



ERASMUS+

SECONDARY SCHOOL PROGRAMMES TEACHERS & STUDENTS



SECONDARY SCHOOL PROGRAMMES TEACHERS & STUDENTS

OUR ERASMUS + PROGRAMMES ARE IDEAL FOR GROUPS OF HIGH SCHOOL STUDENTS AND/OR TEACHERS WHO WOULD LIKE TO TAKE PART IN A KEY ACTION 1 (KA1) PROJECT. IF YOUR INSTITUTION IS ACCREDITED FOR THE 2021-2027 ERASMUS PROGRAMME, THESE READY-MADE COURSES ARE IDEAL TO ALLOW BOTH YOUR TEACHERS AND STUDENTS TO PARTICIPATE IN ENGAGING PROJECTS IN OUR SCHOOL IN GALWAY, IRELAND.

THE CONTENT OF THESE PROGRAMMES IS BASED ON THE NEW PRIORITIES FOR 2021-2027, WHICH ARE:

- INCLUSION AND DIVERSITY
- DIGITAL TRANSFORMATION
- PARTICIPATION IN DEMOCRATIC LIFE
- ENVIRONMENT AND THE FIGHT AGAINST CLIMATE CHANGE

ALL OF THE COURSES INCLUDE PROJECT WORK AND WILL GIVE YOU THE OPPORTUNITY TO LEARN USING THE PRINCIPLES OF TASK-BASED LEARNING, ALLOWING YOU TO ENGAGE IN THE CONTENT AND EXPAND YOUR KNOWLEDGE OF THE TOPIC WHILE IMPROVING YOUR COMMUNICATION AND LANGUAGE SKILLS.

THE TEACHER PROGRAMMES WILL ALLOW YOU TO COME AWAY WITH PRACTICAL IDEAS AND MATERIALS TO ENHANCE YOUR TEACHING PRACTICE. THE STUDENT PROGRAMMES AIM TO OPEN LEARNERS' EYES TO THE COMPLEXITIES OF THE TOPIC, MOTIVATE THEM TO ENGAGE WITH THE THEMES, AS WELL AS ENCOURAGE LANGUAGE DEVELOPMENT AND COMPETENCE.

IF YOU ARE INTERESTED IN COOPERATING WITH US ON A MORE BESPOKE PROJECT, PLEASE CONTACT OUR HEAD OF SPECIAL PROJECTS:
ALEX MACKENZIE - ALEXANDER.MACKENZIE@ATLANTIC.AC

TEACHER PROGRAMMES

THESE PROGRAMMES ARE AIMED AT GROUPS OF PRACTICING SECONDARY SCHOOL TEACHERS WHO WOULD LIKE TO PARTICIPATE IN CONTINUED PROFESSIONAL DEVELOPMENT. THE COURSES INCLUDE A ONE WEEK BLENDED LEARNING COMPONENT TO HELP YOU PREPARE FOR YOUR STUDIES AND TWO WEEKS STUDY AT OUR SCHOOL IN GALWAY, IRELAND.

AS WELL AS CLIL OPTIONS FOR LANGUAGE AND SUBJECT TEACHERS, WE OFFER COURSES TO MEET THE NEW ERASMUS+ PRIORITIES OF THE 2021-2027 PROGRAMME.

ALL OF THESE COURSES ARE SUITABLE FOR PARTICIPANTS AT A B1 LEVEL OF ENGLISH OR ABOVE.

ALL COURSES INCLUDE:

- PRE-ARRIVAL BLENDED LEARNING
- SINGLE ROOM, SHARED-BATHROOM, HALF-BOARD ACCOMMODATION IN HOMESTAY
- AIRPORT TRANSFER FROM DUBLIN AIRPORT*
- 2 WEEK ON-SITE COURSE AS PER SAMPLE**
- PROGRAMME MATERIALS AND CERTIFICATE OF ATTENDANCE
- FULL ACTIVITY PROGRAMME AS PER SAMPLE**
- COMMUTER BUS PASSES FOR THE DURATION OF THE STAY
- WELCOME PACK
- 24-HOUR EMERGENCY NUMBER

*MINIMUM 15 PARTICIPANTS (PLEASE ENQUIRE FOR PRICE FOR SMALLER GROUPS)

** PROGRAMMES ARE SAMPLES, SUBJECT TO CHANGE

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| OVERVIEW OF CLIL | A REFRESHER ON THE PRINCIPLES AND BENEFITS OF CLIL |
| SOFT VS HARD CLIL | WHAT'S THE DIFFERENCE? HOW CAN BOTH SUBJECT AND LINGUISTIC NEEDS BE MET IN THE CLIL CLASSROOM? |
| THE ISSUES YOU FACE AS A LANGUAGE TEACHER | WHAT CHALLENGES ARE THERE TO IMPLEMENTING CLIL IN YOUR TEACHING CONTEXT? |
| TEACHING CONTENT IN LEARNER CENTERED EDUCATION | HOW CAN LANGUAGE TEACHERS INTRODUCE CONTENT INTO THEIR CLASSROOM BY PUTTING THE STUDENTS AT THE FOREFRONT OF THE LEARNING EXPERIENCE? |
| USING TASK-BASED LEARNING TO ENGAGE STUDENTS IN THE CONTENT | A FRAMEWORK WHICH WILL ALLOW STUDENTS TO EXPLORE CONTENT AS WELL AS LANGUAGE. |
| WHEN SHOULD YOU INTRODUCE LANGUAGE WORK AND HOW? | ERROR CORRECTION, LEXICAL APPROACH, FUNCTIONAL LANGUAGE AND LANGUAGE EXTENSION. |
| PROJECT-BASED LEARNING IN CLIL | A MATCH MADE IN HEAVEN? |
| FLUENCY VS ACCURACY: GETTING THE BALANCE RIGHT IN CLIL | WHICH IS MORE IMPORTANT AND DO WE EVEN HAVE TO CHOOSE? |
| WORKING WITH A SUBJECT TEACHER | THE PRACTICALITIES OF WORKING IN A CLIL TEAM AND HOW WE CAN MAKE IT EASY ON BOTH PARTIES. |
| ASSESSMENT IN CLIL | HOW CAN WE ASSESS COMPETENCE IN THE SUBJECT AND THE LANGUAGE AT THE SAME TIME? |

THIS COURSE IS FOR PRACTICING HIGH SCHOOL LANGUAGE TEACHERS WHO TEACH (OR WHO WANT TO TEACH) A SUBJECT IN ANOTHER LANGUAGE OR WHO TEAM TEACH WITH A SUBJECT TEACHER.

COURSE OBJECTIVES

- PROVIDE AN OVERVIEW OF THE PRINCIPLES OF CLIL TEACHING AND YOUR ROLE IN IT AS A LANGUAGE TEACHER
- ADDRESS THE DIFFICULTIES IN IMPLEMENTING CLIL IN YOUR GIVEN TEACHING CONTEXT
- ANALYZE A TEACHING METHODOLOGY WHICH WILL ALLOW YOU TO INTEGRATE SUBJECT LEARNING INTO YOUR LANGUAGE CLASSROOM
- PROVIDE GUIDANCE ON HOW TO SELECT SUBJECT MATERIAL AND TASKS TO WORK ON IN YOUR LESSONS
- FOCUS ON ACTUAL ACTIVITIES AND PRACTICES YOU CAN IMPLEMENT IN YOUR CLASSROOM

COURSE OUTLINE

THE MAIN PRINCIPLE OF CLIL IS DUAL-FOCUSED EDUCATION, THIS MEANS THAT THE EMPHASIS IS NOT ONLY ON THE LANGUAGE BUT THE SUBJECT AS WELL. THE CHALLENGE FOR LANGUAGE TEACHERS IS HOW TO INTEGRATE SUBJECT TEACHING AND LEARNING INTO THEIR OWN PRACTICE.

MATERIAL CREATION WORKSHOPS

THESE PRACTICAL SESSIONS WILL ALLOW YOU TO IMPLEMENT THE IDEAS IN THIS COURSE INTO YOUR OWN TEACHING PRACTICE. YOU WILL USE THIS TIME TO CREATE MATERIALS THAT YOU CAN USE IN YOUR CLASSROOM, GUIDED BY OUR EXPERT TRAINERS. THE COURSE WILL CONCLUDE WITH A SHORT PRESENTATION OF THE MATERIALS YOU HAVE CREATED.

PRE-ARRIVAL BLENDED LEARNING COURSE

ALL COURSES INCLUDE A PRE-ARRIVAL BLENDED LEARNING COURSE, WHICH WILL ALLOW YOU TO ENGAGE WITH SOME OF THE COURSE CONTENT ON OUR VLE PRIOR TO THE PROGRAMME STARTING. YOU WILL ALSO GET THE OPPORTUNITY TO MEET YOUR TUTOR VIA ZOOM.

ERASMUS+ APPROACHING CLIL AS A LANGUAGE TEACHER

Sample itinerary



| CLASS TIMES MORNING 9.00 - 10.30 11.00 - 12.30 AFTERNOON 13.30 - 15.30 | SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|---|----------|---|--|---|---|---|--------------------|
| | Arrival | Programme orientation Overview of CLIL | Soft vs hard CLIL Issues you face as a language teacher | Teaching content in learner-centred education | Using task-based learning to engage learners in the content | When should you introduce language work and how? | Full day excursion |
| | | Walking Tour of Galway city | Team-building Activity | ½ day excursion | Material creation workshop | Material creation workshop | |
| | SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
| | Free Day | Project-based learning in CLIL | Fluency vs accuracy: getting the balance right in CLIL | Working with a subject teacher | Assessment in CLIL | Presentation of material creation projects & end of programme reflections | Departure |
| | | Material creation workshop | Cultural activity | ½ day excursion | Material creation workshop | Free time | |
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ERASMUS+ IMPLEMENTING CLIL IN THE SUBJECT CLASSROOM

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| OVERVIEW OF CLIL | A REFRESHER ON THE PRINCIPLES AND BENEFITS OF CLIL |
| SOFT VS HARD CLIL | WHAT'S THE DIFFERENCE? HOW CAN BOTH SUBJECT AND LINGUISTIC NEEDS BE MET IN THE CLIL CLASSROOM? |
| THE ISSUES YOU FACE | WHAT CHALLENGES ARE THERE TO IMPLEMENTING CLIL IN YOUR TEACHING CONTEXT? |
| TEACHING CONTENT IN LEARNER CENTRED EDUCATION | HOW CAN LANGUAGE TEACHERS INTRODUCE CONTENT INTO THEIR CLASSROOM BY PUTTING THE STUDENTS AT THE FOREFRONT OF THE LEARNING EXPERIENCE? |
| LEARNER-CENTRED EDUCATION | ALL EDUCATORS SEEM TO AGREE THIS IS THE WAY FORWARD BUT WHAT DOES IT MEANS AND HOW CAN WE ACTUALLY DO IT? |
| TASK-BASED LEARNING METHODOLOGY | A FRAMEWORK TO ALLOW YOU TO TEACH CONTENT AND LANGUAGE |
| THE LEXICAL APPROACH TO LANGUAGE LEARNING | TEACHING 'CHUNKS' OF LANGUAGE TO ALLOW YOUR STUDENTS TO COMMUNICATE BETTER IN THE CLIL CLASSROOM AND THE REAL WORLD. |
| FUNCTIONAL LANGUAGE | WHAT IS IT? HOW CAN WE INTEGRATE IT INTO OUR LESSONS? |
| ERROR CORRECTION & LANGUAGE EXTENSION | WAYS OF CORRECTING STUDENTS' MISTAKES AND EXTENDING THEIR KNOWLEDGE OF LANGUAGE |
| ASSESSMENT IN CLIL | HOW CAN WE ASSESS COMPETENCE IN THE SUBJECT AND THE LANGUAGE AT THE SAME TIME? |

THIS COURSE IS FOR PRACTICING HIGH SCHOOL TEACHERS WHO TEACH (OR WHO WANT TO TEACH) THEIR SUBJECT IN ANOTHER LANGUAGE.

COURSE OBJECTIVES

- PROVIDE AN OVERVIEW OF THE PRINCIPLES OF CLIL TEACHING AND YOUR ROLE IN IT AS A SUBJECT TEACHER
- ACKNOWLEDGE THE DIFFICULTIES IN IMPLEMENTING CLIL IN YOUR GIVEN TEACHING CONTEXT
- ANALYZE A TEACHING METHODOLOGY WHICH WILL ALLOW YOU TO INTEGRATE LANGUAGE WORK INTO YOUR SUBJECT CLASSROOM
- PROVIDE GUIDANCE ON HOW TO SELECT LANGUAGE TO WORK ON IN YOUR LESSONS
- FOCUS ON ACTUAL ACTIVITIES AND PRACTICES YOU CAN IMPLEMENT IN YOUR CLASSROOM

COURSE OUTLINE

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MATERIAL CREATION WORKSHOPS

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PRE-ARRIVAL BLENDED LEARNING COURSE

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ERASMUS+ IMPLEMENTING CLIL IN THE SUBJECT CLASSROOM

Sample itinerary

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|---|----------|---|---|---------------------------------------|----------------------------|---|--------------------|
| | Arrival | Programme orientation Overview of CLIL | Soft vs hard CLIL Issues you face with implementing CLIL | Learner-centred education | Task-based learning | Project-based learning | Full day excursion |
| | | Walking Tour of Galway city | Team-building Activity | ½ day excursion | Material creation workshop | Material creation workshop | |
| | SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
| | Free Day | The lexical approach to language learning | Functional language | Error correction & language extension | Assessment in CLIL | Presentation of material creation projects & end of programme reflections | Departure |
| | | Material creation workshop | Cultural activity | ½ day excursion | Material creation workshop | Free time | |
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ERASMUS+ INTRODUCING CLIMATE CHANGE ISSUES INTO LANGUAGE TEACHING

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| THE TERMINOLOGY OF THE ENVIRONMENT: VOCABULARY & JARGON INTRODUCTION | LANGUAGE WORKSHOP FOCUSING ON THE LEXICON OF CLIMATE CHANGE AND THE ENVIRONMENT |
| USING PRINCIPLES OF CLIL | USING CONTENT-INTEGRATED TEACHING TECHNIQUES TO PROMOTE UNDERSTANDING AND ENGAGEMENT WITH TOPICS SUCH AS CLIMATE CHANGE |
| GUIDE TO POLITICAL ACTION | POLITICAL INITIATIVES WITHIN AND OUTSIDE OF THE EU FUNDING AND SUPPORT OPTIONS AVAILABLE |
| DEVELOPING AN ENVIRONMENTAL POLICY | ANALYSIS OF 'GREEN' POLICY AND ACCREDITATION DEVELOPING A GREEN POLICY WITH STUDENTS – ENSURING BUY-IN |
| THE LANGUAGE OF PERSUASION | HOW TO TRAIN STUDENTS TO COMMUNICATE EFFECTIVELY IN DIFFERENT STYLES |
| PROJECT WORK: PRINCIPLES & STRATEGIES | ASSIGNMENT OF PROJECT EXAMPLES |
| DEBUNKING MYTHS: HOW TO SPEAK TO STUDENTS ON CLIMATE CHANGE DENIAL | ANALYSIS OF 'TRUTH' IN MODERN SOCIETY PROMOTING FACT-BASED CRITICAL ANALYSIS: TECHNIQUES AND STRATEGIES |
| UTILISING ONLINE COMMUNICATIONS | GUIDE TO ONLINE RESOURCES AND NETWORKS TO INCREASE STUDENT AWARENESS AND ACTIVITY |
| ORGANISING LOCAL ACTION | SUCCESS STORIES FROM PEERS ESTABLISHMENT OF 'DISTANCE TWINNING' NETWORK AND BRAINSTORMING OF JOINT INITIATIVES AND CAMPAIGNS |
| POP CULTURE AND CLIMATE CHANGE | ANALYSIS OF ICONOGRAPHY, CELEBRITY ACTIVITY AND EFFECTIVENESS AND WORKSHOP ON STRATEGIES TO REFERENCE POP CULTURE TO PROMOTE STUDENT ENGAGEMENT AND CRITICAL THINKING TO EVALUATE ACTIONS TAKEN |

THIS COURSE IS FOR PRACTICING HIGH SCHOOL LANGUAGE TEACHERS, SEEKING TO INCORPORATE CLIMATE CHANGE, SUSTAINABILITY AND ENVIRONMENTAL TOPICS AND ISSUES INTO THE CONTENT OF THEIR LESSONS AND PROMOTE GREEN AWARENESS AMONG THEIR STUDENTS.

COURSE OBJECTIVES

- APPLY BEST PRACTICE IN LANGUAGE PEDAGOGY TO COMMUNICATION AND GUIDANCE AROUND CLIMATE CHANGE
- PREPARE TEACHERS TO PROACTIVELY GUIDE STUDENTS ON SUSTAINABILITY AND INSTIL CONFIDENT TOPIC COMMUNICATION SKILLS
- PROVIDE A CORE SET OF SKILLS, CONTENT AND TARGET LANGUAGE TEACHERS WILL BE PREPARED TO IMPLEMENT IN THE CLASSROOM
- GUIDE TEACHERS IN INTERPRETING ENVIRONMENTAL ISSUES INTO SUITABLE, BENEFICIAL CLASSROOM ACTIVITIES AND RESOURCES
- PROVIDE TEACHERS WITH AN UNDERSTANDING AND ABILITY TO LEAD MODERN STUDENT ACTIVITY AND INTERESTS IN THIS AREA

COURSE OUTLINE

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MATERIAL CREATION WORKSHOPS

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ERASMUS+ INTRODUCING CLIMATE CHANGE ISSUES INTO LANGUAGE TEACHING

Sample itinerary

| CLASS TIMES MORNING 9.00 - 10.30 11.00 - 12.30 AFTERNOON 13.30 - 15.30 | SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|---|----------|---|---|---------------------------------|------------------------------------|--------------------------------|--------------------|
| | Arrival | Programme orientation The Terminology of the Environment: Vocabulary & Jargon Introduction | Using Principles of CLIL | Guide to Political Action | Developing an Environmental Policy | The Language of Persuasion | Full day excursion |
| | | Walking Tour of Galway city | Team-building Activity | ½ day excursion | Material creation workshop | Material creation workshop | |
| | SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
| | Free Day | Project Work: Principles & Strategies | How to Speak to Students on Climate Change Denial | Utilising Online Communications | Organising Local Action | Pop Culture and Climate Change | Departure |
| | | Material creation workshop | Cultural activity | ½ day excursion | Material creation workshop | Free time | |

ERASMUS+ MAKING YOUR CLASSROOM AN INCLUSIVE ENVIRONMENT

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| YOUR ROLE IN AN INCLUSIVE CLASSROOM | THE TEACHER IS THE BIGGEST INFLUENCE IN THE CLASSROOM, SO HOW CAN YOU USE YOUR PRESENCE TO PROMOTE INCLUSION? HOW CAN YOU BE AWARE OF THE NEEDS OF EVERY STUDENT? |
| LEARNER-CENTRED EDUCATION AND LETTING THE STUDENTS LEAD | GIVING STUDENTS CHOICES CAN LEAD TO INCREASED MOTIVATION AND DIFFERENTIATION |
| COLLABORATION AND POSITIVE COMMUNICATION | TAKING A COMMUNITY APPROACH TO TEACHING AND LEARNING |
| BUILDING A SAFE SPACE AND THE PHYSICAL ENVIRONMENT | DOES YOUR CLASSROOM PROMOTE INCLUSION? WE EXPLORE SOME CHANGES YOU MIGHT LIKE TO MAKE. |
| AFFIRMATIONS AND RECOGNITIONS OF SUCCESS | USING POSITIVITY TO CHANGE NEGATIVE MINDSETS. |
| OPTIMISM AND GIVING HOPE | GIVING EVERY STUDENT THE BELIEF THAT THEY CAN ACHIEVE. |
| NO PLACE FOR SHAME | PERSONAL PROGRESS AND NOT BEING COMPARED TO OTHERS IS KEY. |
| MODEL YOUR EXPECTATIONS | PROMOTE FAIRNESS AND DIVERSITY. |
| DEALING WITH NEGATIVE BEHAVIOUR | HOW TO DEAL WITH STUDENTS WHO MISBEHAVE IN A SENSITIVE MANNER |

THIS COURSE IS FOR PRACTICING HIGH SCHOOL TEACHERS WHO ARE INTERESTED IN INCLUSION AND GETTING IT RIGHT FOR EVERY CHILD.

COURSE OBJECTIVES

- PROVIDE AN OVERVIEW OF THE TEACHER'S ROLE IN AN INCLUSIVE CLASSROOM
- DISCUSS HOW TO PUT STUDENTS AT THE CENTRE OF THE LEARNING EXPERIENCE
- ANALYZE STRATEGIES TO SET UP AN INCLUSIVE SPACE AND ATMOSPHERE
- PROVIDE GUIDANCE ON HOW TO DEAL WITH PROBLEMATIC BEHAVIOUR
- FOCUS ON ACTUAL PRACTICES YOU CAN IMPLEMENT IN YOUR CLASSROOM

COURSE OUTLINE

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ERASMUS+ MAKING YOUR CLASSROOM AN INCLUSIVE ENVIRONMENT

Sample itinerary

| CLASS TIMES MORNING 9.00 - 10.30 11.00 - 12.30 AFTERNOON 13.30 - 15.30 | SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|---|----------|--|---|--|--|---|--------------------|
| | Arrival | Programme orientation Your role in an inclusive classroom | Learner-centred education and letting the students lead | Collaboration and positive communication | Building a safe space and the physical environment | Affirmations and recognitions of success | Full day excursion |
| | | Walking Tour of Galway city | Team-building Activity | ½ day excursion | Material creation workshop | Material creation workshop | |
| | SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
| | Free Day | Optimism and giving hope | No place for shame | Model your expectations | Dealing with negative behaviour | Presentation of material creation projects & end of programme reflections | Departure |
| | | Material creation workshop | Cultural activity | ½ day excursion | Material creation workshop | Free time | |
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| DIGITAL NATIVES: OVERVIEW | ANALYSING DATA FROM RESEARCH PROJECTS ON JUNIOR CONNECTIVITY AND INTERNET TIME, DEVICE USE AND TRENDS . A LOOK AT THE LEARNING POTENTIAL OF ONLINE CONNECTEDNESS OF STUDENTS & 'DIGITAL NATIVENESS' |
| SAFEGUARDING: OVERVIEW OF CLASSROOM BEST PRACTICE | RESEARCH OF CURRENT ACTIVITY: THE INTERNET IS ALREADY IN THE CLASSROOM. SOCIAL MEDIA PRESENCE, SCREEN TIME & CONNECTEDNESS OF STUDENTS |
| TO BYOD OR NOT TO BYOD | EXPLORING THE MERITS OF AN 'OWN DEVICE' CONNECTED CLASSROOM. |
| TEACHING CONTENT IN LEARNER | ENTERED EDUCATION- HOW CAN LANGUAGE TEACHERS INTRODUCE CONTENT INTO THEIR CLASSROOM BY PUTTING THE STUDENTS AT THE FOREFRONT OF THE LEARNING EXPERIENCE? |
| CHOOSE YOUR VLE | MULTIPLE VIRTUAL LEARNING ENVIRONMENTS AND COURSE POPULATION |
| TIME FOR GAMING: GAMIFICATION TECHNIQUES, BENEFITS AND RESOURCE | GAMIFICATION AND GAME-BASED LEARNING TECHNIQUES, IN THEORY AND PRACTICE IDENTIFYING AND ANALYSING GAMIFICATION IN PRACTICE IN LEARNING TOOLS |
| BEYOND GAMIFICATION: MAINTAINING ENGAGEMENT | EVALUATION OF LEARNING POTENTIAL: MOTIVATING BEHAVIOURS AND STIMULATING SUSTAINED ENGAGEMENT |
| SUPPLEMENTARY LEARNING APPS; CRITICAL OVERVIEW | COMBINATION OF LIVE & WEBINAR TRAINING DEMOS ON VARIOUS DIGITAL LEARNING RESOURCES |
| TRACKING PROGRESS & SETTING GOALS | OVERVIEW OF DIGITAL EXAM PROCTORING AND PLACEMENT/ASSESSMENT TECHNIQUES |
| DIGITAL RESOURCES | REVIEW OF DIGITAL COURSEBOOK SAMPLES WITH DIGITAL VOCABULARY ACQUISITION |
| WHAT OF VR & AR? | VIRTUAL AND AUGMENTED REALITY & GUIDE TO CLASSROOM IMPLEMENTATION; USING A CITY TOUR AS AN INTERACTIVE EXAMPLE |

THIS COURSE IS FOR PRACTICING HIGH SCHOOL TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE, SEEKING TO CREATE A DIGITALLY-EQUIPPED, BLENDED CLASSROOM.

COURSE OBJECTIVES

- PROVIDE A METHODOLOGICAL FOUNDATION FOR INCORPORATION OF MODERN ONLINE AND DIGITAL TOOLS INTO THE CLASSROOM
- EQUIP TEACHERS WITH CONFIDENCE TO IMPLEMENT PEER AND EXPERT-REVIEWED SET OF RESOURCES AND PROCEDURES
- PROVIDE TEACHERS WITH EXPERT AND DATA-DRIVEN GUIDANCE ON BEST PRACTICE FOR ENGAGEMENT OF THEIR LEARNERS
- PREPARE TEACHERS FOR PROMOTING HEALTHY ONLINE PRACTICES TO AID LEARNING
- ACCELERATE IDENTIFICATION AND INCORPORATION OF TOOLS, RESOURCES AND CONTENT SUITABLE TO TEEN LANGUAGE LEARNING

COURSE OUTLINE

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MATERIAL CREATION WORKSHOPS

THESE PRACTICAL SESSIONS WILL ALLOW YOU TO IMPLEMENT THE IDEAS IN THIS COURSE INTO YOUR OWN TEACHING PRACTICE. YOU WILL USE THIS TIME TO CREATE MATERIALS THAT YOU CAN USE IN YOUR CLASSROOM, GUIDED BY OUR EXPERT TRAINERS. THE COURSE WILL CONCLUDE WITH A SHORT PRESENTATION OF THE MATERIALS YOU HAVE CREATED.

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ERASMUS+ WEB 2.0 FOR LANGUAGE TEACHING

Sample itinerary

| CLASS TIMES | SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|-------------|----------|---|-----------------------------------|---------------------------------|--|---|--------------------|
| | Arrival | Programme orientation | To BYOD or not to BYOD | Choose your VLE | Time for Gaming: Gamification techniques, benefits and resources | Beyond Gamification: Maintaining Engagement | Full day excursion |
| | | Digital Natives: An Overview | | | | | |
| | | Safeguarding: Overview of Classroom Best Practice | | | | | |
| | | Walking Tour of Galway city | Team-building Activity | ½ day excursion | Material creation workshop | Material creation workshop | |
| | | | | | | | |
| | SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
| | Free Day | Supplementary Learning Apps; Critical Overview | Tracking Progress & Setting Goals | Stimulating Language Production | Digital Resources | What of VR & AR? | Departure |
| | | Material creation workshop | Cultural activity | ½ day excursion | Material creation workshop | Free time | |

ERASMUS+ INTEGRATE BLENDED LEARNING INTO YOUR TEACHING PRACTICE

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| WHY BLENDED LEARNING IS SO EFFECTIVE | FIND OUT ABOUT THE BENEFITS OR INTRODUCING BLENDED LEARNING INTO YOUR TEACHING PRACTICE |
| DIFFERENT MODELS OF BLENDED LEARNING | LEARN ABOUT THE FLIPPED CLASSROOM, STATION ROTATION, LAB ROTATION, REMOTE LEARNING AND PROJECT-BASED BLENDED LEARNING |
| DIGITAL LEARNING PLATFORMS | WHAT ARE YOU LOOKING FOR FROM A VLE? EXPLORE SOME OF THE BEST ONES... |
| DIGITAL LEARNING TOOL | SITES, APP AND SERVICES THAT WE RECOMMEND TO MAKE BLENDED LEARNING A WHOLE LOT EASIER |
| ASYNCHRONOUS LEARNER DEVELOPMENT | HOW TO ENCOURAGE IT AND PUT IT INTO PRACTICE |
| GAMIFICATION | STUDENTS LEARN BEST WHEN THEY ARE HAVING FUN, FIND OUT HOW TO MAKE A GAME OF LEARNING |
| DIGITAL REVIEW TASKS | REVISION IS AN ESSENTIAL PART OF THE LEARNING PROCESS AND CAN EASILY BE DONE DIGITALLY |
| CREATING INDIVIDUAL AND COLLECTIVE LEARNING GOALS | HOW TO ACKNOWLEDGE THAT THE GROUP AND THE INDIVIDUAL MIGHT HAVE DIFFERING NEEDS |
| DIGITAL ASSESSMENT TASKS | DISCOVER HOW TO ASSESS YOUR SUBJECT DIGITALLY |
| FINDING THE RIGHT BLEND | WHAT'S RIGHT FOR YOU AND YOUR LEARNERS? |

THIS COURSE IS FOR PRACTICING HIGH SCHOOL TEACHERS WHO ARE INTERESTED IN LEARNING MORE ABOUT BLENDED LEARNING.

COURSE OBJECTIVES

- LEARN ABOUT THE MOST COMMON MODELS OF BLENDED LEARNING
- DISCOVER BLENDED LEARNING PLATFORMS AND DIGITAL LEARNING TOOLS
- ANALYZE HOW TO CREATE LEARNING PLANS AND GOALS, FOR INDIVIDUALS AND A GROUP
- FIND OUT HOW TO CREATE DIGITAL REVIEW AND ASSESSMENT TASKS
- FOCUS ON ACTUAL PRACTICES YOU CAN IMPLEMENT INTO YOUR TEACHING

COURSE OUTLINE

BLENDED LEARNING IS AN INCREASINGLY POPULAR MODE OF EDUCATION. IT COMBINES TRADITIONAL TEACHER-LED LESSONS WITH MORE STUDENT-FOCUSED PRACTICES AND ACTIVITIES. IT ALLOWS BOTH SYNCHRONOUS AND ASYNCHRONOUS LEARNING, THE SETTING OF GROUP AND INDIVIDUAL GOALS AND, MOST IMPORTANTLY, IT CAN ACHIEVE EXCELLENT RESULTS. THIS COURSE FOCUSES ON HOW TO INTEGRATE BLENDED LEARNING INTO YOUR OWN PRACTICES, IN A WAY WHICH WILL BENEFIT AND MOTIVATE YOUR STUDENTS.

MATERIAL CREATION WORKSHOPS

THESE PRACTICAL SESSIONS WILL ALLOW YOU TO IMPLEMENT THE IDEAS IN THIS COURSE INTO YOUR OWN TEACHING PRACTICE. YOU WILL USE THIS TIME TO CREATE MATERIALS AND DEVELOP PRACTICES THAT YOU CAN USE IN YOUR CLASSROOM, GUIDED BY OUR EXPERT TRAINERS. THE COURSE WILL CONCLUDE WITH A SHORT PRESENTATION OF THE MATERIALS YOU HAVE CREATED AND PRACTICES YOU INTEND TO IMPLEMENT.

PRE-ARRIVAL BLENDED LEARNING COURSE

ALL COURSES INCLUDE A PRE-ARRIVAL BLENDED LEARNING COURSE, WHICH WILL ALLOW YOU TO ENGAGE WITH SOME OF THE COURSE CONTENT ON OUR VLE PRIOR TO THE PROGRAMME STARTING. YOU WILL ALSO GET THE OPPORTUNITY TO MEET YOUR TUTOR VIA ZOOM.

INTEGRATE BLENDED LEARNING INTO YOUR TEACHING PRACTICE

Sample itinerary

| CLASS TIMES MORNING 9.00 - 10.30 11.00 - 12.30 AFTERNOON 13.30 - 15.30 | SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|---|----------|---|--------------------------------------|---|----------------------------|----------------------------------|--------------------|
| | Arrival | Programme orientation Why blended learning is so effective | Different models of blended learning | Digital learning platforms | Digital learning tools | Asynchronous learner development | Full day excursion |
| | | Walking Tour of Galway city | Team-building Activity | ½ day excursion | Material creation workshop | Material creation workshop | |
| | SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
| | Free Day | Gamification | Digital review tasks | Creating individual and collective learning goals | Digital assessment tasks | Finding the right blend | Departure |
| | | Material creation workshop | Yoga & Mindfulness Workshop | ½ day excursion | Material creation workshop | Free time | |