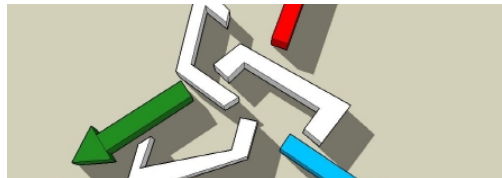


CLIL e task-based learning

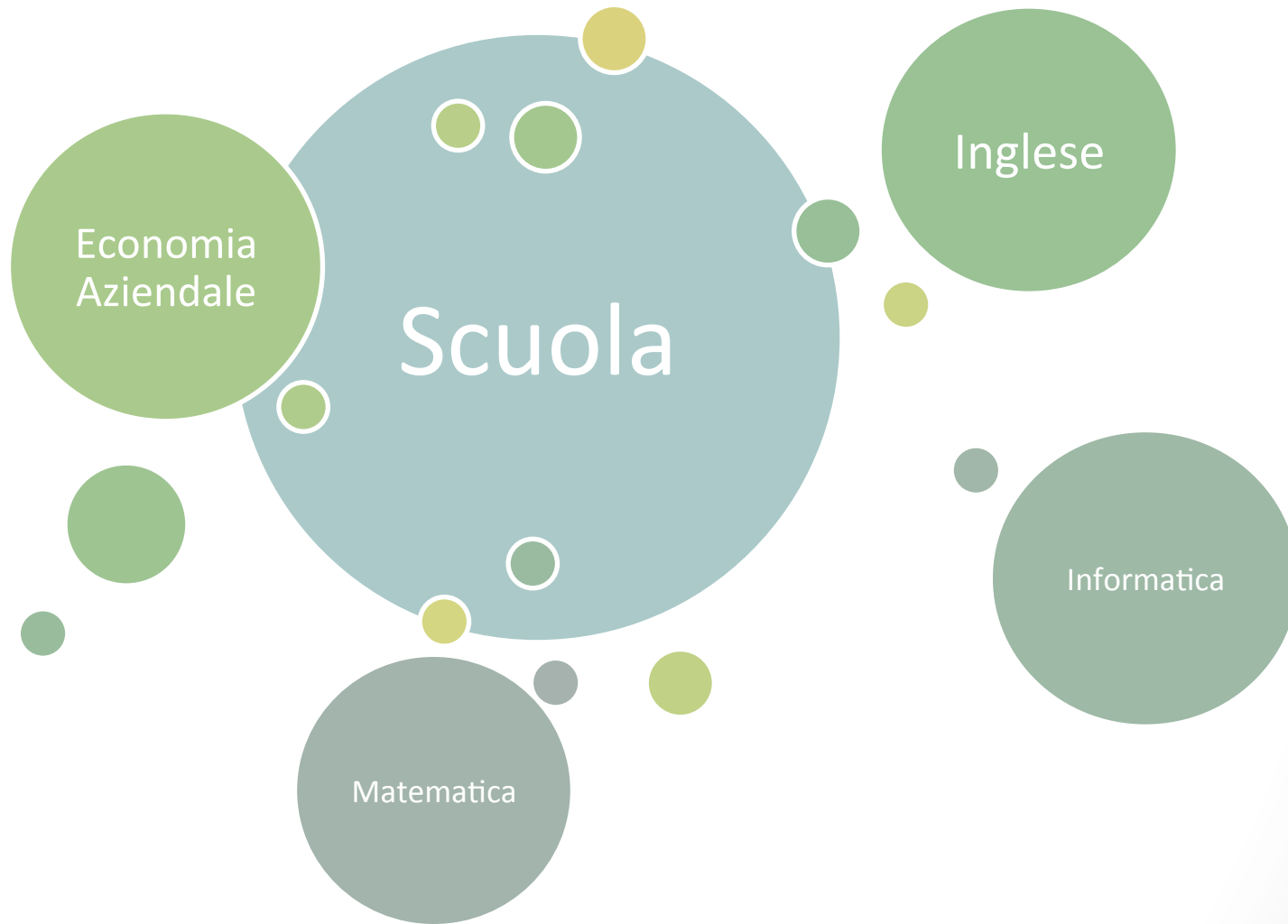
Un percorso interdisciplinare

Lorella Biondi
Adriana Fasulo
Luisella Mori
Maria Lina Saba



Istituto Tecnico “Enrico Fermi” – Pontedera
15 ottobre 2012

Bubbles ?



Un percorso integrato

sul tema “Mortgages”

B

• **Economia aziendale**

E

• **Matematica**

S

• **Informatica**

T

• **Inglese**

Mindmapping

Collaborative activity

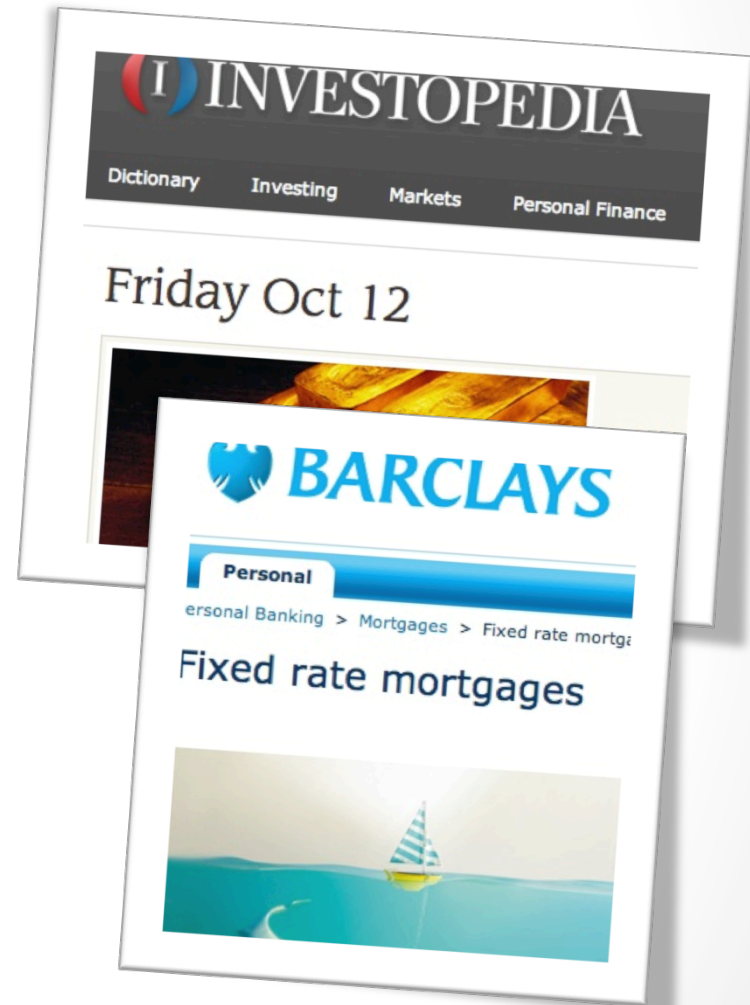
What is a loan? Why
do families or
businesses ask for a
loan?



Lavoro su materiali autentici

Task-based

In economia
aziendale lavoro su
lessico e contenuti
seguito dalla
creazione di un
diagramma che
spieghi il concetto di
mortgage loan



Lavoro su materiali autentici

Task-based

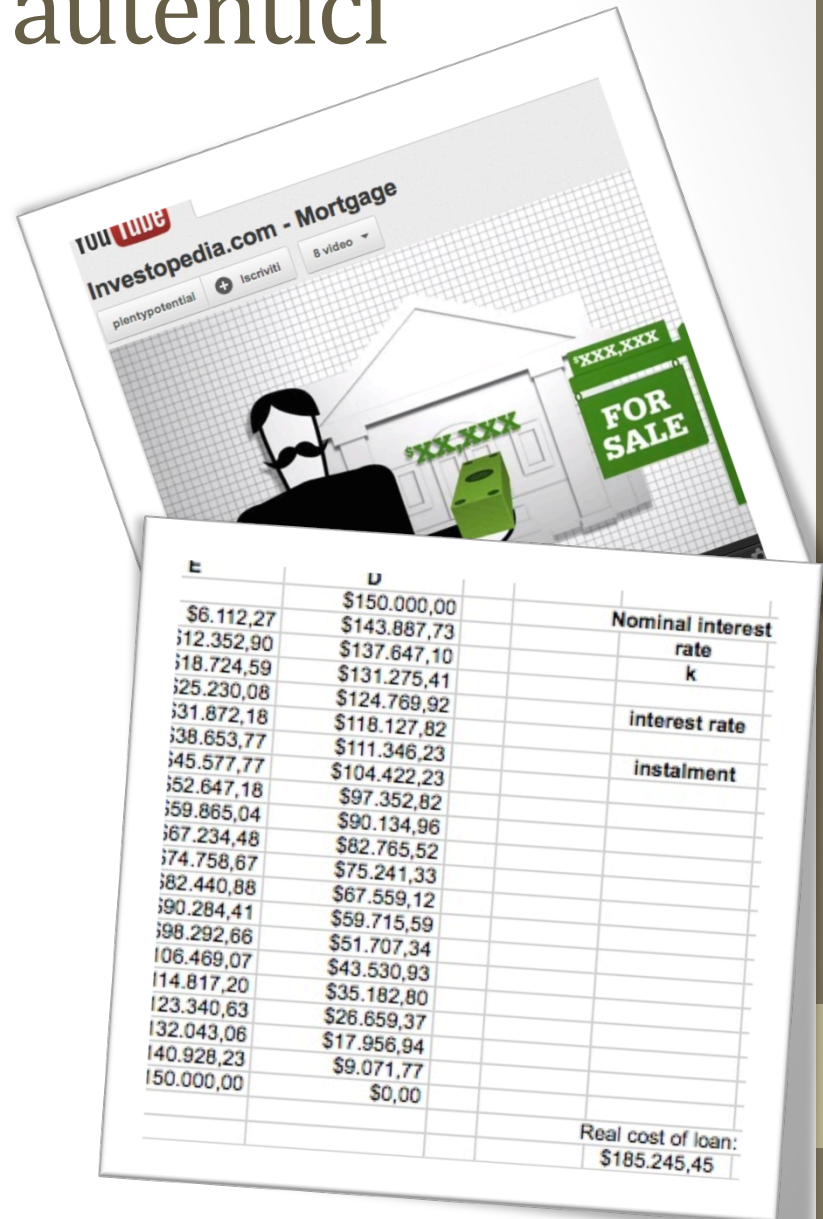
In informatica lavoro
su e-commerce ed
e-banking, con la
metodologia del
“learning by doing”



Lavoro su materiali autentici

Task-based

In matematica lavoro
sull'aspetto del
calcolo delle rate,
partendo da casi
reali e utilizzando il
foglio elettronico

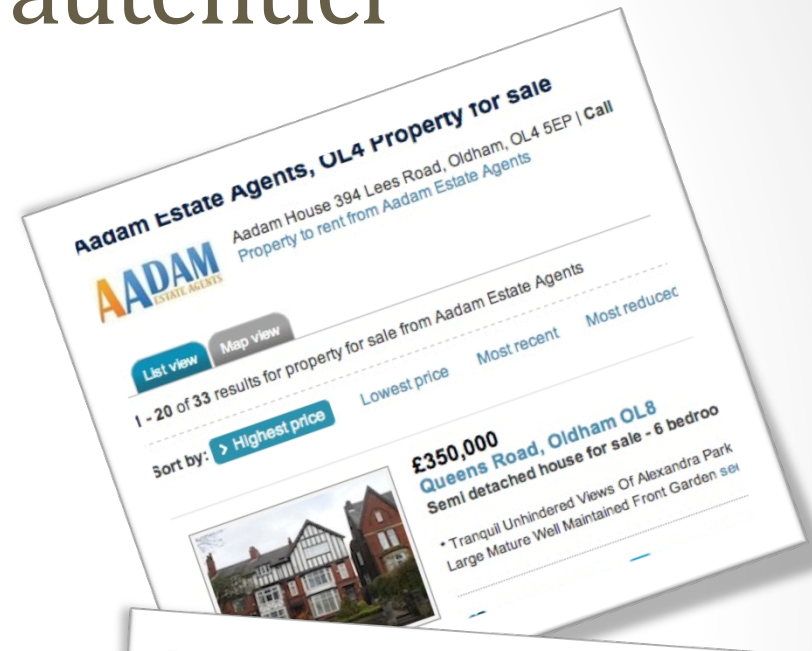


E	D		
\$6.112,27	\$150.000,00		
\$12.352,90	\$143.887,73		Nominal interest
\$18.724,59	\$137.647,10		rate
\$25.230,08	\$131.275,41		k
\$31.872,18	\$124.769,92		interest rate
\$38.653,77	\$118.127,82		instalment
\$45.577,77	\$111.346,23		
\$52.647,18	\$104.422,23		
\$59.865,04	\$97.352,82		
\$67.234,48	\$90.134,96		
\$74.758,67	\$82.765,52		
\$82.440,88	\$75.241,33		
\$90.284,41	\$67.559,12		
\$98.292,66	\$59.715,59		
\$106.469,07	\$51.707,34		
\$114.817,20	\$43.530,93		
\$123.340,63	\$35.182,80		
\$132.043,06	\$26.659,37		
\$140.928,23	\$17.956,94		
\$150.000,00	\$9.071,77		
	\$0,00		
			Real cost of loan:
			\$185.245,45

Lavoro su materiali autentici

Task-based

In inglese lavoro
sull'aspetto
culturale, dagli
annunci on line, al
problema dei senza
tetto, anche tramite
il dibattito



Spazio alla creatività

Personalizzazione dei contenuti e dei concetti appresi

In economia
aziendale lavoro su
un brano letterario
seguito da creazione
di presentazioni,
video, cartoon



Valutazione: processo e prodotto

In tre fasi



Pair work:
analisi di un
caso

La verifica finale

Presentazione
della proposta

Analisi del caso:
reddito
spese correnti
prospettive
future

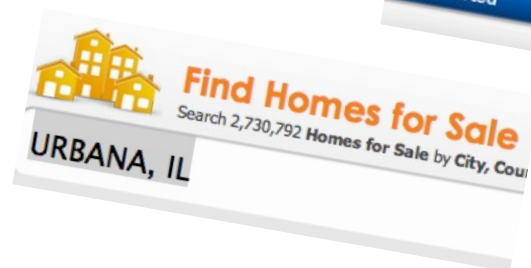
**Scelta di 3 possibili
abitazioni**
homes.com

**Calcolo della rata del
mutuo**
bankofamerica.com

Scelta del mutuo
bankofamerica.com

**Redazione di un
report**
Motivazione della
scelta, percorso
seguito

**Situazione
di partenza**



La verifica finale

Come spazio collaborativo e di creatività

- Situazione reale
- Lavoro di gruppo
- Tempi lunghi
- In classe e fuori dalla classe
- Prodotto finale personalizzato

In cui si verificano le competenze acquisite

La valutazione finale

Tiene conto di numerosi elementi

- Capacità di problem-solving
- Quantità e qualità dell'informazione reperita
- Uso dell'inglese
- Abilità comunicative
- Abilità sociali, capacità di lavorare in gruppo

Ed è effettuata in team

<i>Criteria</i>	<i>3-4-5 Needs Improvement</i>	<i>6-7-8 Good</i>	<i>9-10 Exemplary</i>	<i>Score</i>
Problem-solving skills (Understanding the problem, seeking information, suggesting a solution)	Problem is understood incorrectly or too narrowly. Key information is missing or misinterpreted. Unable to make connection to previous knowledge. States conclusions without justification. Does not consider internal consistency of results.	Analysis of the problem shows some ambiguity or misses some important issues. Relies on a few sources only. Does not gather extensive information. Applies limited amount of prior knowledge to current problem. Does not consistently use information effectively.	Clearly understands the problem and outlines necessary objectives in an efficient manner. Identifies several sources of information and uses them effectively. Effectively applies previous knowledge to current problem. Integrates with new information to assist problem solving process.	
Amount & Quality of information, Use of Internet Links	One or more topics were not addressed. Information has little or nothing to do with the main topic. Needs assistance or supervision to use suggested Internet links and/or to navigate within these sites.	All topics are addressed and most questions answered. Information clearly relates to the main topic, but only a few supporting details and/or examples are provided. Usually able to use suggested Internet links to find information and navigates within these sites easily without assistance.	All topics are addressed and all questions answered. Information clearly relates to the main topic. It includes several supporting details and/or examples. Successfully uses suggested Internet links to find information and navigates within these sites easily without assistance.	
Use of English	Vocabulary is inappropriate. Sentences are rarely complete and coherent. Lots of mistakes which may hinder comprehension.	Mostly uses appropriate vocabulary and complete sentences, with some mistakes.	Uses appropriate vocabulary and complete sentences, with minor or no mistakes.	
Communication skills (giving information on the work carried out and on the topics covered)	Description of results is missing or incoherent. Diagrams and visuals are not accurate OR do not add to the reader's understanding of the topic.	Draws correct conclusions from results, but may not be able to communicate them effectively. Diagrams and visuals are mostly accurate and add to the reader's understanding of the topic.	Able to describe results and conclusions clearly and concisely. Diagrams and visuals are neat, accurate and add to the reader's understanding of the topic.	
Delivery during final presentation	Students incorrectly pronounce terms. Audience members have difficulty hearing presentation. Students don't maintain eye contact with the audience and read their notes.	Students' voice is clear. Students pronounce most words correctly. Students don't always maintain eye contact with the audience and sometimes read their notes.	Students used a clear voice and correct, precise pronunciation of terms. Students maintain eye contact with the audience and rely on their notes only as a prompt.	
Group / Pair Work (communicative and social skills, ability to work in team / pair as shown during the time allowed in the computer lab)	No sharing of knowledge among team/pair members.	Some exchange of information and discussion occurs, but team/pair members do not work consistently to address each one's needs or understanding.	Team/Pair members work together to gain knowledge and apply and synthesize information. All listen respectfully to the opinions of others. Group/Pair develops strategies for success, and creates a positive environment for reflection on the learning process.	

Fonti

Schmitt and Schmitt: 2005, www.norbertschmitt.co.uk

Diana Hicks, CLIL Materials Development Workshop,
Cheltenham, UK

Serragiotto G., 2006b, "La valutazione nel CLIL: format e griglie", in COONAN C. M. (a cura), *CLIL: un nuovo ambiente di apprendimento*, Venezia, Cafoscarina

<https://sites.google.com/site/msreehslearningsite/evaluation>

<http://rubistar.4teachers.org/>

<http://www3.cbe.iastate.edu/>

Per maggiori informazioni

<http://serviziomarconi.istruzioneer.it/clil2012/fermi/>

	ITCG Fermi – Pontedera
	Marilina Saba (Economia aziendale) Luisella Mori (Inglese) Lorella Biondi (Matematica) Adriana Fasulo (Informatica)
	I need to manage my assets (le sceneggia Lezione 1: What is a loan? Lezione 2: What is a mortgage? 1st part
	Economia aziendale Inglese Matematica Informatica

Grazie per l'attenzione

Lorella Biondi

Adriana Fasulo

Luisella Mori

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www.itcgfermi.it