening. This collaborative atmosphere makes the learning process possible. In this new scenario, the learning process goes beyond the commonly-held narrow idea of schoolskills, taking into account the whole person. The new figure of the teacher, sensitive to certain aspects of reality and readiness to get involved, personally promotes a new kind of learning which is "learning to learn", meaning firstly "willingness to change perspective and self-perception[35] ". In this vision learning is something different from that of "absorbing", is being able to explore other persepctives and visions of reality in a participatory way. Teachers are therefore quite important and deeply involved in the learning process since their presence, cooperation, communication and sensitive listening is what make the learning process possible.

Specific example: Teacher could facilitate the learning process by promoting questions, tests and invite to debate within the classroom.

Teacher-student relationship

INCLUDE participatory approach it is reflected in a particular perspective on teacher-student relationship. In the School history the importance of the educational relationship has not always been highlighted. However since Vygostkj[36] pointed out the role of the student-teacher

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[32]Coyle D., Hood P., Marsh D., 2010, CLIL: Content and Language Integrated Learning, Cambridge University Press, Cambridge.
[33] Gordon T., 1974, Insegnanti Efficaci, Giunti, Firenze.
[34] Ibid. p. 6, Rogers C., 1980, Un modo di essere, Giunti, Firenze.
[35] Bateson G., 1976, Verso un'ecologia della mente, Adelphi, Milano.
[36] VygotskJ L. S., 1934, Pensiero e linguaggio, Giunti-Barbera, Firenze.

relationship in the learning process many other perspectives and current have addressed this topic[37].

From the point of view of INCLUDE the humanistic current presents a very interesting perspective on educational relationships since focuses on the need to broaden the concept of student-teacher relationship by involving the person as a whole not only in the cognitive aspects. In this vision, the interpsychic dimension as well as the intrapsychic dimension are both investigated since learning relationships exposes students and teachers to an active listening to reality and themselves which can modify their respective starting perspectives.According to Rogers and humanist current, a supportive and adequate student-teacher relationship is what make learning effective. Educational relationship should be characterized by empathy, trust, and active listening. This approach dialog constructively whith INCLUDE idea of supportive environment. Learning process is therefore strictly connected with the kind of relationships promoted by the professor. Student-teacher relationship is not simply a channel where to pass knowledge but is what makes learning effective and relevant. Therefore educational relationship become a tool through which all the stakeholders can be actively involved in the learning process. The new kind of perspective on relationship involves not just the student-teacher relation but also the relationship among students. In this vision, teacher could promote a class environment where people could relate each other in a more complex and authentic way, involving all aspect of their personality.

Comunication within the class and active listening

The relationship involves some form of communication. In fact, according to Watzlawick it is impossible not to communicate since any kind of human behavior such as speaking, miming or gesturing communicate something. According to Baumann failure in relationship depends on failure in communication. A good communication depends on the ability to listen to the people involved. This kind of particular listening "active listening" is referred to a verbal-non verbal communication and is based on empathy, acceptance and a non-judgmental environment.

For what concern the class context in order to promote a good communication teacher has to promote and use active listening. According to Gordon empatic and a facilitating athmosphere

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[37]   Up to the XV century the educational relationship has always been adult-centered and aimed at transmission of knowledge. In that context the student's role was passive since he/she subjected to the teacher's action. After authors such as Locke or Rousseau proposed a learner centered approach where however the student-teacher relation was not taken into account. Vykosky highlighted the role of the relationship in the learning process. According to Bruner as well learning is possible through the interaction between the individual and the social and cultural context. Mastery learning theory evidentiated the importance of affective dimension in learning process. The systemic approach and the theory of complexitSy through the "interdipendence" among people and complexity conception contributed to promote the importance of the relationship in learning process. Subsequently many currents have investigated the relational dimension of education.

allows a new kind of communication which can help overcam learning resistence. In the author's prospective teacher, using active lissening, should be able to cath the non linear logic hiddden behid the codes of language in order to understand student's real feelings and message.

In the INCLUDE perspective Comunication is foundamental since is one of the CLIL framework component as well as one of the goals to achieve. In this context inclusive comunication is an essential component of the learning environment.

Specific example: By using active listening teacher could be able to go beyond student language code in order to derstand pupil real messages. In this vision, if for axample a student says "When are we going to do a class test?" it does not necessarily mean that the student is really interested in what is verbatim asking for. His/her verbal-non verbal communication may express another kind of hidden message that could be connected with anxiety. So, teacher could answer by avancing an hypothesis about student's real message and feeling "Are you worried about doing class test?" and wait for the answer. This kind of interaction make students feel listened.

Partecipatory approach

INCLUDE promotes a type of approach (4C+C^2) in which all the stakeholders are involved in the learning process and cooperate to the co-creation of knowledge (see section 2.2). In this view, the enriched CLIL framework is reflected in a new cooperative and co-creative dimension where students as learning protagonist and co-creators explore new kind of collaboration within the classes. This takes place thanks to a new welcoming school environment and a new student-teacher relationship that allow the students to actively participate in learning path through the evaluation dimension where self and peer evaluation process take place. In addition, students could contribute to the scenario improvements by giving feedback that allows a circular process. In this context, school promotes student's awareness and sense of responsability in relation to their personal learning process and to that of the class group. Students haven't a passive role in being at school since they could contribute to the creation of that knowledge that they are learning. This view reflects the cooperative learning and socioconstructivism perspectives where knowledge is seen as an active result of the interaction and "meaning negotiation" between the individual and the social context where he/she lives. In this perspective, Montessori too believed that cooperative work from below, where students become learning co-creators, could be highly effective[38].

Specific example: Students are involved in self and peer evaluation during all the stages of scenario implementations. In this context students evaluate themselves and their school mates –in terms of competences and learning outcomes- by using, as an example, tools for authentic evaluation. In peer evaluation, for instance, students could give each other reciprocal feedback related to own

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[38] For istance, she did not teach children the part of the flower but invited them to go out and look for many flowers. After she asked them to take a botany book and look for what they had seen.

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results. Whenever possible, in addition, students could participate in scenarios co-creation together with teachers, in accordance with their interests and attitudes.

Cooperative learning

One of the possible results of a participatory approach is the cooperative learning. In the school context, cooperative learning is based on the concept that the exchange of ideas among students promotes learning. This type of approach has two different application levels: it refers to school contexts in which collaboration between students is promoted as significant element[39] and to contexts in which students work in small groups for learning activities and receive evaluation based on the results achieved[40]. The interaction between students facilitates processes of mutual learning and encouragement. In fact, the teacher communicates a judgment to the class regarding the contribution of each one, promoting a sense of responsibility and self-esteem. Working together also facilitates the emergence of a sense of belonging and interdependence, which is also useful for intercultural dialogue.

In this educational scenario, teacher coordinates the work but leaves autonomy, she/he assumes the role of "tutor" who facilitate students interaction as well as learning process through solicitations (as questions or tests). In this context the class group is used to improve the learning skills of individuals, focusing on social mediation. In this type of approach, the school facilitates the development of personal social and learning to learn competences as being in a group promotes the maturation of knowledge, skills and attitudes related to said competence.

Specific example: Teacher could promote a focus group related to a specific theme. In this context, the teacher as "facilitator" could promote positive relations among students as well as a class debate.

Transdisciplinary approach

INCLUDE promotes a transdiscplinary approach in order to make curricula relevant for pupils. From this standpoint, the CLIL and INCLUDE vision seems to dialog constructively with Morin's idea of learning.

Morin believes that education has to reflect the complexity of reality, where people concepts and things are interconnected. According to this vision school program should be transdisciplinary and "relevant" to the growt of the individual. In this perspective programs– also as regarding natural sciences- becomes relevant only if perceived in a human and social dimension[41].

In CLIL-INCLUDE perspective school, as discussed, should prepare pupils to make choices and meet

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[39] M. Comoglio- M.A. Cardoso, insegnare e apprendere in gruppo, LAS, Roma, 1996.
[40] Johnson et al., Learning To Cooperate Cooperate To Learn, Plenum, New York, 1985.
[41] Morin E., 2001, Seven complex lessons in education for the future, UNESDOC.

challenges in a responsible and informed way, according to Jasanoff idea of "knoweledgeable" citizens, able to take part responsibly in a decision-making process [42]. In this perspective, the curricula have to be flexible and functional to the student's growth, to be focused on the development of strategic skills like crithical thinking, reflexivity, problem solving, creativity, besides the specific subject (as defined by the EC Reccommentation 2018) and on themes which are relevant for the pupil's future. In a new transdisciplinary scenario, this implies a covergence process[43] and interaction between subjects and visions, previously fragmented, according to the pupil's educational goals. For what has been said from the CLIL and the INCLUDE approaches, in line with Morin's idea of learning, education has to overcome the narrow sectoriality of a fragmented knowledge in order to recognize and rediscover the unity and complexity of humanity[44] and enhancing transdisciplinary scenairos. This can be done by providing integrated curricula aimed at developing reactive and proactive responses to challenges and problems[45].

2.3 Design by competences and/or learning outcomes in INCLUDE scenarios

2.3.1 INCLUDE target competences

The first question to be answered is: what a competence is?

The concept of competence, although central in the educational context and in use for decades, is still in the middle of an open debate characterized by different teoretical frameworks. Following reflections developed over the past years at european level by the European Commission[46], the European Council[47] and UNESCO[48], INCLUDE adopts the conceptual definition provided by the Council Reccomandation 2018: "… *a combination of knowledge, skills and attitudes, where:*

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[42] Jasanoff S., 2011, The Politics of Public Reason in the Politics of Knowledge, Baert et Robio, Abington.

[43] This kind of "fusion" process between different educational elements has a parallel example in "synergetics" movement, becoming relevant in the school context during the 1980s and 1990s[43].As mentioned, in the CLIL context we have a similar situation. In this scenario the integration of different aspects of the learning process and different perspective on reality is proposed in a functional way, according to a relevant theme

[44] Morin E., 2001, Seven complex lessons in education for the future, UNESDOC.

[46]Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning; EuropeanCommission, 2018, Council Recommendation on Key Competences for Lifelong Learning

[47]Council of Europe, 2016, Competences for democratic culture: living together as equals in culturally diverse democratic societies

knowledge is composed of the facts and figures, concepts, ideas and theories which are already established and support the understanding of a certain area or subject;

skills are defined as the ability and capacity to carry out processes and use the existing knowledge to achieve results;

attitudes describe the disposition and mind-sets to act or react to ideas, persons or situations" [49]

As reaffirmed by UNESCO "t*ypically, competence does not depend on any one single skill, attitude, or type of knowledge, instead engaging a complex set of skills, attitudes, and knowledge*"[50]. Competences overlap and interlock; skills such as critical thinking, creativity, problem solving, team work, communication, analytical and intercultural skills are embedded throughout different competences and can be applied in a variety of combinations.

Some competences are recogniaized as essential to a successful life in society and preliminary to the acquisition of more advanced ones. The Council Recommendation identifies 8 *Key competences* defined as "*those which all individuals need for personal fulfilment and development, employability, social inclusion, sustainable lifestyle, successful life in peaceful societies, health-conscious life management and active citizenship*."[51]

- **Literacy competence**: intended as "*the ability to identify, understand, express, create, and interpret concepts, feelings, facts and opinions in both oral and written forms*",

- **Multilingual competence**: "*the ability to use different languages appropriately and effectively for communication*"

- **Mathematical competence and competence in science, technology and engineering**

- **Digital competence**: refers to "*the confident, critical and responsible use of, and engagement with, digital technologies*"

- **Personal, social and learning to learn competence**: "*the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career*"

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[48]"*Competence refers to having sufficient skill, ability, knowledge, or training to permit appropriate behavior, whether words or actions, in a particular context. Competence includes cognitive (knowledge), functional (application of knowledge), personal (behavior) and ethical (principles guiding behavior) components, thus the capacity to know must be matched to the capacity to speak and act appropriately in context; ethics and consideration of human rights influence both speech and actions*". UNESCO 2013, Intercultural competence, Conceptual and Operational framework.
[49]EuropeanCommission, 2018, Council Recommendation on Key Competences for Lifelong Learning
[50]Cit. *UNESCO 2013*
[51]Cit. *Council Recommendation 2018.*

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- **Citizenship competence**: "*the ability to act as responsible citizens and to fully participate in civic and social life*"

- **Entrepreneurship competence**: "*the capacity to act upon opportunities and ideas, and to transform them into values for others*"

- **Cultural awareness and expression competence**: "*involves having an understanding of and respect for how ideas and meaning are creatively expressed and communicated in different cultures*"

The INCLUDE approach strongly promotes the development of some Key competences through CLIL teaching. INCLUDE target key competences are:

- multilingual and digital competences;

- personal, social and learning to learn competence (collaboration and communication, creativity and innovation and autonomous learning);

- citizenship competence (European and global citizenship);

- entrepreneurship;

- cultural awareness.

All CLIL scenarios developpend following the INCLUDE approach must contribute to enance the above mentioned competences (for a more in deep description of these key competences please refer to the Annex 2 "INCLUDE Detailed competences").

A specific focus is devoted to citizenship competence widening the definition promoted by the Council Recommendation by strengthening the concepts of cultural awareness and respectful interactions in increasingly diverse societies. Indeed, the INCLUDE approach integrates the definition adopted by the European Council with the concept of Europeanity (please, refer to the paragraph 1.5) and the global competence as defined by OECD[52] a "*multidimensional, life-long learning goal. Globally competent individuals can examine local, global and intercultural issues, understand and appreciate different perspectives and worldviews, interact successfully and respectfully with others, and take responsible action toward sustainability and collective well-being*".

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2.3.2 Design by competences and /or learning outcoimes in INCLUDE educational scenarios

In order to integrate the INCLUDE scenarios within the school educational programs, it is essential to define the final objectives to be achieved by the students through the scenario experience. With reference to this point, we need to consider the various existing approaches adoptable while designing educational programs. European countries have two main different approaches: educational design focused on learning outcomes and educational design focused on competences; e.g., considering the INCLUDE partner countries, Spain and Italy design CLIL programs by competences, while Greece and Romania design CLIL programs by learning outcomes.

Competences and learning outcomes are somehow complementary and both relevant. However, Europe is promoting a competence-oriented education, training and learning, in the effort of building a common educational framework for all countries in the European Education Area, as a driver for jobs, social fairness and active citizenship, that allows to experience European identity in all its diversity and to ensure resilience and adaptation to change[53].The centrality attributed by the European Union to competences can be deduced by the fact that, already in 2006, the European Parliament and Council published a document of recommendation on key competences for lifelong learning[54], which has been reviewed and updated in 2018 (European Council, 2018). In the latter document, competences are defined as a combination of knowledge – intended as "the facts and figures, concepts, ideas and theories which are already established and support the understanding of a certain area or subject" -, skills – defined as "the ability and capacity to carry out processes and use the existing knowledge to achieve results" - and attitudes – with reference to the "disposition and mind-sets to act or react to ideas, persons or situations". This Reference Framework set out eight key competences (partially interconnected and overlapped): "Literacy competence", "Multilingual competence", "Mathematical competence and competence in science, technology and engineering", "Digital competence", "Personal, social and learning to learn competence", "Citizenship competence", "Entrepreneurship competence", "Cultural awareness and expression competence" (see 2.3.1). In this framework, the role of learning outcomes seems to be mainly to support the evaluation activities within a competence-based educational framework, as stated in the document: "in order to assess competence development, key competence descriptions could translate into frameworks of learning outcomes that could be complemented with suitable tools for diagnostic, formative and summative assessment and validation at appropriate levels" (European

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[53] European Council (2018). Council recommendation of 22 May 2018 on key competences for lifelong learning (2018, C189/01), Official Journal of the European Union.

[54] European Parliament and Council (2006). Key Competences for Lifelong Learning — A EuropeanReference Framework, Official Journal of the European Union.

Council, 2018). In other European documents[55] a similar vision of learning outcomes - as statements of what a learner is expected to know, understand and to do at the end of a learning sequence, that can be functional for the educational assessment and evaluation - emerge as well.

Many studies are in line with a conception of learning outcomes as more specific, context-related and tangible/verifiable aspects that operationalize competences and make easier the educational assessment and evaluation when dealing with competence orientation[56], although there are some studies that, viceversa, emphasize the need to think the learning outcomes in terms of competences[57].

In conclusion, the awareness of this interconnection and complementarity between competences and learning outcomes in the European context, and of the still existing differences between European countries in terms of educational planning approach, based on competences or on learning outcomes, convinced us to explicitly introduce in the INCLUDE scenario template a section devoted to both competences and learning outcomes - as interconnected elements - in order to allow student assessment. In the developed template, competences to be promoted by means of the INCLUDE scenarios are categorized according to the Recommendation on key competences for

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[55] CEDEFOP (2017). Defining, writing and applying learning outcomes – A European handboook, Cedefop information series 4156 and European Parliament and Council (2008). Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (2008/C111/01), Official Journal of the European Union.

[56] Murtonen, M., Gruber, H., and Lehtinen, E. (2017). The return of behaviourist epistemology: A review of learning outcomes studies. Educational Research Review, 22, 114-128.

Wilhelm, S., Förster, R., and Zimmermann, A. B. (2019). Implementing competence orientation: Towards constructively aligned education for sustainable development in university-level teaching-and-learning. Sustainability, 11(7), 1891.

Hartel, R. W., and Foegeding, E. A. (2004). Learning: objectives, competencies, or outcomes? .Journal of Food Science Education, 3(4), 69-70.

Barros, R. (2019). The Role of Transnational Bodies in Lifelong Learning and the Politics of Measurement: The Promise and Pitfalls of Outcomes-Based Assessment into Recognition of Prior Learning System in Portugal. In Power and Possibility (pp. 53-63). Brill Sense.

Caena, F. (2019). Developing a European Framework for the Personal, Social & Learning to Learn Key Competence (LifEComp). Literature Review & Analysis of Frameworks, Punie, Y. (ed), EUR 29855 EN,

[57] Peñaranda, D., Alfonso, C., Jiménez, F., &Antón, J. S. (2018). Flipped classroom and ICTs as the tools to reach key competences. In 4th International Conference on Higher Education Advances (HEAD'18) (pp. 1-8). Editorial UniversitatPolitècnica de València.

lifelong learning 2018 (European Council), describable in the respective "skills" "knowledge" and "attitudes" (considering also outputs emerged from DESCI and ATS2020 projects), while expected learning outcomes (about 2-3 per scenario, we suggest), intended as measurable and tangible elements to be used for assessment, have to be proposed by the teachers who develop the scenario; finally, connections between competences and learning outcomes have to be highlighted, when possible.

2.4 A new perspective about the concept of Europeanity[58]

One of the objectives of INCLUDE project is to help students conceptualise and internalise "Europeanity". The concept of "Europeanity" is defined by Lexico Online Dictionary (LOD) as "The quality or fact of being European." According to LOD, the origin of the word goes back to early 19th century with its "earliest use found in William Taylor (1765–1836), reviewer and translator. From European + -ity."

This idea refers to a Europe as an entity that goes well beyond a customs union and a free market. In this direction, it is required that reflection be cultivated regarding Europe as a long-term project in progress: not just a democratic cathedral, which successive generations of artisans will have worked hard to build, keeping in mind that this work is still far from being finished; but also a democratic agora, a caravanserai and a hube. Not just a building closed by high walls, but a center of flourisching, common advancement and exchange.

From this perspective Europe conception and culture could emerge from the mentioned "agorà" where people coming from different countries and cultural backgrounds exchange ideas, co-create and "negotiate"[59] updated meanings and values according to their crossed feelings, visions and values. In fact, culture can be seen as a space of sharing. In this context diversity far from being an obstacle is its greatest virtue. At this point it is clearly important to reassess what Europeanity means in the new Europe conception.

The concept of Europeanity is fuzzy, akin to Paul Valéry's conception of a "nebula": "the more closely it is looked at, the more its contours dissolve and its form melts or shifts away". Rather, it is a

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[58] https://www.lexico.com/definition/europeanity

[59] Bruner J., (2005), La mente a più dimensioni, Laterza, Bari.

descriptive and interpretative concept which aspires to capture part of the dynamics of European modernity from the Middle Ages and beyond. It focuses on experiences and their interpretations, historical processes, conflicts and contradictions which tended (and tend) to form what we conceived as "Europe": as a mainly, but not exclusively, pluralcivilization.

European meaning and new belonging idea could emerge from a dynamic and multicultural dialog where Europeans, migrants and foreigners could take part actively, examinine local, global and intercultural issues, understand and appreciate different perspectives and world views, interact successfully and respectfully with others, and take responsible actions toward sustainability and collective well-being[60].
According to this, "the quality of been European" refers to the capability of approaching the reality and to exploring other cultural perspectives from this "agora".

In this sense, Europeanity could be conceived as the background, the wider context in the horizon of which the teaching scenarios' activities took (or take) place. Useful axes in this perspective could be the following (indicatively):

- o which was the wider temporal or/and local context in which some major and significant procedures took place?
- o in which way these procedures had further (i.e. European) implications?
- o can we trace in these procedures influences from similar developments in other parts of Europe, either as a common problematic or as a reaction?
- o how worldwide relations and exchanges contributed and still contribute to the development of Europe and Europeanity
- o can we detect and critically analyse narratives that identify an object 'other' and a culturally alien (eg, in the so colled "refugee crisis"), in contrast with the values embedded in the tradition of Europe and Europeanity?

In the European discourse, there is an urgent need for learning Europeanity among EU countries, especially for what concerns the younger generation. Europeans need to reflect on what a European identity is about, how it is constructed, reconstructed, developed and even fostered and cultivated. This is due partly to the absence of the concept of Europeanity from educational curricular. In the INCLUDE project,we believe that younger generations should be aware of belonging to Europe, and should cultivate a sense of belonging to the European discourse, European values, European culture - let alone Euopean history, geography, arts and science-. In fact, the concept of Europeanity has long been addressed in terms of historical and political backgrounds by several authors (see e.g. Delanty[61]; Contat[62]). To this end the mentioned openness to the new and to exchange cannot ignore

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[60] OECD, 2018, PREPARING OUR YOUTH FOR AN INCLUSIVE AND SUSTAINABLE WORLD- The OECD PISA global competence framework

[61] Delanty Gerard. *Inventing Europe: Idea, Identity, Reality.* London, Macmillan 1995

an awareness of the path that led to the concept of Europe as we know today. Involving the concept of Europeanity and skills related to it is another innovative aspect of the INCLUDE project.

Through the presentation of other cultures that cover the literary, artistic and musical expressions, historical and geographical elements, the idea of Europeanity is constantly promoted. This implies an active learning approach, engaging the students in the creation of their own knowledge.

All INCLUDE scenarios, thematically, should promote the idea of the common European identity, i.e. common cultural background, common values, common future, alongside with the concept of European and global citizenship. Thus, the subjects of didactical scenarios, the educational contents and activities should show that the "sense of" belonging in EU is not something accomplished and unchanged; it is something that should be elaborated, transformed, widened, and above all, debated, in order for Europeanity to fully deploy its internal dynamic and to acknowledge the contribution and co-creation process from Countries outside Europe. In this direction, the INCLUDE approach fosters the experiential involvement of students in issues of European interest (history and geography, civil rights, arts, literature and science), considering that the inclusion of such a program in the official curriculum is of great importance.

In this respect, and within a CLIL methodology, INCLUDE project will be focused on and organized around Europe axes, adopting a European perspective in the approaches of the various subject areas. On the one hand, it will focus on specific subjects demonstrating how many dimensions – which we take for granted – of our everyday lives are deeply penetrated by the wider European developments of the past. On the other hand, it seeks to show that the sense of belonging in Europe is not something accomplished and unchanged; on the contrary, it is something that should be transformed, widened, corrected, and above all, discussed, in order for Europeanity to fully deploy its internal and external dynamic.

Consequently, INCLUDE approach fosters experiential and energetic involvement of teachers and students in issues of European history and geography, civil rights, arts, literature and science, so that they will understand the various aspects for the European Identity and be empoweredby the sense of being INCLUDED to it. The focus should be on subjects that go beyond the national curricula and have a wider interest, at a European level. A basic premise of INCLUDE approach is that the cultural heritage, not only can be used as a critical lever for furthering European integration, but also speaks to the imagination and touches students' hearts.

The INCLUDE approach builds on this experience, shifting the focus of the objectives of the educational scenarios (using CLIL, developing transversal skills, fostering Europeanity, approaching global citizenship) and exploring the different IT (=Information Technology) and methodological

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[62] Cantat, Céline, Narratives and counter-narratives of Europe. Constructing and contestingEuropeanity. *Cahiers Mémoire et Politique.* 3-30, 2015.

tools needed. Moreover, the subjects covered under the point of view of the promotion of Europeanity are very likely to overlap with the interests of students that have a more developed sensibility on subjects about human rights and inclusion.

Educational scenarios should promote several aspects of Europeanity. This section includes a systematic presentation of the concept of Europeanity as a specific dimension of the design and development of the educational scenarios. In Intellectual Output 3 "Include Pilot Scenarios", the scenarios' thematic areas that best fit this concept will be presented and proper examples of scenarios promoting it will be given.

In history, for instance, European historical figures, including artists, scientists, civil and human rights activists, and events in the history of Europe should be foregrounded in the educational scenarios, also identifying the relationships with the "world history" and "global history".

Historical figures could include political figures who have contributed to the development of the European setting. These should be emphasized because they are crucial to the history of European identity and students should be made aware of aspects thereof. Additionally, historical events surrounding the inspiration, forerunners, and the establishment of the European Union should be included, along with how it continues up to date, the involvement of EU in coping with world problems, and the acute solidarity crisis intertwined with the Union's arrested integration during the 2010s.

In geography, aspects such as landscapes, archeology and archaeological sites, historical sites, etc. should be emphasized and included in geography scenarios and lessons. The result of inclusion of these geographical aspects will make students aware of their European identity, both with respect to common traits and regarding the variation and variability of the physical setting in Europe and how the human presence affects it in particular ways (e.g. cities, castles, polders, beach resorts).

European societies have long-documented struggles towards civil and human rights, as well as social justice, whilesome European countries are in the forefront of such efforts and struggles. This aspect should thus be emphasized and included in the educational curriculum so that students become familiar with the social history of Europe and with the connections with the "world history" so that we create an understandingof how rights are protected and how solidarity with the poor and co-operation among European peoples and among planetary humanity can be fostered.

European arts should also be given central stage in educational curricula, so that students familiarize themselves with what constitutes the shared elements and the particular components of European culture. Needless to say, awareness of this aspect of cultural life is crucial to fostering and upholding the European identity. Well-known figures and movements in arts such as painting, sculpture, music, etc., as well as their works, should be included in arts curricular in the educational policy.

European literature is of course already celebrated in European curricula. What needs be emphasized is the currents that run through the different literary traditions in Europe, not only as movements such as romanticism and modernism, but also in the ways different authors and literary traditions in Europe have responded to universal themes (e.g. love, death, growing up, poverty etc.) but also to issues specific to European politics, society, and life (e.g. nationalism, Christianity, despotism vs. democracy etc.). The above should be highlighted through the presentation of important novelists, poets, playwrights, narrators, etc. in educational scenarios, lessons, and even in the curriculum at large. The inclusion of all these elements in education curriculum will make students aware of the variety of literatures, literary figures, the unity and worldwide impact of European literature, the exchanges with literatures outside Europe.

Europe has promoted science and great scientific achievements in a wide range of fields and disciplines. Therefore, it is very important to raise awareness on and investigate in some depth these areas (but also their leading figures) so that students get to know all these from an early age. The purpose here is two-pronged: not only to teach science through the CLIL way, but also to familiarize students with leading scientific figures and achievements.

Specific examples

INCLUDE teachers, policy makers, syllabi designers could take into consideration/make use of the following specific examples while constructing INCLUDE educational scenarios:

o   Including larger portions of European history and world history in addition to national perspectives.
o   World War II and the Holocaust should be remembered and approached within an European context and on an international scale.
o   Focus on (or moving from) the brilliant tableau of pan-European cultural creations and creators which all Europeans can proudly call their own and which reach from high to low culture and back.
o   From Dante Alighieri to Cervantes, Diderot and Flaubert to Kundera, to Italo Calvino, and Elsa Morante, to Herta Muller, to … (add others the novel has always had a large share in the European exercise in self-examination).
o   Euro-consciousness: the problematic concerning the features the various European lifestyles consiste of.
o   The unstable trajectory of democracy in the European history.
o   Women in science, art, and politics in Europe (Germain, Sklodowska-Curie, Noether, Gentilleschi, C. Claudel, C. Schuman, de Gouges, Pankhurst, Luxemburg, Montalcini etc.).
o   Studying its people and values in different historical contexts and social settings (Middle Ages university, translation movement and the encounter between Judaism, Islam, Christianity and other religions).

- o Knowledge, ideas and skills; networks, institutions and governance; citizen initiatives and user practices.
- o Studying how the scientific processes connected and divided Europe and the World.
- o Studying the connection between 'science', 'Planet' and 'Europe' as human-made, i.e. imagined, situated, contested, and open-ended historical processes, in which new educational "objects" and courses, such as STEM (=Science, Technology, Engineering and Mathematics), STEAM (including Art) are considered.

Thus, teachers are advised to promote Europeanity while constructing INCLUDE scenarios, involving material like the above sample. INCLUDE scenarios should encourage students to cultivate citizen participation and involvement at a personal, local and European level; they should also promote students' behaving as responsible and active members of the European Community, connecting with Sustainable development Goals and Global Citizenship, guiding them through their rights and responsibilities as European consumers in the physical and digital world, raising awareness about green consumerism and its effects on the Planet environment.

As promoting Europeanity is one of the main axes of the INCLUDE scenarios, teachers should be conscious about the idea of Europeanity they are providing (explicitly or not) in their educational scenarios. For this reason, starting from the existing literature and integrating it with the findings emerged by an in deep analysis of the scenarios created, an INCLUDE Europeanity tool/grid was developed, to help teachers to be more conscious about the idea of Europe and Europeanity are they providing in the INCLUDE scenario and tools. Here 3 different perspectives on Europeanity are identified and related examples are provided: 1. Neo-liberal human capitalism; 2. Cosmopolitan humanism; 3. Social-justice activism.

The Framework is provided as an Annex at the end of this document.

2.5 INCLUDE open educational resources

The INCLUDE platform constitutes the main interface for INCLUDE community where scenarios and working tools are available. It provides a variety of functionalities to its members such as:

- creation of user account

- spare storage for each user account

- content upload and organization

- evaluation forms

It is based on an open source Learning Management System (moodle). The main role of this platform is to support INCLUDE community in creating educational scenarios, containing the corresponding educational objects (activities and resources).

The INCLUDE Platform is intended at the same time as an access point to:

- a repository for the INCLUDE educational scenarios (open source access repository), OER (Open Educational Resources) that are available for use under CC (Creative Commons) licenses. Each educational scenario is included in an educational folder. As the scenario's methodology is based on autonomous learning, using the cycle of formative assessment, the INCLUDE platform enhances appropriate e-tools. Moreover, each teacher that uses an educational scenario, can evaluate and comment the tools, and send suggestions directly to the author.

- a community and a working place where teachers can find and share interactive tools helpful for the scenarios' creation. Many different types of activities are available through the platform, such as quizzes, choices (polls), SCORM players, forums, glossaries, wikis, assignments, etc. A guideline and instructions are provided to support teachers in using the platform and tools autonomously. Interactive tools are included for educational content creation, like H5P, a completely free and open technology, licensed with the MIT license. With H5P, authors may create and edit interactive videos, presentations, games, advertisements, concept maps, flash applications, audio video and text recordings, collages, etc. The H5P plugin cooperates with INCLUDE platform.

For a more in depht description of the Platform functionalities and utilies, please refers to the Intellectual Output 2 Toolkit.

The metadata: the contents are accompanied by Creative Common licenses to give public permission to share and use it, on the conditions of the creator' s (teacher's) choice. A guideline (link) gives information about possible metadata accompanying each educational folder in order to facilitate their search and use. Specific types of metadata are provided: Descriptive, Structural, Administrative and Accessibility metadata.

The metadata format follows the IEEE 1484.12.1 – 2002 Standard for Learning Object Metadata.This standard defines what a learning object is. Learning Object Metadata is a data model. The purpose of learning object metadata used to describe a learning object, similar digital resources and used to support learning, is to support the reusability of learning objects, to aid discoverability, and to facilitate their interoperability.

2.6 Planning and developing an INCLUDE scenario

The creation process of an INCLUDE educational scenario follows 4 phases cycle of knowedgecreation (A. Valente et al. 2019):

KNOWING PHASE: in this phase the teacher/s collects data on the CLIL and educational theretical framework, on the national normative, on the specific topic of the scenario, on the already existing scenarios and educationa resources focused on the same/similar topic;

DESIGN PHASE: the, teacher/s if provided in interaction with the stakeholders involved (students, other teachers), design the scenario and the educational tools by means of the INCLUDE platform and a competence-based design;

IMPLEMENTING PHASE: the teacher/s implement the scenario in their classes;

EVALUATING PHASE: the evaluation and monitoring process is an integral and substantive part of the INCLUDEscenario that promotes a self evaluation approach. Moreover the effectiveness of the scenario in itself and of the educational tools will be evaluated by the teacher that implement it in his/her classes. Indication, suggestions, integration to the scenario are used to revise the scenario (knowing phase).

Figure 2: INCLUDE circular model

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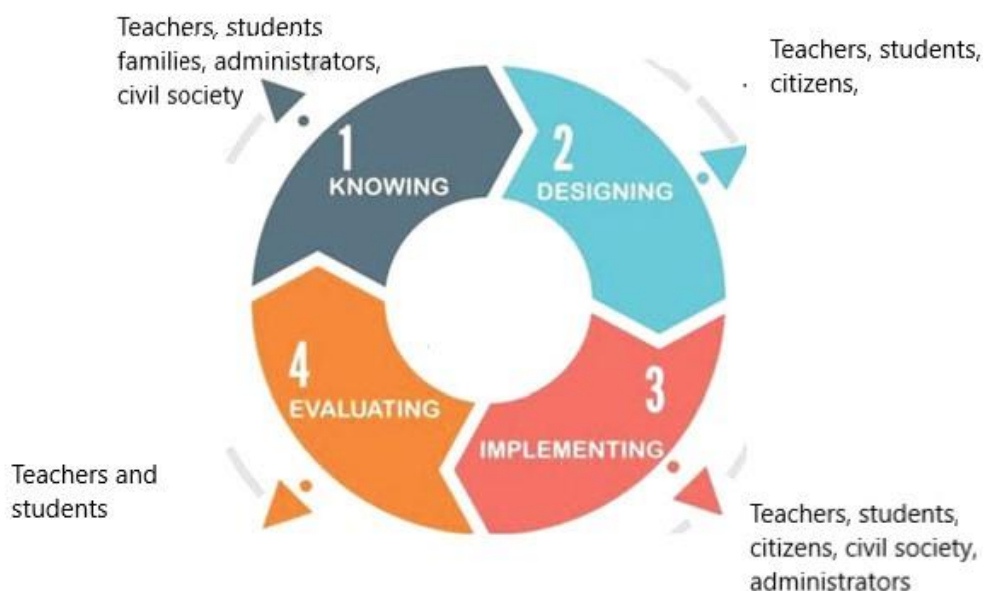
3 EVALUATING

3.1 1 Introduction

AIMS OF EVALUATION AND MODULARITY IN INCLUDE APPROACH

Creating windows instead doors.

What exactly do we mean when we talk about evaluation within the INCLUDE approach?

INCLUDE embraces the suggestion to think about evaluation as a window on what the student is doing and how the student is doing, instead of something external that the student must overcome (Shannon Dea, Philosophy teacher). This window also represents an opportunity for the student to have a view on his/her learning process and reflect on him/herself (self-evaluation).

Evaluation acquires 2 different - but interconnected - roles in the INCLUDE approach:

- **The evaluation of student learning – at individual and class level**: CLIL experts consider evaluation as a crucial process which covers "content and language and takes into consideration all aspects of CLIL communication in their specific context. A positive effect of assessment on CLIL consists in making the learner aware of the wide range of capabilities" (Barbero)[63]
  The evaluation provides:

  at individual level:

    o the breadth and depth of student learning and the improvements of student competences
    o the progress of each student
    o the level of learning outcome achievement

  at class level**:**

    o the learning process of the class as a whole
    o the capability of the student group in debating, sharing knowledge and ideas, co-creating new knowledge, on a specific theme

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[63] Barbero, T. 2012. Assessment Tools and Practices in CLIL. InF. Quartapelle (a cura di) (ed.), *Assessment and evaluation in CLIL*. Ibis, Como – Pavia. 38-56

Moreover, by promoting "student-centered learning", the INCLUDE approach also proposes a shift in relation to the role of evaluation, as suggested by Nicol and Macfarlane[64], where students are assumed to occupy a central and active role in monitoring and evaluating their own performance in relation to both desired goals and strategies used to reach these goals. Evaluation becomes an integral part of the student learning process where they acquire crucial key competences needed to prepare them for learning outside school and throughout life and to reflect on themselves and their life environment.

In other words, in INCLUDE perspective evaluation is more than grading. It plays an important role in the whole student learning and motivation process, enhancing reflexivity and critical thinking skills: students reflect on their own/peer learning, "specifically its achievements and its results" (Boud&Falchikov 1989: 529).

- **the scenario evaluation**: at the course level, evaluation provides important feedbacks on the adequacy and effectiveness of the implemented scenario in promoting the development, in the students involved, of:
    o the target learning outcomes
    o the INCLUDE target key competences
    o the Europeanity
    o a participative and inclusive approach

The emerged data/outputs represent a guideline for the teachers to revise and improve the scenario and/or tools, following the circular model provided by INCLUDE approach (see fig 2 INCLUDE circular model), in which, to foster a continuous improvement, the evaluation phase provides data and information needed for the next Knowledge and Design phases.

Thus, in the INCLUDE approach evaluation should integrate grading, learning, reflecting on and telling us (and students) what students learned, how well they learned, and where they struggled; at the same time it should give us (and students) indication on the effectiveness and adequacy of the scenario *vis a vis* of the learning outcomes provided. Good evaluation becomes a lens for understanding student learning, identifying invisible barriers, and helping teachers to improve the teaching approaches, methodologies and tools.

Finally, INCLUDE evaluation approach is characterized by **a high level of modularity** with respect to the wide variability of CLIL scenario, depending on the different subjects considered, the learning outcomes expected (on content and communication/language - on content, on language), the duration of each scenario. Moreover, modularity supports the teachers in adapting the teaching strategies to the different learning strategies and in paying attention to the student individual needs. For example, the distance or blended learning (as shown by the Covid-19 emergency), or the

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[64] Nicol d.j., Macfarlane- Dick D, 2006, Formative assessment and self-regulated learning: A model and seven principles of good feedback practice.

educational process of students at risk of drop-out, require high flexibility and a continuous/*in itinere* adaptation of the educational plan and teaching strategies.

In this section the main phases of the INCLUDE evaluation process and the reference framework are described; possible approaches and tools are suggested. Teachers can select and choose approaches and tools that best fit for their specific scenario and can find useful and synthetic guidelines to build their personal tools.

For a focus on the multiple dimension of evaluation role in the INCLUDE approach, please see Annex 3 "The Multiple dimensions of evaluation".

FOCUS

A SUMMARY OF INCLUDE EVALUATION

EVALUATING CLIL

INCLUDE

Who/whom

- Teachers evaluate students
- Students evaluate themselves and their schoolmates
- Teachers and students evaluate the scenario

When to evaluate

- Initial
- Formative
- Summative

What to evaluate

In terms of Content, Language Competences measure:

- learning outcomes achievement
- the individual/collective progresses

Evaluate effectiveness of the scenarios

How to evaluate

- Class evaluation activities (focus groups)
- Individual evaluation (Questionnaires / rubrics/authentic evaluation tools)
- Self/ peer-evaluation (questionnaires/authentic evaluation)

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3.2 How to define what to evaluate

As previously described, INCLUDE approach provides 2 different evaluation focuses:
- The student learning and progresses
- The effectiveness of the scenario implemented.

A main characteristic of INCLUDE is to assess all these competences **in a holistic manner.**

Students' learning and progresses
As stated by the **4C CLIL** conceptual framework, CLIL is an approach which is neither language learning nor subject learning, but an amalgam of both[65].
In defining what to evaluate, the teacher must consider this aspect.
Moreover, the INCLUDE approach introduces a strengthen focus on some specific transversal competences that are linked neither with content nor with language.

FOCUS

COMPETENCES TO BE EVALUATED

| **Content-related competences** | Content-specific competences |

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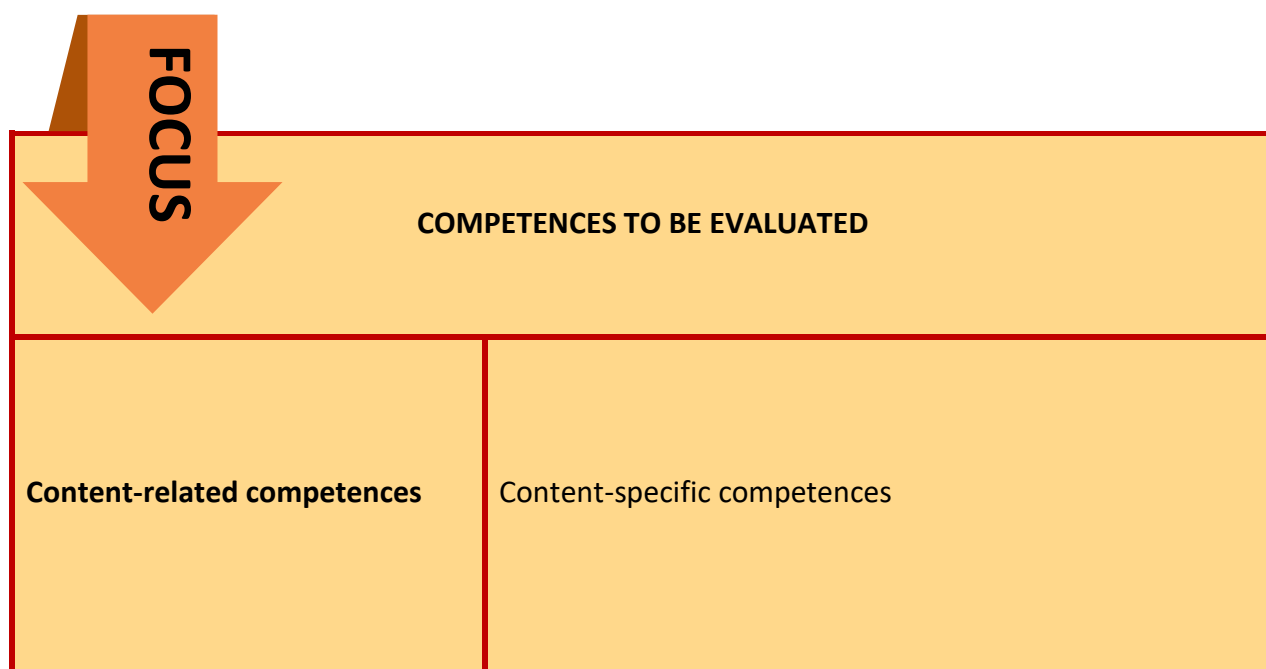
[65] Coyle, Do & Marsh, & Hood, Philip, 2010, CLIL: Content and language integrated learning, Cambridge University Press.

Language-related competences	Literacy and multiliteracy: • linguistic aspect: lexicon, i.e. vocabulary, grammar, i.e. syntax, morphology, and even phonology (pronunciation); • notlinguistic aspects: students' abilities to read, write, speak and listen.
INCLUDE transversal competences	Personal, social and learning, digital literacy, citizenship and Europeanity, cultural competence (see the Anne 2 for a full list of skills, knowledge and attitudes that will be considered in INCLUDE)

A main characteristic of the INCLUDE approach is to assess all these competences in a holistic manner, in other words, evaluating the subject matter taught, the language used in teaching (English in our case) and the competences acquired, all at the same time.

Effectiveness of the scenario implemented:

Moreover, the INCLUDE approach provides the evaluation of the adequacy and effectiveness of the scenario implemented in:

- o achieving the target learning outcomes
- o achieving the INCLUDE target key competences
- o developing the europeanity perspective promoting a participative and inclusive approach

Thus, the following points are the focus of INCLUDE evaluation:

- o The acquisition of topic-related competences

- o The acquisition of INCLUDE transversal competences: personal, social and learning, digital literacy, (global) citizenship, cultural

- o Fostering the development of Europeanity perspective among students

- o The quality of the scenario, depending on the results obtained (effectiveness)

o   The involvement of teachers and institutions in the learning process with students

o   Enhancement of INCLUDE specific target competences (literacy and multiliteracy, personal and social, citizenship, cultural and digital competences) and skills (e.g. creativity and innovation, where students are encouraged to explore their imagination and creative minds collaboration skills, so as to promote teamwork, group work and collaborative carrying out of tasks and assignments between students and teachers).

3.3 From competences to learning outcomes

As already clarified in section 2.3 considering the different normative framework assets at national level, INCLUDE approach provides 2 different perspectives in designing scenarios:
- Design by competences
- Design by learning outcomes

That's the reason why, in each scenario, target competences and learning outcomes must be linked to each other's.

Thus, clarifying the existing relationship between competence and learning outcome is crucial, also considering the latter as the main object of evaluation.

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[66] see Annex 2for an overview on INCLUDE target competences

> - attitudes describe the disposition and mind-sets to act or react to ideas, persons or situations

In other words, in the educational process **competences** detail the desired knowledge, skills and attitudes of students graduating from a course or program[67], whereas the **learning outcomes** precisely specify what the students are expected to become able to do in order to demonstrate that they have acquired a particular competence[68].

DEFINITION

Learning outcomes

Learning outcomes are defined as 'sets of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or informal' [69]

Learning outcomes should be **observable**, **assessable** in some way, and both **rigorous** (they specify the complexity of expected learning) and **flexible** (the learning may be demonstrated in a variety of ways).

Learning outcomes support the competences, are at a greater level of detail and form the basis of both learning and assessment. Properly constructed, competences and learning outcomes are precisely formulated to indicate what the students should know about, what the students should understand, and what the students should be able to do and how well[70]. **Learning outcomes: are not outcomes of learning, but desired targets.** Thus, the challenge for the teacher is to "*select appropriate learning outcomes which will lead to achieving the competencies, specify evaluation indicators and develop a functional delivery system*"[71]

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[67] Kennedy D., Hyland A., Ryan N., 2009, Learning outcomes and competencies. Using Learning Outcomes: Best of the Bologna Handbook. 33. 59-76.

[68] Hartel, .R.W. and Foegeding E.A., 2004, Learning: Objectives, Competencies, or Outcomes, in *Journal of Food Science Education*, (3) 69 – 70.

[69] Cedefop (2014a). *Terminology of European education and training policy: a selection of 130 key terms*. Second edition. Luxembourg: Publications Office. http://www.cedefop.europa.eu/en/publications-and-resources/publications/4117

[70] Oliver et al, 2008, Curriculum structure: principles and strategy, *in European Journal of Dental Education*. (12) 74 – 84.

[71] Neary, M. 2002, Curriculum studies in post-compulsory and adult education. Cheltenham: Nelson Thornes

(From Coyle Do, 2015, Planning Tool for teachers, University of Nottingham)

1. The content of the learning unit, is the starting point for the planning. So, define your topic.
2. Then define the teaching aims (general) and the teaching objectives (specific) of your topic.
3. What are the learning outcomes?

Topic: sustainability and water

The aim of this unit is to study specific aspects of water cycle, through the medium of English.

The teaching objectives are:

- to understand the water cycle
- to raise awareness of the effects of climate and climate change on water supply
- to explore ways of saving water

The learning outcomes:

- By the end of this unit learners will be able to:
  o give a small-group power point presentation explaining the water cycle;
  o discuss the concept of drought in a range of countries and create a policy for reducing its effects;
  o design a water saving poster and questionnaire to work with data on how the class saves water; discuss and evaluate how to improve saving

3.4 Evaluation phases in the INCLUDE model: INITIAL/FORMATIVE/ SUMMATIVE evaluation

INITIAL EVALUATION

When: The INITIAL evaluation places at the beginning of the scenario implementation

Who: Teachers evaluate students, Students evaluate themselves (self evaluation)

What evaluates: It gives back a *freeze frame* of the individual and collective (student and class) situation before the scenario implementation in terms of:

- View on the topic of the scenario
- Competences (knowledge, attitudes and skills)
- Co-creation process between students and within the class

at student level: to have a freeze frame needed to evaluate the individual progress and the changes produced at the end of the implementation phase. In a CLIL context, where, at the starting point, multilingual competences could differ between students, considering changes and progresses produced at individual and collective level should be as crucial as evaluating the learning outcome achievement. The data collected will be useful to evaluate the individual and collective changes after the scenario implementation

at class level: to evaluate: the learning process of the class as a whole; the interactions among students with reference to the capability of the student group in debating, sharing knowledge and ideas, co-creating new knowledge, on a specific theme

How:

- teacher manage evaluation by means of traditional tools (questionnaires and rubrics)

- student self-evaluation by means of traditional tools as questionnaires and rubrics
- authentic evaluation tools, focus groups etc.

FORMATIVE EVALUATION

When: The FORMATIVE evaluation places in the ongoing of the scenario implementation. Depending of the duration of the scenario, one or more sessions of formative evaluation could be provided.

Who: Teachers evaluate students, Students evaluate themselves (self-evaluation/peer evaluation), students and teachers evaluate the scenario

What Formative evaluation refers to a continuous monitoring of the quality of the educational processes, providing ongoing feedbacks that facilitate the improvement of the educational processes. It is important in order to monitor the application of the CLIL methodology and the INCLUDE specificities. It assumes continuous cycles of consultation and feedback, which are embedded within the evaluation process, thus fostering collaboration and reflection among students and teachers. Within the CLIL methodology, formative evaluation/assessment provides:

1. At student level: continuous feedbacks that can be used to accelerate, enhance and improve learning at individual and collective level[72]. Moreover, through self evaluation approaches, the development of critical thinking and reflexive skills will be promoted between students (Mehisto & Ting, 2017[73]).
2. At scenario level: In order to improve teaching and learning practices, emphasis will also be given to learners' social and emotional development, self-reliance and cooperation, development of various learning styles, self-reflection and setting personal learning

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[72] Moskal, P., Ellis, T., & Keon, T. 2008. Summary of assessment in higher education and the management of student-learning data. Academy of Management Learning and Education, 7(2), 269-278; Pringle, C. & Michel, M. 2007. Assessment practices in AACSB-accredited business schools. Journal of Education for Business, 82(4), 202-211

[73] Mehisto, P. & Ting, T., 2017, CLIL Essentials for Secondary School Teachers, Cambridge: Cambridge University Press.

objectives, evaluating, analyzing and synthesizing.
Formative evaluation has three essential properties:

3. is **planned**, due to the fact that teachers start by collecting evidence about the actual state of the knowledge learners have.
4. is **reactive**, because teachers try to adjust and even modify their activities "in the light of the information they gain".
5. is **reciprocal**. This is so due to the fact that "teachers and learners may improve the quality of the studies according to the information they get from formative assessment"[74].

Formative evaluation encourages both teachers and students to constantly review how to improve both teaching and learning, with reference to the subject matter, language skills and competences.

Moreover, formative evaluation empowers the students' capability to act as self-regulated learners, able to actively monitoring and regulating "a number of different learning processes: e.g. the setting of, and orientation towards, learning goals; the strategies used to achieve goals; the management of resources; the effort exerted; reactions to external feedback; the products produced"[75].

Formative evaluation
1. provides students:
    - with the tools to take control of their own learning, i.e., to become self-regulated learners
    - with active involvement in monitoring and regulating their own performance
    - with reducing uncertainty about their performance and helping correct misconceptions or inappropriate task strategies
    - with higher motivation and more efficient task strategies
2. provides teachers with:
    - making learning barriers visible to the teachers
    - evidence of students current level of performance
    - tools to adjust their level of instruction to fit with the students' current level of learning

How:

1. self evaluation by means of traditional tools as questionnaires
2. teachers manage evaluation by means of traditional tools as questionnaires and rubrics submitted at individual and/or collective level
Moreover, some other and more participative approaches could be provided, such as focus groups

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[74] Barbero, T. 2012. Assessment Tools and Practices in CLIL. InF. Quartapelle (a cura di) (ed.), *Assessment and evaluation in CLIL*. Ibis, Como – Pavia
[75] Nicol d.j., Macfarlane- Dick D, 2006, Formative assessment and self-regulated learning: A model and seven principles of good feedback practice

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or authentic evaluation tools – for example, a project work or a role playing already provided as practice exercises from the scenario. Considering the duration of the implemented scenario, a formative evaluation that evolves and lasts in the summative evaluation could be provided (e.g. A step by step project work, a little research….).

DEFINITION

SUMMATIVE EVALUATION

When: The SUMMATIVE evaluation places at the end of the scenario implementation.

What evaluate: It gives back a *freeze frame* of the individual and collective (students and teachers) situation after the scenario implementation in terms of:

- Expectative compliance
- Competences acquired (knowledge, attitudes and skills)

At student level: to evaluate the achievement of learning outcomes provided. Moreover, it is important to compare that with data collected in the INITIAL evaluation, to evaluate the individual progress and changes produces at the end of the scenario implementation.

At class level: to evaluate the learning process of the class as a whole; the interactions among students; the capability of the student group in debating, sharing knowledge and ideas, co-creating new knowledge, on a specific theme

At scenario level: to evaluate the effectiveness of the scenario and tools in producing the expected changes / learning outcomes achievement.

How:

- self evaluation, by means of traditional tools as questionnaires and rubrics
- teacher manage evaluation by means of traditional tools as questionnaires and rubrics submitted at individual and/or collective level

Moreover, some other and more participative approaches could be provided, such as focus groups, or authentic evaluation – for example a project work or a role playing, already provided as practice exercises from the scenario or some more innovative approaches such as service learning, cooperative service learning.

FOCUS

SUMMARIZING SCHEME

	WHO is evaluated	WHEN	WHAT	HOW (TOOLS)	WHO evaluate
INITIAL	Students	Before the scenario implementation	Detect students' view and knowledge about the experience/topic they are to	*Ex ante* questionnaire for students focus group, metaplan	All students, and teachers as facilitators (self evaluation)

			undertake		
	Students	Before the scenario implementation	At student level, detect students' competences in terms of knowledge, skills and attitudes: - Topic-related competences - Target Key and transversal competence - (if provided) linguistic competence At class level: the capability of the student group in debating, sharing knowledge and ideas, co-creating new knowledge, on a specific theme (class level)	*Ex ante* questionnaire for teachers/ rubric/ focus group	Teachers
FORMATIVE	Students	ongoing	The development of the CLIL path is investigated and detected/monitored in progress, according to the students' and teachers' views	Ongoing questionnaires /authentic evaluation tools (e.g. Project work, simulation, role playing…..)	Students/teachers

SUMMATIVE	Students	At the end of the scenario implementation	Detect students' view about: - the acquired competences (in terms of knowledge, skills and attitudes) - the learning outcome achievement - the learning progresses	*Ex post* questionnaire for students/ focus group, metaplan	Students (self evaluation)
	Students/scenario	At the end of the scenario implementation	Detect and identify at the end of the CLIL path: - the competences acquired by students (student level) - the learning progresses of the students (student level) - the capability of the student group in debating,	*Ex post* questionnaire for teachers/rubric; focus group, metaplan authentic evaluation tools (eg. Project work, simulation, role playing…..)	Teachers

			sharing knowledge and ideas, co- creating new knowledge, on a specific theme (class level) at scenario level: - the effectivenes s of the scenario and tools in producing the expected changes / learning outcomes achievement		

3.5 WHO - SUBJECTS INVOLVED

In line with the INCLUDE framework (see section 2.1) valuation is considered as a participatory process, that involves all the subjects participating in the scenario design and implementation, in a process of knowledge and consciousness co-creation:

o **Teachers**: teachers are traditionally the main subject in charge of evaluating the achievement of the learning outcomes by the students and their learning process. Also INCLUDE provides the teachers with a central role in the evaluation process. But this centrality is shared with other subjects (the students) promoting a collaborative and participatory approach. Through evaluation (initial, summative and/or formative), teachers can monitor the students progresses and their learning process, the breadth

and depth of student learning and the improvements of student competences, the interactions at class level, but also the scenario adequacy and effectiveness in promoting the achievement of the expected learning outcomes by the students. The emerged data/outputs represent a teachers' guideline to revise and improve (*in itinere* and/or after the scenario implementation) the scenario and/or its tools.

Students self and peer evaluation: During their learning process, students are already informally evaluating their own work and giving themselves feedbacks. Doing a project work, a research or an essay, by proof-reading it and making changes to improve it, students are assessing their work. However, by building **self-evaluation** components more intentionally into the classroom, teachers can empower students to assess themselves more effectively. To become able to be effective self and peer evaluators, the student should know:

- what is a good performance (i.e. they must possess a concept of the goal or standard being aimed for);
- how own performance relates to good performance (for this, students must be able to compare current and good performance);
- how to act to close the gap between current and good performance[76].

Self-evaluation will help students to set goals and objectives. It is a "student activity through which [students] judge their own learning, specifically its achievements and its results"[77], promoting self-reflection criteria. The data collected by means of self-assessment are a crucial means of making decision regarding their own educational process. Moreover, students learn more effectively, and have higher motivation to learn, when they are active participants in their own learning and evaluation.

In INCLUDE project students could be involved in the evaluation process at different levels, depending on the teacher attitudes and approaches, the scenario complexity and duration: they can be involved in a traditional self evaluation, by means of questionnaires; in an authentic evaluation process, by means of project works, role playing, focus groups etc; or can be involved in a peer evaluation process. Peer evaluation is not only about students rating each other. It is a process that engages students, provides them with opportunities to both give and receive feedback and reflect individually or collectively on their own work in order to improve it and contributing constructively in collaborative efforts.
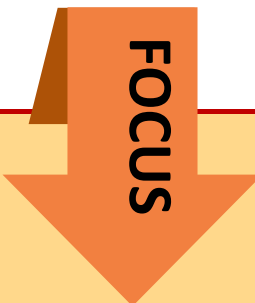
Assessing themselves or their peers, analysing their own learning process and results reached could be part of the learning process throughout students develop some crucial skills as, for example, reflexivity and critical thinking.

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[76] Sadler, D.R. (1998) Formative assessment: revisiting the territory, *Assessment in Education*, 5(1), 77-84.
[77] Boud, D., & Falchikov, N. 1989. Quantitative studies of student self-assessment in higher education: A critical analysis of findings. *Higher Education, 18*(5), 529-549.

Moreover, by encouraging students to engage in meaningful peer evaluation, we also allow students to acquire social and relational skills.

FOCUS

SELF AND PEER EVALUATION IN PRACTICE

Through **self-assessment**, students are able to:

- identify the gaps in their competences, skills and knowledge in general
- identify the weaknesses in these competences, skills, etc.
- figure out where they should focus on learning, based on the results of self-assessment
- find out whether the objectives they have set for themselves have been achieved
- set actual objectives for future learning,
- be able to revise what has already been learned
- track their progress in learning new learning tasks and activities.

The ability to assess the one's own work is a complex duty that requires specific skills, to be developed over time by means of guidance and practice.

Teachers can't just ask the students to assess their own work or that of their peers. It is essential to give the students the opportunity to develop their capacities to provide substantive feedback and make informed judgements about what can be evaluated as a good work in a particular domain of knowledge.

The most important conditions of self-assessment are as follows[78]:

- ○ Awareness of the value of self-assessment, to be motivated.
- ○ Access to the criteria on which assessment is based from the beginning of the task.
- ○ The task to be assessed needs to be specific. If the task is too broad or if it is not well defined, carrying out self-assessment can be complicated. Teachers should bear this

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fact in mind and try to choose tasks that are well-defined and with clearly established steps.

Clearly, the process would require some in-class time at the beginning, but the time-investment is well worthwhile, as it will lead to better self and peer assessments and more positive response from students.

EXAMPLE

Below teachers can find a few examples they can provide to collect feedbacks from students, extracted from the "Teaching and learning in higher education on line course -Assessment strategy Module" from the Queen's University[79] .

SELF EVALUATION
(adapted from Boud & Brew[80]; Dochy, Segers & Sluijsmans[81])

Evaluating the learning process:

- Setting goals: the students set goals for the learning activity and explain how they will achieve them. This give them the opportunity to define what success in the course means to them.
- Relating tasks to intended learning outcomes: Provide students with opportunities to relate the individual course tasks to the overall intended learning outcomes of the course.

[79] https://www.queensu.ca/teachingandlearning/modules/home.html
[80] Brew, A., & Boud, D. (1995). Teaching and research: Establishing the vital link with learning. Higher Education, 29, 261-273.
[81] Dochy, F., Segers, M., & Sluijsmans, D. (1999). The use of self-, peer and co-assessment in higher education: A review. Studies in Higher Education, 24, 331-350.

- Reflective Questions: This type of self-assessment can help students critically think about the course material, and engage with it at a deeper level. It can be used at any point in the course.
- Post-assignment reflection: Ask students to provide a reflection with their assignment. In the reflection the students assess their own behavior and approach to the learning task. For example, they can reflect on their reasoning and strategies as to why they chose a certain approach, compare/evaluate it to other possible approaches, and state the strengths and areas for improvement.

Evaluating the learning outcomes/pruducts

- Assessing sample work: students can be provided with sample work of a task they are expected to complete, for their analysis. Students can, either alone or as a class, critically assess and discuss the strengths and weaknesses of the work, and analyze if and how it met the expected criteria. This activity can give students the tools to assess their own product, and help them to understand the assessment process.
- Self-rating: the teacher can provide students with a scale on which they can reflect on their knowledge level, or their understanding of the course material.
- Self-testing: the teacher provides students with test questions to work through on their own to evaluate their knowledge of the course content. This can be useful before a test or exam.

PEER EVALUATION

(adapted from Barkley, E. F., Cross, K. P.[82], and Major, C.H., Hall & Buzzwell[83])

Formative peer evaluation:

Think-pair-share (Metaplan activity):

- In the first phase of this activity, the *think* step, students are asked to individually reflect and work out the answer to a question, or to reflect on a prompt.
- In the second *pair* step, students form pairs, and compare and discuss their individual responses. The objective of this step is to discuss the steps they took in arriving to the response, and to debate among each other.
- In the final *share* step, the students discuss the solution as a class. For topics with no one

[82] Barkley, E. F., Cross, K. P., and Major, C.H. (2005). *Collaborative learning techniques*. San Francisco, CA: Jossey-Bass.
[83] D Hall, S Buzwell - Active Learning in Higher Education, **2013** - journals.sagepub.com

single correct solution (ex. philosophy), students are instead exposed to a wide range of perspectives.

Multiple choice questions:

- In a peer instruction activity described by Mazur (2009), instructors use iClickers, or another similar software to involve students in formative assessment.
- Students are asked to select a solution to a multiple-choice question, with several different possible answers, using iClickers, another similar software, or by asking students to raise their hands. The responses are tallied and presented to the class.
- Students are asked to pair up with another student, or to form a small group with classmates who have selected different answers. The students spend several minutes discussing how they came up with their solution.
- The instructor once more asks students to answer the same multiple-choice question, allowing them to change their answer based on the feedback they gave and received from their peers. The new responses are tallied and presented to the class. The instructor discusses the correct answer, and spends additional time on the material if many students select the incorrect answer.

Peer Review:

- Peer review is a process in which students both provide feedback to their peers about their work, and receive feedback about their own work. This method of peer assessment does not only benefit students because of the feedback they receive. As students make judgments about their peers work, the actual process of producing feedback to their peers encourages students to engage with the assessment criteria more deeply, and to thereby reflect on their own work more effectively (Nicol, Thomson, and Breslin, 2014). Student creates final product based on peer feedback.

Summative peer feedback:

- Participation: this type of summative peer assessment can be useful in discussion-based courses, where participation plays a role in the learning process, and is a significant proportion of the final grade. At the end of the course students are asked to assess each other on their participation in the "contribution to the learning of others" (O'Hare, 2013). This can include rating each other on criteria such as coherence, commitment, creativity, and courtesy.
- Group Work Contribution: asking group members to assess each other's individual contributions to a group project.

3.6 Evaluation Tools

Below you find some examples of the different evaluation tools and means that we proposed and some suggestions on how to implement them in your scenario.

Questionnaires

Use proposed in the INCLUDE evaluation system

Initial	students	At student level
	teacher	
Summative	students	At student level
	teacher	
Formative	Teacher	At student level

Questionnaires can be used:

- in the **Initial** and/or **Summative** evaluation, to measure the students learning progress and/or the achievement of learning outcomes and knowledge acquired
- In the **F**ormative evaluation, to monitor/check how learning is going

The questionnaire should be short and topic-centered (few and effective questions).

They can be submitted:

- at the end of the implementation phase, to measure the learning outcome achieved
- before the start and at the end of the scenario implementation, to have the possibility to measure the learning progress
- at a specific moment of the scenario implementation

Self evaluation questionnaire:

Before starting and at the end of the scenario implementation, submit to students a self evaluation questionnaire and let them fill it in.

Example of self evaluation questionnaire (to be adapted to the class level and needs, teacher views and choices and to the topic)

SELF EVALUATION QUESTION	BEFORE 1-5 SCORE	AFTER 1-5 SCORE	REFLECTION ON your changes
How much are you interested in this topic?			
How much are you interested in examining in depth this topic/argument (search new information, by means of traditional channels and/or the net)?			
In your view, how competent are you in this subject?			
In your view, could you actively participate in a discussion/ debate with your schoolmates on this topic?			
………………………….			

What did you like about the scenario?

(open question)

TOTAL SCORE			

Rubric

Use proposed in the INCLUDE evaluation system

Initial	teacher	At student level

Summative	Teacher	At student level

INCLUDE approach fosters the use of rubrics to evaluate students' performances with reference to different skills and competences and then to seek plausible solutions to improve them. This process will result in not only assessing, but also in facilitating learning and acquisition of competences (see also Kirby-Linton*et al.*[84]; McTighe& Wiggins[85]). A rubric defines both what students know and what they are able to do with what they know. Teachers can adopt Rubrics in the **initial** and/or **summative** evaluation.

The rubric consists of a scale of predetermined scores and a list of criteria that describe the characteristics of each score of the scale. It takes the form of a matrix consisting of rows listing the features of the performance to be assessed, and columns with descriptors. Descriptors in rubrics usually indicate the performance qualities and the corresponding scores (Barbero 2012). Based on the information obtained from rubrics, teachers know how, when, where, and how to support the learning process, enhance students' motivation, and guide students to what to do and how.

A sample of general rubrics

Scores	Descriptors
Excellent	Complete and thorough knowledge of the subject matter and grammar, vocabulary
Good	Complete knowledge of the subject matter, but relative knowledge of grammar, vocabulary
Satisfactory	Essential knowledge of the subject matter, some knowledge of grammar, vocabulary
Almost satisfactory	Lack of necessary background knowledge and wrong use of specific vocabulary.
Unsatisfactory	No knowledge of the subject matter and of grammar, vocabulary

The INCLUDE approach proposes to teachers, syllabi developers and curriculum designers dealing with CLIL, to verify that key language and content items/elements are included in the educational scenarios. Table below is suggested as a tool that may help in this task:

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[84] Kirby-Linton, K., Lyle N. &White S. 1996. When parents and teachers create a writing standards. Educational Leadership, 54(4).

[85] McTighe J. Wiggins G.1999. The understanding by design handbook. ASCD, Alexandia, Virginia, USA.

Item	Excellent	Very Good	Satisfactory	Unsatisfactory
The language use is appropriate for the target level				
The vocabulary is appropriate for the target level				
The language employed is governed by cohesion and coherence in the domains of sentence, paragraph, scenario				
Use of tenses (past, present, future, perfect, etc.) is properly contextualized, e.g. the past simple tense and 'used to' for History; simple present sentences for describing scientific phenomena				
Use of conjunction words (coordinators and subordinators) is appropriate				
Use of conditional sentences, especially in describing hypotheses and possibilities				
Use of main and subordinate is employed				
Comparison (comparative & superlative forms of adjectives) is involved				
………..				

Focus group

Use proposed in the INCLUDE evaluation system

Initial	Teachers facilitate debate among students	At class level

Summative	Teachers facilitate debate among students	At class level

INCLUDE Evaluation Focus groups are meaningful conversations between students on a specific topic, guided by the teacher, aiming at evaluating, through listening and observation, the **learning process of the class as a whole**; the interactions among the students with reference to the capability of the student group in debating, sharing knowledge and ideas, co-creating new knowledge, on a specific theme.

In order to manage the focus group, the teacher must identify some few key questions (at least 3 or 4) to stimulate and guide the conversation in a relaxed atmosphere. The conversation should last max 1 hour and data emerges from group interaction.

Below we suggest some possible questions:

1. General topic (to encourage conversation and participation)
2. Primary topic (one of the main areas you want to explore).
3. Secondary topic
4. Third topic….
5. Close – summing up

In framing questions, it is vital that the teachers encourage students to define subjects and areas in their own terms, and allowing the active contribution of all participants. To this latter aim, we suggest to adopt the Metaplan methodology[86]:

- At the beginning participants are invited to think silently about the topic/questions on their own, possibly collecting ideas on personal template, in order to stimulate "tacit knowledge" (the kind of knowledge that is difficult to transfer to another person). As Polanyi said, "we can know more than we can tell"[87]
- Then participants share their ideas and discuss about the different inputs collected
- the emerged ideas are collected on a shared template and collectively debated.

Authentic evaluation tools

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[86] Mayer M and Valente A. (2009) Express oneself in order to participate: tacit knowledge, learning and the Metaplan in Valente A Science: perception and participation. Biblink Editori p 43-56
[87] Polanyi, Michael (1966), The Tacit Dimension, University of Chicago Press: Chicago, 4

Use proposed in the INCLUDE evaluation system

Summative	Teacher	At student level

Formative	Teacher	At student level

Authentic evaluation is a form of evaluation where students are expected to perform real-world tasks, demonstrating that they have acquired essential knowledge, attitudes and skills. Authentic evaluation fosters ways of thinking and problem solving used in real life. It involves "engaging worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. The tasks are either replicas of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field."[88]

For example, authentic evaluation in the field of home economics would demonstrate increasing ability of the student in making a family weekly budget.

Authentic assessment has several factors which should be taken into consideration while performing this process. These factors also entail some questions as a consequence of applying them in teacher's assessment (Barbero[89]).

o Providing authentic tasks: "What tasks are typical of that subject?"
o Developing a set of standards consistent with the teaching objectives: "What will students be able to do?"
o Identifying the criteria: "What are the essential elements of the task?"
o Identifying competence levels for each criterion (generally between two and five) and attributing a score for each level: "What is the level of competence achieved?"
o Finding competence descriptors for each level and for each criterion. Descriptors may be expressed synthetically (for example: excellent, good, satisfactory, almost satisfactory, unsatisfactory, or: complete, partial, not at all), or analytically: "How can integrated skills be described for each score and in relation to each criterion?"
o Creating a scored rubric to be drawn upon and adapted to each performance: "What kind of feedback is provided to the learner?"

Taking these factors into account while conducting authentic assessment is expected to be fruitful and to lead to a successful evaluation by both the teacher and student.

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[88] Wiggins, G. P. 1993. *Assessing student performance*. San Francisco: Jossey-Bass Publishers.
[89] Barbero, T. 2012. Assessment Tools and Practices in CLIL. InF. Quartapelle (a cura di) (ed.), *Assessment and evaluation in CLIL*. Ibis, Como – Pavia.

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Sample of authentic evaluation tools

Presentation

The idea to take a work and present it within the classroom encourages students to invest more into their work and enhances the development of transversal and specific skills. Key aspects that make presentations authentic are the preparation time, the practice and appropriate use of ICT tools and linguistic competences, the growth of working either individually or collaboratively, as well as the improvement of gesture and verbal, visual, written communication skills.

Report

A report requires the students to address for example a research question in a professional manner. This type of assignment also familiarizes students with the language of the specific field.

Case study and simulation games

Case studies present a scenario that leads up to one (or more) dilemma requiring problem solving or decision-making. Common simulation games are simulation of city council, corporation stockholders or school boards.

ANNEXES

INCLUDE Project - 2019-1-IT02-KA201-063224

ANNEX 1 - GENERAL GUIDELINES FOR THE DESIGN OF SCENARIOS

1. Each teaching period should be a normal teaching period, that is, 45-50 minutes (for each scenario three teaching periods is the minimum)

2. the design of the scenario should start from the definition of the expected learning outcome or the target comeptences, crating a link among themselves,. Each activity proposed should be connected to a learning outcome.

2. Each activity within a teaching period should be described in detail by mentioning Time, Type of Activity (whole class, individual/pair/group work) and Actions/Tasks (what the teacher/students do step by step)

3. There should be worksheets with activities so that other teachers who are going to implement the scenario have something to rely on, although they could be adapted according to target group.

4. For the CLIL component, each scenario should place emphasis on some key language aspects apart from content, for example Culture, Cognition and Communication. Especially cognition is important so that weak students can succeed in overcoming the language barriers (scaffolding/differentiation techniques, language they need for the activities etc)

5. For the Multimodality component, input should be provided in various forms (videos, texts, websites, interactive activities, custom-made video lessons, interactive presentations etc) but also students' output should have similar features so that we can develop their media/digital literacy. Collaborative digital tools promote Collaboration / Communication / Creativity which are features of CLIL, Transversal Skills and Multimodality.

6. All the recommended activities will be uploaded/embedded on a Moodle platform, therefore it's advisable that all activities be in digital form, from drill and practice exercises to forums and collaborative tools.

7. Activities should promote Europeanity, Transversal skills and Competences (Knowledge, Skills and Attitudes)

8. Always have in mind when designing a scenario that other teachers and students from other countries are going to implement it, so it must be easy for them to follow the step-by-step teaching/learning procedure

ANNEX 2 - Detailed competences

Based on the Council Recommendations on key competences for lifelong learning (OJ L2018/C 189/01)

1. Literacy Competence

Knowledge

- Knowledge of vocabulary, grammar and the functions of language

- Awareness of the main types of verbal interaction

- Awareness of a range of literary and non-literary texts

- Awareness of the main features of different styles and registers of language

Skills

- Skill to communicate both orally and in writing in a variety of situations

- Skill to monitor and adapt their communication to the requirements of the situation

- Ability to distinguish and use different types of sources, to search for, collect and process information, to use aids

- Ability to formulate and express one's oral and written arguments in a convincing way appropriate to the context

- Critical thinking and ability to assess and work with information

Attitudes

- Disposition to critical and constructive dialogue

- Appreciation of aesthetic qualities and an interest in interaction with others

- Awareness of the impact of language on others

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- Need to understand and use language in a positive and socially responsible manner

2. Multilingual Competence

Knowledge

- Knowledge of vocabulary

- Knowledge of functional grammar

- Awareness of main types of verbal interaction

- Awareness of registers of the language

- Knowledge of societal conventions

- Knowledge of cultural aspects

- Knowledge of the variability of the language

Skills

- Ability to understand spoken messages

- Ability to initiate, sustain and conclude conversations

- Ability to read, understand and draft texts with different levels of proficiency according to the individual's needs

- Ability to use tools appropriately and learn the language formally, non-formally and informally throughout life

Attitudes

- Appreciation of cultural diversity

- Interest and curiosity about languages and intercultural communication

- Respect for each person's individual linguistic profile

- Respect for the mother tongue of persons belonging to minorities and/or with a migrant background

- Appreciation for a country's official language(s) as a common framework for interaction

3. Mathematical competence and competence in science, technology, engineering

A. Mathematical competence

Knowledge

- Sound knowledge of numbers, measures and structures in everyday contexts, basic operations and basic mathematical presentations

- Understanding of mathematical terms and concepts

- Awareness of the questions to which mathematics can offer answers

Skills

- Skill to apply basic mathematical principles and processes in everyday contexts at home and work

- Skill to follow and assess chains of arguments

- Ability to reason mathematical, understand mathematical proof and communicate in mathematical language

- Ability to use appropriate aids including statistical data and graphs

- Ability to understand the mathematical aspects of digitalisation

Attitudes

- Respect for truth and a willingness to look for reasons and to assess their validity

B. Competence in science, technology, engineering

Knowledge

- Knowledge of the basic principles of the natural world, fundamental scientific concepts, theories, principles and methods

- Knowledge of technology and technological products and processes

- Understanding of the impact of science, technology, engineering and human activity in general on the natural world

- Understanding of the advances, limitations and risks of scientific theories, applications and technology in societies at large

Skills

- Understanding of science as a process for the investigation through specific methodologies, including observations and controlled experiments

- Ability to use logical and rational thought to verify a hypothesis

- Readiness to discard one's own convictions when they contradict new experimental findings

- Ability to use and handle technological tools and machines as well as scientific data to achieve a goal or to reach an evidence-based decision or conclusion

- Ability to recognize the essential features of scientific inquiry and communicate the conclusions and reasoning that led to them

Attitudes

- Critical appreciation and curiosity, a concern for ethical issues and support for both safety and environmental sustainability

- Consideration of scientific and technological progress in relation to oneself, family, community, and global issues

4. Digital Competence

Knowledge

- understanding how digital technologies can support communication, creativity and innovation

- awareness of the opportunities, limitations, effects and risks of digital technologies

- understanding the general principles, mechanisms and logic underlying evolving digital technologies

- knowledge of the basic function and use of different devices, software, and networks

- adopting a critical approach to the validity, reliability and impact of information and data made available by digital means

- awareness of the legal and ethical principles involved in engaging with digital technologies

Skills

- ability to use digital technologies to support active citizenship and social inclusion, collaboration with others

- ability to use digital technologies to support creativity towards personal, social or commercial goals

- ability to use, access, filter, evaluate, create, program and share digital content

- ability to manage and protect information, content, data, and digital identities

- ability to recognize and effectively engage with software, devices, artificial intelligence or robots

Attitudes

- engagement with digital technologies and content with a reflective and critical, yet curious, open-minded and forward-looking attitude to their evolution

- ethical, safe and responsible approach to the use of digital tools

5. Personal, social and learning to learn Competence

Knowledge

- understanding the codes of conduct and rules of communication generally accepted in different societies and environments for successful interpersonal relations and social participation

- knowledge of the components of a healthy mind, body and lifestyle for personal, social and learning to learn competence

- knowledge of one's preferred learning strategies

- knowledge of one's competence development needs and various ways to develop competences

- search for the education, training and career opportunities and guidance or support available

Skills

- ability to identify one's capacities, focus, deal with complexity, critically reflect and make decisions

- ability to learn and work both collaboratively and autonomously

- ability to organize and preserve with one's learning, evaluate and share it

- ability to seek support when appropriate and effectively manage one's career and social interactions

- ability to cope with uncertainty and stress

- ability to communicate constructively in different environments, collaborate in teams and negotiate

- ability to show tolerance, express and understand different viewpoints

- ability to create confidence and feel empathy

Attitudes

- respect diversity of others and their needs and being prepared both to overcome prejudices and to compromise

- ability to identify and set goals and motivate themselves

- ability to develop resilience and confidence to pursue and succeed at learning throughout their lives

- individual's ability to handle obstacles and change for a problem-solving attitude in the learning process

- desire to apply prior learning and life experiences and the curiosity to look for opportunities to learn and develop in a variety of life contexts

6. Citizenship Competence

Knowledge

- knowledge of basic concepts and phenomena relating to individuals, grouos, work organizations, society, economy and culture

- understanding of the European common values

- knowledge of contemporary events as well as a critical understanding of the main developments in national, European and world history movements

- awareness of the aims, values and policies of social and political movements and their underlying causes

- awareness of the aims, values and policies of sustainable systems, in particular climate and demographic change at the global level and their underlying causes

- knowledge of European integration as well as awareness of the multi-cultural and socioeconomic dimensions of European societies

- knowledge of how national cultural identity contributes to the European identity

Skills

- ability to engage effectively with others in common or public interest, including the sustainable development of society

- develop critical thinking and integrated problem solving skills

- develop arguments and constructive participation in community activities as well as in decision-making at all levels, from local and national to the European and international level

- ability to access, have a critical understanding of, and interact with both traditional and new forms of media

- ability to understand the role and functions of media in democratic societies

Attitudes

- willingness to participate in democratic decision-making at all levels and civic activities

- support for social and cultural diversity, gender equality and social cohesion, sustainable lifestyle

- promotion of culture of peace and non-violence

- readiness to respect privacy of others and to take responsibility for the environment

- develop an interest in political and socioeconomic developments, humanities and intercultural communication to ensure social justice and fairness

7. Entrepreneurship competence

Knowledge

- *knowledge of different contexts and opportunities for turning ideas into action in personal, social and professional activities and understanding of how these arise*

- *knowledge and understanding of approaches to planning and management of projects, which include both processes and resources*

- *understanding of economics and the social and economic opportunities and challenges facing an employer, organization or society*

- *awareness of ethical principles and challenges of sustainable development*

- *self-awareness of their own strengths and weaknesses*

Skills

- *creativity including imagination, strategic thinking and problem-solving*

- *critical and constructive reflection within evolving creative processes and innovation*

- *ability to work both as an individual and collaboratively in teams*

- *ability to mobilize resources (people and things) and to sustain activity*

- *ability to make financial decisions relating to cost and value*

- *ability to effectively communicate and negotiate with others and to cope with uncertainty, ambiguity and risk as part of making informed decisions*

Attitudes

- *sense of initiative and agency, pro-activity, being forward-looking*

- *courage and perseverance in achieving objectives*

- *desire to motivate others and value their ideas*

- *empathy and taking care of people and the world*

- *accepting responsibility taking ethical approaches throughout the process*

8. Cultural awareness and expression Competence

Knowledge

- knowledge of local, national, regional, European and global cultures and expressions

- understanding how languages, heritage and traditions and cultural products can influence each other as well as the ideas of the individual

- understanding the different ways of communicating ideas between creator, participant and audience within written, printed and digital texts, theatre, film etc

- understanding one's own developing identity and cultural heritage within a world of cultural diversity

- understanding how arts and other cultural forms can be a way to both view and shape the world

Skills

- ability to express and interpret figurative and abstract ideas, experiences and emotions with empathy and the ability to do so in a range of arts and other cultural forms

- ability to identify and realize opportunities for personal, social or commercial value through the arts and other cultural forms

- ability to engage in creative processes, both as an individual and collectively

Attitudes

- adopt an open attitude and respect for diversity of cultural expression together with an ethical and responsible approach to intellectual and cultural ownership

- develop a curiosity about the world, an openness to imagine new possibilities and a willingness to participate in cultural experiences

ANNEX 3 - THE MULTIPLE DIMENSIONS OF EVALUATION

Evaluation *OF* learning, *AS* learning and *FOR* learning.

As Briggs et al.[90] and Barbero argue, in CLIL evaluation we evaluate three interrelated aspects:

Assessment **OF** learning,

Assessment **AS** learning

Assessment **FOR** learning.

The assessment *OF* learning

It is an instance of *summative evaluation* (section 3.4.4) that aims to assess the learning process and to what extent the *learning outcomes* and competences (section 3.4.3) set forth by the teachers, policy makers, syllabi designers, etc. are achieved. Assessment *OF* the learning process is very crucial in CLIL evaluation, especially at the end of a course, e.g. in the form of tests or exams. It focuses both on the overall final results and on the final results of each of the phases. The attention mainly focuses on:
- The achievement of learning outcomes by the students at a particular point in the learning process (Moskal, Ellis & Keon[91]; Pringle & Michel[92])

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[90] Briggs, M., Woodfield A., Martin C. &Swatton P. 2008.*Assessment for Learning and Teaching*, Learning Matters, Exeter.
[91] Moskal, P., Ellis, T., & Keon, T. 2008. Summary of assessment in higher education and the management of student-learning data. Academy of Management Learning and Education, 7(2), 269-278.

- the pedagogical/methodological effectiveness

Assessment *AS* learning

This type of assessment is very important as it increases the awareness about the learning processes (Barbero), the effectiveness of the teaching strategies adopted and the scenario itself. In this assessment type, both teachers and students reflect on the learning process promoted by the scenario and its tools and give suggestions (Knowing level of the INCLUDE approach) to improve the scenario (see 3.2 section). They share how to make learning successful through evaluation by means of several forms of assessment, such as self-evaluation and peer evaluation (see chapter 4). Toward this end, they employ different tools: questionnaires, observation grids, etc. The INCLUDE approach pays much attention to this type of evaluation as it increases teachers' and students' awareness of the teaching and learning processes.

Assessment *FOR* learning

As Briggs stated, mainly refers to "formative" evaluation (see section 3.4.4), both the teacher and the student are put in a "continual review" of what has been achieved out of the learning outcomes set forth (Barbero). Assessment *for* learning:
- provides a continuous process of individual and collective reflection on the learning process, enhancing skills and attitudes linked to the *Personal, social and learning to learn competence*[93] (critical thinking, problem solving, ability to cope with uncertainty and stress, organise and persevere with one's learning, evaluate and share it, seek support when appropriate, be able to identify and set goals, motivate themselves, and develop resilience and confidence to pursue and succeed at learning)
- provides a continuous monitoring of the quality of the learning processes, giving feedbacks that can be used to accelerate, enhance and improve learning (Moskal, Ellis & Keon; Pringle & Michel).

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[92] Pringle, C. & Michel, M. 2007. Assessment practices in AACSB-accredited business schools. Journal of Education for Business, 82(4), 202-211

[93] Council of the European Union. (2018). Council recommendation of 22 May 2018 on key competences for lifelong learning. Official Journal of the European Union 2018/C 189/0), 1-13

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ANNEX 3- INCLUDE EUROPEANITY FRAMEWORK

INTRODUCTION

Promoting Europeanity is one of the main axes of the INCLUDE project and it is embedded in all INCLUDE scenarios. The concept of "Europeanity" is defined by Lexico Online Dictionary (LOD) as "The quality or fact of being European." In the INCLUDE TOOLKIT FOR TEACHERS a more extended description, supported by practical examples, is provided.

Starting from this point, teachers who aim to develop CLIL scenarios following INCLUDE approach should be conscious about the idea of Europeanity they are providing (explicitly or not) in the educational resources they are designing. For this reason, an INCLUDE Europeanity framework is developed and described in the following grid. This tool is designed to help teachers to be more conscious about the idea of Europe and Europeanity are they embedding in the INCLUDE scenario and tools.

The framework is designed starting from the one provided by Sahra French in the paper "Global citizenship education: A new 'moral pedagogy' for the 21st century?" (2020, European Educational Research Journal 2020, Vol. 19(6) 506– 524) where, starting from a project realized in the school of Provincia di Trento, she developed a framework for the global citizenship education (GCE). Within the INCLUDE project this framework was adapted to the Europeanity concept integrating it with the findings emerged by an in deep analysis of the 123 scenarios created by the teachers. Here 3 different perspectives on Europeanity are identified and related examples are provided: 1. Neo-liberal human capitalism; 2. Cosmopolitan humanism; 3. Social-justice activism.

1. Neo-liberal human capitalism

Starting from the neo-liberalism and human capital theory, the europeanity narrative is characterized from a neo-liberal approach, where:

- economic perspective is predominant, in which the economic productivity and competitiveness represent one of the main driving forces of the European society
- Europe builds a pool of human resources that will help it to gain or maintain a position in the global economy.
- a Eurocentric approach where Europe is identified by its boundaries (Europe as a cathedral)

The **educational resources/scenarios** assigned to this category chiefly focus on:

- the acquisition of specific sets of knowledge and skills to make citizens competitive in the global economy, to compete for jobs in the global economy
- students acquire the global and intercultural competences to compete for jobs in the global economy
- self-fulfillment (without stressing the collective aspects) and successful transitions in the labour market

The **competences development** focuses on:

- cognitive knowledge: foreign languages, knowledge of the economic system and the job market, understanding of the 'rules of workplaces', digital skills – not including the critical analysis of values and stereotypes embedded in digital contents, critical thinking with reference to the issues of the frame
- socio-emotional attitudes and skills: be resilient and able to cope with uncertainty and stress, collaborate in teams and negotiate in order to plan and manage projects that are of cultural, social or financial value, be able to communicate with others
- behavioural: being entrepreneurial and flexible; taking initiative and perseverance, be able to solve problems, be creative.

In case of STEM scenarios analysis:

The scenario/educational resource:

(Educational approach adopted)

- is focused on transferring knowledge
- doesn't require an active engagement of the students in the learning process
- promotes a specific competence/knowledge: without providing an interdisciplinary perspective; without providing a multicultural perspective (for example without enhancing the historical consciousness of a scientific discovery through the time countries and cultures)

2. Cosmopolitan humanism

This category emphasizes a global ethic centred on common human values and norms, which are exemplified by Universal Human Rights. It enhances our common humanity and the moral duties and obligations owed to all human beings. Cosmopolitan humanism has a distinctive socialization function articulated in terms of the promotion and acquisition of certain norms, values and identities. These relate to becoming 'better' citizens. Europeanity is based on democracy, social justice, global citizenship, human rights. European citizens should be able to support the "the peaceful cooperation of European countries". A cosmopolitan identity is enhanced, that brings into play the concept of multiple identities (national and european)

The **educational resources/scenarios** assigned to this category chiefly focus on:

- Europeanity is about fostering the 'respectful and responsible citizen' and pro-social behaviour to ensure social cohesion and integration.
- Through Europeanity students become aware of and committed to universal values such as human rights, peaceful coexistence, solidarity and sustainability
- There is a strong emphasis on awareness of the rule of law, legality, the rights and duties of the 'good citizen', as well as the political actors and processes at local, national and international level that govern our life.
- The work is centered on fostering respect for the rules of civil behavior, promoting tolerance of diversity, as well as coexistence and inclusion.
- Care for the environment is also a key concern, and the main emphasis is on fostering ecological citizens that in their private spheres 'do the right things' like recycling, reducing their carbon footprint, etc.

The **competences development** focuses on:

- cognitive knowledge: human rights and global issues, understanding of the European common values; critical thinking with reference to the issues of the frame
- socio-emotional attitudes and skills: sense of belonging to a human community, empathy and conflict-resolution, to communicate with others , be able to respect diversity of others and their needs and being prepared both to overcome prejudices and to compromise
- behavioural: capability to act as responsible citizens showing tolerance, expressing and understanding different viewpoint, having interest in ethical consumerism, sustainable living at individual level, community work and volunteering, charity, willingness to participate in democratic decision-making

at all levels.

In case of STEM scenarios analysis:

The scenario/educational resource - (Educational approach adopted)

- is focused on transferring knowledge
- doesn't require an active engagement of the students in the learning process

3. Social-justice activism

Social-justice activism emphasizes the transformation of political and economic structures of power and domination. This category promotes a critical approach to the status quo, its socio-economic structures and global inequalities, enhancing a non-dominant knowledges and values.

Moreover, Europeanity is intended as an idea that dynamically evolves and changes together with the people, facing to challenges (eg. Brexit…) and successes, with multiculturalism and multiple national identities. This concept of europeanity supports European citizens in reflecting on their idea of future.

Students become critically literate and committed to act to achieve democracy, equality and social justice within the local community and at global level.

The **educational resources/scenarios assigned** to this category chiefly focus on:

- opening spaces for students to learn to engage in the 'experiment of democracy' and become 'democratic
- Priority is given to experiencing democratic processes in school, in the community and in national and international settings.

- Care for the environment does not priorities individual sustainable behaviours (as done in the category Cosmopolitan Humanism), but rather <u>focuses on the larger structures and processes that are at the core of environmental problems</u>.

The **competences development** focuses on:

- <u>cognitive knowledge:</u> be able to detect and understand political and economic structures of domination, other cultures and minorities to diversify perspectives; cognitive decentralisation; hyper-self-reflexivity critical literacy, critical thinking with reference to the issues of the frame
- <u>socio-emotional attitudes and skills:</u> responsible and constructive attitude toward multiple identities, commitment to social justice
- <u>behavioural</u>: political activism and agency, ethical, responsible and responsive ways of acting, knowing and relating to others 'in context', full sustainable approach including living with others and Earth.

In case of STEM scenarios analysis:

(Educational approach adopted)

- Inquiry based learning
- Active learning
Students engagement

ANNEX 4- 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.

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 deices. 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?	

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, theprofessionallife 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?	
Does the scenario promote one or more of the following aspects of the <Global Competence?	
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	

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 widen global citizenship, not just a building closed by high walls, but a center of flourishing, ommon 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 , multiculturality, 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 promote 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 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 skillsof 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	

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