Blended Learning in Teachers Professional Development –
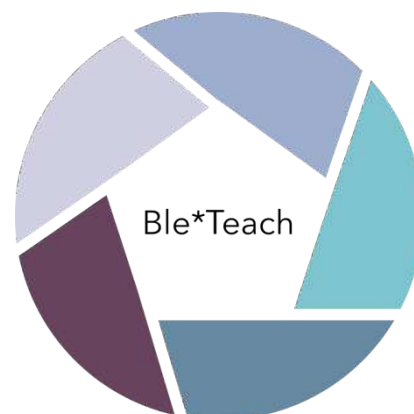
**Developing a Blended Learning Course in Content Area Literacy
for Secondary Teachers**

Erasmus+

Ble*Teach

Implementation Concepts for Five National IDEAL Courses

Belgium, Germany, Hungary, Portugal & Romania

Christine Garbe (Ed.)

Blended Learning in Teachers Professional Development –

**Developing a Blended Learning Course in
Content Area Literacy for Secondary Teachers**
website: www.blend-ed.eu

Ble*Teach Coordination:

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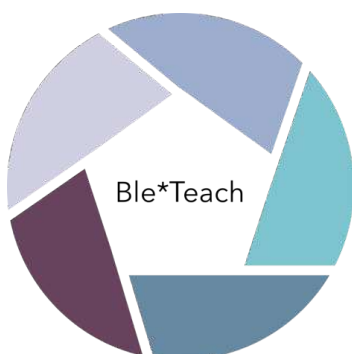Richard-Strauss-Str. 2

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BleTeach Intellectual Outcome No. 7: Developing a Concept for national Implementations of the BleTeach course IDEAL, including Certification and Accreditation Requirements

Introduction (Christine Garbe)

In our application for EU funding we anticipated, that during the BLETEACH project it will not be possible to implement, test and evaluate the Blended Learning course, as this kind of implementation needs much time for preparation, registration etc., in some cases also preliminary accreditation which can be quite time-consuming. Instead, we promised to develop "implementation concepts" in close cooperation with the associated partner institutions and cooperating teacher trainers whom we involved into the project development by means of several "multiplier events" in each country. We wanted the concepts to include a shared understanding of quality standards and certification requirements where it should be defined which content will be offered to course participants and which competencies they shall develop when dealing with theoretical content and practice assignments.

In order to get an overview of implementation requirements in the different countries, the Hungarian team (responsible for this work package) developed a template which all partners should fill in in close cooperation with their teacher training partners. During our final transnational project meeting (in March 2018 in Braga) we analysed the results of these preparatory documents and developed a common framework for the Implementation Concepts which each team created for their own course. Both Templates will be documented here, followed by the national Implementation Concepts.

Template for preparing the 5th Project Meeting in Braga

(Lead: Kecskemét College, P 3)

Course introduction

Name of the course	
Credit number	
The number of hours	
The ratio of F2F and online elements	F2F……..% online ………%

Ble*Teach Coordination: University of Cologne, Prof. Dr. Christine Garbe, Richard-Strauss-Str. 2, 50931 Cologne, Germany

Content of the course (concise but informative description)	
Competences developed by the course	
Skills developed by the course	
Attitudes developed by the course	
Antonomy and responsibilities developed by the course	

Please, fill in the following form about the implementation process of blended CPD courses in your country. Put a tick (☑) or a cross (☒) in the boxes, and complete the answers.

Legal requirements	□ state accreditation □ no accreditation others:
Personnel requirements (regarding trainers)	expected (min.) qualifications: expected (min.) years of experience: expected academic position: others:
Institutional requirements (regarding who can run the course)	□ training center run by the state □ private training center □ higher education institution □ pedagogical center run by the state □ private pedagogical center □ research center others:
Technical requirements (platform, who is responsible, how it is financed)	□ there is a required platform (namely:………………………..) □ the platform is optional (most common:…………………….)
	responsible for it: □ the institution that runs the course □ a national organization others:
	the way it is financed: □ state funded □ the institution funds it □ the participants pay for it others:
Length of the course	□ it is authorized and standardized by the accreditation □ it is not standardized □ there is a range of minimum/maximum of hours (from…… to ……. hours)

Recruitment procedure	a. responsible is: b. the course is promoted: □ on the website □ by sending e-mails □ through partnership □ by previous participants: □ others:
Certification	a. the number of participants □ there is a min. number of participants, which is….. □ there is a max. number of participants, which is ….. □ there is a min. number of assignments (which is …..) b. assignments □ there is an expected form of assignments: □ essays □ lesson plans □ journals □ portfolio others: c. validity □ the certificate is valid forever □ the certificate should be renewed

BL (ratio of F2F and online)	a. □ the ratio is prescribed
	□by the accreditation
	□by the institution that runs the course
	□others:
	       the ratio is
	      …….. % F2F ……….. online
	
	b. □ there is no prescribed ratio

Financial background, sustainment	□ financed fully by the participants □ financed partially by the participants □ financed fully by the sending institutions □ financed partially by the sending institutions □ state funded □ funded by projects □ others:

During the project meeting in Braga, the BleTeach consortium agreed on the following structure of the Implementation Concept:

Text Structure for the Documents in English Language:

1. General Information

1.1. Title of the (national) course

1.2. Length of the course (total duration) / number of credits / ratio face-to-face and online learning (in case of Blended Learning format)

1.3. Institutions entitled to deliver the course

1.4. Technical Equipment needed (E-Learning Platform etc.)

1.5. Module overview (number and title of modules)

1.6. Target group/s (minimum / maximum number of participants per course)

1.7. General objectives / rationale of the programme

1.8. Fees (costs) (if applicable)

1.9. Forms of Certification (if applicable)

2. Content and Working Methods

2.1. Didactical foundations / guidelines for Professional Development (eight learning events model)

2.2. Main topics / theoretical foundations of the course / research basis

2.3. Content of the course: Learning materials and resources / Texts (references) for participants to be read (compulsory & recommended texts)

2.4. Methods and work forms in face-to-face and online units (single, pairs, group work, lectures…)

3. Learning Outcomes, Assessments, Certification

3.1. Learning outcomes: competences, skills, knowledge to be acquired by

participants

3.2. Forms of assessments and connected tasks

3.3. Requirements for certification of participants (attendance and completed assignments)

4. Quality Assurance and Accreditation / Certification Requirements

4.1. Qualification of trainers

4.2. Evaluation requirements / analysis of evaluation results and measures for quality assurance

4.3. National accreditation and certification requirements (if applicable)

5. National Implementation Plans

Targeted Groups: Pre- / In-Service – Teacher Training?

Qualification of Trainers? Availability of Trainers?

Scope of Implementation: own institution? Local collaboration? Regional / district level? Federal state? National level? International level (MOOC worldwide) [How many people do we reach? Whom do we reach: teachers? Teacher trainers / multipliers? How many institutions do collaborate?]

Dissemination strategies? Recruitment strategies: how to reach out to the target groups? Publication strategy? Websites?

Collaboration with National Reading / Writing (Literacy) Associations and other partners

Financial Resources are available? Regular and additional resources (for specific programmes). What resources are needed to offer the course in the different countries?

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**Blended Learning in Teachers′ Professional Development –
Developing a Blended Learning Course in Content Area Literacy for Secondary Teachers**

Ble*Teach [ULiège- HEL] [Belgium] Email: contact@blend-ed.eu, website :www.blend-ed.eu

Implementation Concept for the BleTeach Course in Belgium

(Marine Andre, Patricia Schillings, Liège, June 2018)

1. General Information

1.1. Title of the (national) course :

The Belgian version of IDEAL is named "Favoriser l'apprentissage dans les disciplines grâce à la lecture-écriture." The meaning of this title is close to the English master version but we decided not to work with the acronyme of the English Master Version: "IDEAL – Improving Disciplinary Learning through Literacy". Because of the lack of familiarity with the French wording of the concept of LITERACY (Littérarie).

1.2. Length of the course (total duration) / number of credits / ratio face-to-face and online learning (in case of Blended Learning format)

Around 90 h = 3 credits, the ratio of face-to-face and online is flexible and can vary, there are no national regulations. In the current version, the ratio is one third of F2F and two third of distant courses that include not only online activities but also activities in participants' classrooms.

1.3. Institutions entitled to deliver the course

Offers for teachers´ pre-service training come from public institutions: from national/regional teacher training centers or from higher education institutions. All institutions are funded by the state but not all of them are organized by the state (Fédération Wallonie-Bruxelles – FWB). In Belgium, some institutions are organized by an official pathway and, some by a "free" pathway. Concerning teachers in-service training, there is a central national institution that organizes the offer (IFC).

1.4. Technical Equipment needed (E-Learning Platform etc.)

The requested E-Learning Platform allows:

➢ To communicate with participants (e.g. news about the course)
➢ To upload and download documents (e.g. pdf- and PPT-files)

- ➢ To link to web-pages and videos (e.g. on Youtube)
- ➢ To upload videos
- ➢ To have a discussion forum
- ➢ To provide assignment tools, e.g. for tests or E-Portfolios.

In Belgium, most of higher institutions use an e-learning platform that is free in use for the students. They can use this platform to implement the course if all the technical tools are available. It is the case in the most platforms.

1.5. Module overview (number and title of modules)

The Belgian version of IDEAL was developed in the frame of Small Private Online Course (SPOC). Each SPOC is a part of the course and is autonomous.

SPOC 1 : From reading to literacy

SPOC 2 : Building on textual and cultural dimensions of texts

SPOC 3 : Helping learners to master concepts

SPOC 4 : Supporting my students' learning through strategies

SPOC 5 : Setting up a reciprocal teaching in my classroom.

1.6. Target group/s

Target group for Belgian IDEAL course are Sciences, Social studies, History and Geography secondary schools teachers, meaning grade 7 – 9 teachers in general and vocational tracks. We consider an extension to grades 5 and 6 because of the upcoming reform of preservice teachers training. According this new regulation, lower secondary education teachers will also be able to practice at the end of primary education. The number of participants per course should not exceed 40 people, as the course participants need close guidance and feedback by the trainer.

1.7. General objectives / rationale of the programme

The Belgian IDEAL course addresses two needs in teachers´ continuous professional development (CPD) in Belgium, similar to the other BleTeach partners' countries:

1. A general (structural) problem: The unsatisfying structures of teachers' continuous professional development (CPD) in the EU. In Belgium, Blended learning is not spread at all in teacher training (in service or pre service). Moreover, as in many European countries, the time dedicated to face-to-face learning in teachers´ CPD is limited to a few days per year and thus privileges "one-shot-approaches" which are not effective in changing classroom practice (as research has proven). To address this problem, Belgian IDEAL course was developed as a *blended learning* course (BLC) for secondary teachers and teacher trainers, which combines face-to-face with E-learning.

2. A specific content related problem: the lack of expertise of secondary school teachers, i.e. content area teachers are required to address the problem of *low literacy skills of children and adolescents* in

many European countries. The PISA studies carried out by the OECD (2000 ff.) revealed severe deficits in basic literacy skills among adolescents (15 year olds): In European countries, one out of five adolescents lack the necessary basic literacy skills to cope with literacy requirements in education, training, workplace, societal participation and lifelong learning. One reason for these deficits of adolescents in literacy is seen in the lack of a systematic reading instruction in mother tongue and content area education in primary and secondary schools. International research found that understanding content area texts (or disciplinary texts) should be taught in all subjects and all grades systematically. Unfortunately, in most European countries secondary teachers mainly study their subjects and subject-related didactics during pre-service education but do not get trained in content area literacy. The term content area literacy (CAL) refers to teachers' competence to deal with reading / writing and learning instruction not only on the elementary level in the language arts classes, but in all subjects and all school levels. But in most European countries, content area teachers are not trained to fulfill this task. The Belgian IDEAL course addresses this problem by providing a coherent and comprehensive "Basic Curriculum" to systematically include literacy – meaning reading and writing skills instruction – into subject-areas (at this time, only Sciences, Social studies, History and Geography).

1.8. Fees (costs) (if applicable)

This training requires no fees. The costs are in charge of the training institutions, publicly financed by the government.

1.9. Forms of Certification (if applicable)

Each participant who successfully completed the assignments of all modules will be given a Certificate at the end of the course after a final assessment task. This Certificate will describe the main content of the course and the competences and knowledge, which the participant has gained throughout the course.

2. Content and Working Methods

2.1. Didactical foundations / guidelines for Professional Development

Teachers´ PD treats teachers as learners. *The ultimate goal underlying teachers´ professional development is improved student learning.* In their role of learners, teachers exchange experiences in a professional community. Research shows that they feel motivated to learn only if their learning *takes effect* in the classrooms, so if it *makes a difference* to their students' learning. The question related to professional learning is „What works best and why?" (cf. Hattie 2009, Timperley 2008). From research we know that sustainable change of daily teaching routines will only be reached by *continuous* PD and not by "one-shot-approaches". Furthermore, those changes require more than just offering new knowledge and theories: it is necessary to practice new learning approaches and strategies during the training. According to scientific literature, in order to bear fruit, professional

development activities must be connected to authentic practice and focus on problems directly related to Teachers 'work (Hunzicker, 2011). Throughout the five SPOCs, teachers are led to carry out their activities in their class taking their own context into account. Furthermore, according to Peterson (2013), in order to foster professional development, training activities should bring together a set of conditions, including the acknowledgement of research results, the collection and the analysis of data and the development of a reflective stance on his own teaching practices. These five SPOCs meet these conditions. By offering theoretical inputs through videos and expert interviews, they take the results of the research into account. They allow teachers to collect and analyze, alone or in small groups, students' traces through video case studies or directly in their classroom. This course offers teachers opportunities to analyze effect of the implementation of new approaches and tools but also to take a step back on their current practices. Another key element of professional development, this training device allows a long-term intervention (Peterson, 2013). The training takes place over several months with round trips between learning, practice testing and face-to-face meetings to give teachers time to move in the appropriation of tools and analysis of their practices. The Belgian IDEAL course was designed according to those principles:

➢ We give teachers the opportunity to interact with each other to exchange and reflect on their own classroom experiences in their disciplinary subjects and their teaching beliefs.

➢ We allow teachers to practice new literacy-related teaching and learning strategies within the courses.

➢ We offer teachers guided support and feedback in adapting literacy practices to their own content area classrooms.

2.2. Main topics / theoretical foundations of the course / research basis

The **Belgian IDEAL** course is based on the Anglo-American concepts of "content area literacy" and "disciplinary literacy". Content area literacy aims at developing students' skills and strategies needed to perform successfully with texts and tasks in academic contexts in and across *all* subject areas, whereas the younger concept of "disciplinary literacy" looks at discipline-specific requirements concerning reading and writing: understanding a geography or science text includes different challenges than understanding a historical source or writing an experimental protocol in chemistry. In the United States, already in the early 20th Century researchers stated that reading comprehension is more than just fluent oral reciting. Since the 1970th, together with the cognitive turn in psychology and linguistics, there has been a major research and development interest in content literacy in the US; Harold L. Herber (1970: *Teaching Reading in Content Areas*) is considered the father of content area literacy. The two American experts who consulted the original BaCuLit course, Prof. Dr. William G. Brozo and Dr. Carol Santa, are both experts in content area literacy and have published many books and articles on this subject and coordinated PD trainings for teachers in this field (Santa is the co-initiator of the Pan-American PD programme CRISS which dates back to the 1980s). The core concepts, which have to be considered by all subject teachers, are dealt with in separate modules in the BaCuLit curriculum: **texts** (module 2: Text structure and text diversity), **reading strategies** (module 4: Teaching cognitive and metacognitive reading strategies), **vocabulary instruction** (module 3: Teaching academic vocabulary) and **assessment for learning** (module 5:

Formative assessment for content literacy and learning). The three cross-curricular concepts which should be part of every BaCuLit lesson are **metacognition**, a supportive and demanding teacher-student-**interaction** and **engagement**; those cross-curricular concepts are introduced in basic module 1. The **Belgian version of the IDEAL** course is based on the contributions of the Baculit course because it had not been implemented in our country. We have taken care to add specific elements to the French-language didactic currents. In particular, we have emphasized the use of the written discourses, called **intermediate discourses** (Chabanne & Bucheton, 2000, 2008, 2011), to build an adequate representation of the specificities of the disciplines (Jaubert & Rebière, 2010, 2012, 2016) and also to build up the knowledge and the specific concepts (Jaubert, 2018), which is the primary goal of these courses. For more information about resources used, see the list of references in appendix.

2.3. Content of the course

SPOC 1 : From reading to literacy

Module 1 : Reading comprehension

- Sequence 1 : What is reading and what does it imply?
- Sequence 2 : Reading narrative or expository texts, is it really different?

Module 2 : Literacy

- Sequence 1 : Is Literacy more than reading and writing ?
- Sequence 2 : Two complementary approaches for teaching literacy in subject-matter.

SPOC 2 : Building on textual and cultural dimensions of texts

Module 1 : Introduction

- Sequence 1 : Describing adolescent reading practices
- Sequence 2 : Using authentic texts

Module 2 : Textual dimension

- Sequence 1 : Distinguishing texts : 4 dimensions to take into account
- Sequence 2 : Distinguishing texts : 5 structures to teach

Module 3 : Cultural dimension

- Sequence 1 : Taking an interest in text genders
- Sequence 2 : Taking an interest in disciplinary settings of texts

SPOC 3 : Helping learners to master concepts

Module 1 : How do students build scientific concepts?

- Sequence 1 : Building concepts: Vergnaud's point of view
- Sequence 2 : Identifying concepts to teach
- Sequence 3 : Multiplying teaching settings

Module 2 : Which tools to teach scientific concepts (part 1)?

- Sequence 1 : Defining in your own words
- Sequence 2 : Drawing the components of a definition

Module 3 : Which tools to teach scientific concepts (part 2)?

- Sequence 1 : Networking concepts
- Sequence 2 : Learning through writing and intermediate discourses

SPOC 4 : Supporting my students' learning through strategies

Module 1 : Strategies, how to distinguish them?

- Sequence 1 : Distinguishing « strategy » and « skill »
- Sequence 2 : Categorizing strategies

Module 2 : Teaching strategies

- Sequence 1 : Why and how ?
- Sequence 2 : Reading comprehension strategies and writing strategies

SPOC 5 : Setting up a reciprocal teaching in my classroom

Module 1 : What is reciprocal teaching ?

- Sequence 1 : Definition
- Sequence 2 : The 4 strategies at stake

Module 2 : How to set it up ? - Part 1

- Sequence 1 : Modeling
- Sequence 2 : Selecting a text

Module 3 : How to set it up? - Part 2

- Sequence 1 : Scaffolded instruction
- Sequence 2 : Independent practice
- Sequence 3 : Exercises and analysis

Evaluation

- Final task
- Roadbook – Portfolio.

2.4. Learning materials and resources

A variety of resources and learning materials will be given to the participants of the course.

- ✓ Texts / text extracts (reading materials) and related assignments / worksheets

- ✓ Videos: expert interviews, explanations about a theory or a tool, analysis of student productions, ...

- ✓ Practical exercises and assignments for classroom activities e.g. diagnostic tools for students,

- ✓ Strategies, tools and tasks to practice during the course and apply in daily classroom practice : questionnaires, analysis of pupils' productions, reflection around a tool, an approach, etc.

- ✓ Evaluation and self-reflection about teacher's own professional practice.

All materials and tasks are described in the description and activity sheets of each module separately.

2.5. Methods and work forms

The following learning activities are used in the face-to-face workshops and E-learning units:

- ➢ Trainer/ Expert Input (video or texts): introducing research-based knowledge in "small pieces" and linking research findings to good practice examples.

- ➢ Practical exercise or application of the new content: exercises, practical experiences with students, and possibilities for inquiry into teachers´ own classroom practice.

- ➢ Documentation of results in Participant Roadbook, on the Platform (Forum) or in the subsequent workshops (report and reflection)

- ➢ Trainer Modelling: introducing literacy related tools and teaching strategies by offering demonstrations and subsequent practical exercises

- ➢ Analysis of practical experiences and self- and group-reflection about own concepts and beliefs; pair and group discussions during the workshops or in online forums

- ➢ Feedback: peer and trainer support and individual feedback during the workshops and via E-learning platform (building "learning communities").

3. Learning Outcomes, Assessments, Certification

3.1. Learning outcomes: competences, skills, knowledge to be acquired by participants

At the end of the course, participants will have gained insight into the mechanisms of expert reading and more broadly the role of literacy for disciplinary learning in all school subjects. They will have started to reflect on and probably change their professional self-concept from being "only" a subject teacher to being also a learning and literacy expert in a specific subject area. The first SPOC is an introduction which aims at moving from the notion of reading to the notion of literacy to better understand this rarely used concept in the French-speaking world. The second SPOC attempts to describe the textual and cultural dimensions of texts so that they become real tools for building knowledge. In the third SPOC, the mastery of concepts is approached through the construction of effective and rich conceptual networks. The fourth SPOC focuses on learning strategies for reading comprehension and writing that are useful for learning in a school subject. Finally, the last SPOC makes it possible for teachers to discover and set up a device for collaborative reading of informative texts (reciprocal teaching) in their classrooms. In terms of **knowledge,** participants will gain insight into current research about a broad range of literacy issues in both aspects, reading and writing, e.g. the major importance of metacognition and self-regulation for all learning processes, a supportive teacher-student-interaction and the related concepts of reading apprenticeship and scaffolded instruction. Similarly, in the subsequent modules, participants will learn what research says about mechanisms of expert reading, authentic texts in classrooms, PISA dimensions of texts, and about text structures as well as cultural dimension of text; about scientific concepts instruction, about reading and writing processes and strategies and about reading motivation.

Throughout these SPOC, participants should be able to build classroom activities integrating the teaching of useful cognitive approaches for the understanding of writing and the acquisition of new knowledge: developing reading / writing activities to help students learning about the content concepts; helping students to better understand texts by taking into account their structure and organization; designing teaching activities incorporating explicit teaching phases of reading comprehension and developing formative assessment approaches in disciplines. In terms of **competences and skills** the Belgian IDEAL approach focuses on practical application of theoretical knowledge in the framework of lesson planning, analyzing and reflecting the own classroom practice. Teachers will get acquainted with new reading and writing (and learning) strategies, try them out first in the course and later with their students in classroom. Finally, self-reflection and reflecting one´s own practice together with peers is an important competence, which is fostered within the course.

3.2. Forms of assessments and connected tasks

The evaluation will be of two types. The ongoing assessment of SPOC will be formative and will allow learners to situate themselves in their acquisition of learned concepts. The evaluation at the end of SPOC will be certificate and will cover all the elements addressed in this one. Its success will condition the acquisition of the certificate, as well as the submission of the roadbook created by the learners throughout the training. It will be a record of the evaluation and learning of each learner.

Examples of assessment tasks in the course:

1. Essays or other assignments for writing about texts or videos with theoretical input
2. Documentation of practical exercises with students in participants´ classrooms
3. Chat participation and comments on other participants´ written assignments in discussion forums on the E-learning platform
4. Lesson planning and desig
5. Roadbook for self-reflection and self-assessment.

3.3. Requirements for certification of participants

In order to qualify for the Belgian IDEAL Certificate, participants are requested to complete all module-related assignments plus the **final assignment.** Participants will submit the roadbook built by the learners throughout the training. It will be a record of the evaluation and learning of each learner.

4. Quality Assurance and Accreditation / Certification Requirements

4.1. Qualification of trainers

In Belgium, teacher trainers for the IDEAL course must be pedagogues, didacticians of the choosen disciplines and have the title of "Chargé de cours" ou "Professeur" (University) or "Maitre-assistant" (Haute Ecole). Tainers who will offer the Belgian IDEAL course must be trained on the course content by the conceptors of this course.

4.2. Evaluation requirements / analysis of evaluation results and measures for quality assurance

Trainers will provide a questionnaire related to the specific content of the course and requires that participants give feedback at the end of the whole course. The questionnaire will be based on the questionnaires currently distributed at the end of the courses given at the University of Liège and the HEL.

4.3. National accreditation and certification requirements

In Belgium, only higher education institutions and the in-service training institute (IFC) deliver courses that are recognized by the government. Each higher education institution accredits its courses and IFC validates the training offers submitted to it.

5. National Implementation Plans

5.1. Targeted Groups: Pre- / In-Service – Teacher Training?

The Belgian context is changing. The government is about to finalize a new device that aims to extend pre-service teacher training by one year. In this context, universities and Higher education institutions will be invited to collaborate in the certification of pre-service teachers. This additional school year is to be created. Since the BleTeach project has allowed us to develop a course in a training partnership ULiège - HEL, it seems obvious to continue in this way by offering this course in the fourth year of pre service lower secondary and primary teachers training. This course was first designed for in-service teachers training; its implementation in the pre-service training will require some adaptations. However, we want to keep a close connection between theory (theoretical input) and practical application in classroom practice. This is why we will be established about a close link between this course and the students' internships.

In a second step, when the course will be better implemented and trainers will be trained, we think to extend this course offer to other institutes of pre-service teacher training but also to in-service teacher training institutions.

5.2. Qualification of Trainers / Availability of Trainers

In the first step of implementation, the trainers of the Belgian IDEAL course will be pedagogues or didacticians of disciplines from University of Liège or HEL. In the second step, we would like to extend the offer. In order to provide the Belgian IDEAL, we need to train trainers to qualify them to offer these courses in face-to-face and blended learning formats.

5.3. Scope of Implementation / Dissemination Strategies

As mentioned above, the Belgian context is changing. Pre service teacher training will probably be extended by one year but the legal registration of this reform is still in progress. We don't know when it will be in application. The announced date is September 2019.

In terms of **dissemination and recruitment strategies**, we will organize a **top-down** approach, because we first address institutions of higher education and respond to the need to build the program of this fourth year of initial training for future teachers of lower secondary grades.

In this context, it is difficult to present a clear view of the scope of implementation and dissemination strategies. As we said above, we will collaborate with Higher Education institutions and we will begin this collaboration with partners in this Erasmus project (HEL and Uliège).

Additionally, the organization of this fourth training year will also open the door of high schools and universities to teachers graduated before the new regulation. This audience could also disseminate information. We hope that a **multiplication effect** will complement this approach: when colleagues communicate within their professional peer groups about our programme and recommend it, we will also create growing demand **bottom-up.** Responding to this demand, in a second step, we could offer modules of the course in in-service teacher training (IFC : http://www.ifc.cfwb.be/default.asp).

Last but not least, the BleTeach project has created its own **Website (**www.blend-ed.eu) where all relevant project information has been disseminated and the project´s results are or will be available. Furthermore, we will make use of the ELINET Website (www.eli-net.eu) and the websites of the Belgian Reading Association (ABLF – BELFRA : https://www.ablf.be/) to inform about our project´s results and the Belgian IDEAL course which will be going offered.

5.4 Financial Resources

As mentioned before, the training requires no fees. The costs are in charge of the training institutions, publicly financed. Even if students pay their registration in the training institution of their choice (University or Higher education institution).

Appendix

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23

**Blended Learning in Teachers´ Professional Development –
Developing a Blended Learning Course in Content Area Literacy for Secondary Teachers**

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Implementation Concept for the BleTeach Course in Germany

(Christine Garbe, Cologne, June 2018)

1. General Information

Preliminary note: Specific implementation conditions in Germany

The National Report on Germany of the ISIT-Project (Implementation Strategies for Innovations in Teachers' Professional Development) from Dorothee Gaile highlighted some specific conditions of education policies in Germany which we want to remind here: "Speaking of continuous teacher education in Germany always means looking at 16 different Federal States and their jurisdictions in educational policies. The Basic Law does not give power to the Federacy to legislate on the matter of education and culture thus creating effectually a "Kulturhoheit der Länder", cultural sovereignty of the 16 states. The German Parliament influences the educational sector only via the Kultusministerkonferenz (=KMK), the Standing Conference of the Ministries of Education and Cultural Affairs of the Länder in the Federal Republic of Germany. The directives of this body do not immediately become effective, but first will have to be turned into state law. (…) Therefore it would be too superficial to speak of "the" German education system and "one" common standard for continuous teacher education in Germany. (…) Heterogeneity prevails in teacher professional development as in other educational fields. " (D. Gaile, ISIT Report Germany, 2015, p. 5) See more details in this report which is available on the ISIT-website: www.isit-project.eu

1.1. Title of the German course: „BaCuLit 2.0 – Ein Fortbildungsprogramm für Lehrkräfte zur Vermittlung fachbezogener Lese- und Schreibkompetenzen"

The German teams decided *not* to work with the acronyme of the English Master Version: "IDEAL – Improving Disciplinary Learning through Literacy". The reason for this is the fact, that in Germany we have trained and certified 14 BaCuLit trainers in 9 Federal States during the previous Comenius-project ISIT (see www.isit-project.eu), who – together with 6 BaCuLit trainers from the original project (see www.baculit.eu) – have offered many PD-courses related to BaCuLit in various German regions during the last years. Thus the acronyme **BaCuLit** (Basic Curriculum for Teachers´ In-Service Training in Content Area Literacy in Secondary Schools) has already become well known in Germany and we wanted to indicate that the BleTeach-course is

a follow-up to BaCuLit.

1.2. Length of the course (total duration) / number of credits / ratio face-to-face and online learning (in case of Blended Learning format)

The BaCuLit 2.0 course consists of 8 modules in various length, varying between 6 h and 18 h per module. Each module consists of 2 to 5 blocks which can in most cases also be offered independently from each other. The idea of this structure is to guarantee a maximum of flexibility in offering the course, both in blended learning or face-to-face formats, and according to the needs of teachers either in whole school trainings or participating in training offers of CPD providers. The total course may realistically only be offered for training BaCuLit trainers, whereas the practical conditions of CPD in Germany may require to offer single modules or module combinations according to specific needs.

The complete course consists of 84 h which can be offered in both ways, face-to-face or online / blended. In Germany, we do not count length of courses in CPD in credits.

1.3. Institutions entitled to deliver the course

Most offers for teachers´ in-service training come from public teacher training centers run by the state. Usually each Federal State has one central State Institute which coordinates the training of teacher trainers and eventually develops and disseminates general guidelines and programmes for PD [= Professional Development]. In NRW, for example, this institution is called QUALiS: Qualitäts- und Unterstützungsagentur - Landesinstitut für Schule, in Rheinland-Pfalz it is called PL – Pädagogisches Landesinstitut. Below this federal level, in-service training for teachers is usually organized within regional districts (e.g. in NRW there are 5 districts) which coordinate offers on regional level. This "regionale Lehrerfortbildung" offers courses for different school forms, subjects, etc. Those courses are provided by public bodies like training centers, pedagogical centers or universities. Private providers do exist, but are not very influential as teachers (and schools) normally do not pay for PD. However, public and private institutions would be entitled to deliver the BleTeach course if they are entitled to deliver PD courses at all. The BleTeach consortium will offer the German Version of the course to ALL Federal In-Service-Training Institutions under the condition that they train trainers on the course content (Certification as BaCuLit Trainers, see below.)

1.4. Technical Equipment needed (E-Learning Platform etc.)

An E-Learning Platform is requested which allows:

- ➢ To communicate with participants
- ➢ To upload and download documents (e.g. pdf- and PPT-files)
- ➢ To link to web-pages and videos (e.g. on Youtube)

- ➢ To upload videos
- ➢ To have a discussion forum
- ➢ To have a news forum
- ➢ To offer assignment tools, e.g. for tests or E-Portfolios.

In Germany, many Federal States work with a central E-Learning Platform like Moodle, Universities (e.g. University of Cologne) work with ILIAS; both are free for the users. Also private (commercial) platforms do exist, for example ITSLearning, an international E-Learning Platform specifically developed for use in schools and pedagogical contexts. In the ISIT Project, we worked with ITSLearning, however, schools or other clients have to pay a yearly licence fee.

1.5. Module overview (number and title of modules)

Module 1: Key Concepts of BaCuLit Lesson Planning

Module 2: Text Diversity and Text Structures

Module 3: Vocabulary instruction

Module 4: Teaching Reading Strategies

Module 5: Writing to Learn

Module 6: Teaching literacy for second language learners / struggling learners

Module 7: Fostering reading engagement and reading for pleasure

Module 8: Literacy as whole school approach/ From improving classroom practice to school development plans.

1.6. Target group/s (minimum / maximum number of participants per course)

Target group for the BaCuLit 2.0-course are teachers of secondary schools across all school subjects, meaning teachers of grades 5 – 12 /13 in general education (Hauptschule, Realschule, Gesamtschule, Gymnasium), special education and vocational education. The number of participants per course should not exceed 20 people, as the course participants need close guidance and feedback by the trainer. Ideally, it would be delivered as whole-staff-training within one single school ("schulinterne Lehrerfortbildung") or regional offer where several teachers from each school participate.

1.7. General objectives / rationale of the programme

The BaCuLit 2.0 course addresses two crucial needs in teachers´ continuous professional

development (CPD) in Germany:

1. A general (structural) problem: The unsatisfying structures of teachers' continuous professional development (CPD) in the EU. In the German Federal States (as in many European countries) the time for face-to-face learning in teachers´ CPD is limited to a few days per year and thus privileges "one-shot-approaches" which are not effective in changing classroom practice (as research has proven). To address this problem, BaCuLit 2.0 has been developed as a *blended learning* course (BLC) for secondary teachers and teacher trainers which combines face-to-face with E-learning.

2. A specific content related problem: the lack of expertise of secondary school teachers, i.e. content area teachers required to address the problem of *low literacy skills of children and adolescents* in many European countries. The PISA studies carried out by the OECD (2000 ff.) revealed severe deficits in basic literacy skills among adolescents (15 year olds): In European countries, one out of five adolescents lack the necessary basic literacy skills to cope with literacy requirements in education, training, workplace, societal participation and lifelong learning. One reason for these deficits of adolescents in literacy is seen in the lack of a systematic reading instruction in mother tongue and content area education in secondary schools. International research found that understanding content area texts (or disciplinary texts) should be taught in all subjects and all grades systematically. Unfortunately, in most European countries secondary teachers mainly study their subjects and subject-related didactics during pre-service education but do not get trained in content area literacy. The term content area literacy (CAL) refers to teachers' competence to deal with reading / writing and learning instruction not only on the elementary level in the language arts classes, but in all subjects and all school levels. But in most European countries, content area teachers are not trained to fulfill this task. The BaCuLit 2.0 addresses this problem by providing a coherent and comprehensive "Basic Curriculum" which enables single teachers and whole school staffs to systematically include literacy – meaning instruction of reading and writing skills – into all subjects and the school curriculum.

1.8. Fees (costs)

Usually, no fees are required by the single teachers who participate in a PD course, as PD is provided by state institutions and thus publicly financed. In some federal states, however, we can observe tendencies of privatization: schools are given a certain budget for "buying" CPD offers from public or private providers. If those schools "buy" a BaCuLit 2.0 course they would have to pay the honorary for the trainer and some money for course materials.

1.9. Forms of Certification

Each participant who successfully completed the assignments of all modules will be given a

BaCuLit Certificate at the end of the course. This Certificate will explain the main content of the course and the competences and knowledge which the participant has gained throughout the course.

2. Content and Working Methods

2.1. Didactical foundations / guidelines for Professional Development (PD)

Teachers´ PD treats teachers as learners. *The ultimate goal underlying teachers´ professional development is improved student learning.* In their role of learners, teachers exchange experiences in a professional community. Research shows that they feel motivated to learn only if their learning *takes effect* in the classrooms, so if it *makes a difference* to their students' learning. The question directing professional learning is „What works best and why?" (cf. Hattie 2009, Timperley 2008). From research we know that sustainable change of daily teaching routines will only be reached by *continuous* PD and not by "one-shot-approaches". Furthermore, those changes require more than just offering new knowledge and theories: it is necessary to practice new learning approaches and strategies during the training with colleagues before implementing them into one´s own classroom ("pädagogischer Doppeldecker"). The BaCuLit course was designed according to those principles:

> ➢ We give teachers the opportunity to interact with each other to exchange and reflect on their own classroom experiences in their disciplinary subjects and their teaching beliefs.

> ➢ We allow teachers to practise new literacy-related teaching and learning strategies within the courses.

> ➢ We offer teachers guided support and feedback in adapting literacy practices to their own content area classrooms.

2.2. Main topics / theoretical foundations of the course / research basis

The **BaCuLit** course ("Basic Curriculum for Teachers´ In-Service Training in *Content Area Literacy…")* is based on the Anglo-American concepts of "content area literacy" and "disciplinary literacy". Content area literacy aims at developing students' skills and strategies needed to perform successfully with texts and tasks in academic contexts in and across *all* subject areas, whereas the younger concept of "disciplinary literacy" looks at discipline-specific requirements concerning reading and writing: understanding a math or science text includes different challenges than understanding a historical source or writing an experimental protocol in chemistry. In the United States, already in the early 20th Century researchers stated that reading comprehension is more than just fluent oral reciting. Since the 1970th, together with the cognitive turn in psychology and linguistics, there has been a major research and development interest in content literacy in the US; Harold L. Herber (1970: *Teaching Reading in Content Areas*) is considered the father of content area literacy. The two American experts

who consulted the original BaCuLit course, Prof. Dr. William G. Brozo and Dr. Carol Santa, are both experts in content area literacy and have published many books and articles on this subject and coordinated PD trainings for teachers in this field (Santa is the co-initiator of the Pan-American PD programme CRISS which dates back to the 1980s).

The original **BaCuLit Lesson Planning Framework** incorporates the key concepts of content area literacy as well as the main goal of all BaCuLit lessons: to support students' content area learning by improving their literacy skills. The core concepts, which have to be considered by all subject teachers, are dealt with in separate modules in the BaCuLit curriculum: **texts** (module 2: Text structure and text diversity), **reading strategies** (module 4: Teaching cognitive and metacognitive reading strategies), **vocabulary instruction** (module 3: Teaching academic vocabulary) and **assessment for learning** (module 5: Formative assessment for content literacy and learning). The three cross-curricular concepts which should be part of every BaCuLit lesson are **metacognition**, a supportive and demanding teacher-student-**interaction** and **engagement**; those cross-curricular concepts are introduced in basic module 1. Also in module 1 the participants get to know the "Guiding Questions for Lesson Planning" which refer to the Lesson Planning Framework. They contain 3 to 5 questions in each of the paragraphs which are worked through in all 6 modules, thus enabling teachers to internalize these principles and apply them in their daily classroom practice.

In the **BaCuLit 2.0 course** some changes have been made: We integrated **formative assessment** ("assessment for learning") into module 1, where it replaced "engagement" as one of the cross-curricular core-concepts, and offer assessment tools in all modules, so that a separate module (No 5) about assessment could be deleted. Instead, we added a new module 5 about **writing processes and practices** as writing is the second important component of literacy. We integrated the old module 6 (BaCuLit practice of lesson planning) into the new module 8 (see below). Furthermore, we added one module about **literacy for second language learners / struggling learners** (module 6) which reflects the specific challenges of German schools to deal with an increasing amount of refugees and students with migrant background. Furthermore, we added one module about **reading engagement and reading for pleasure** (module 7) which offers knowledge and tools for designing comprehensive literacy programmes for schools. Finally, module 8 reflects another important trend in recent education policies in Germany: **Literacy as whole school approach/ From improving classroom practice to school development plans**, where the former module 6 (practice of lesson planning) has been integrated.

2.3. Content of the course

Module 1: Introduction and BaCuLit Key Concepts of Lesson Planning (16 h)

Block 1 What is literacy and why do literacy skills matter in all school subjects? (3 h)

Block 2 BaCuLit Framework for Lesson Planning (2 h)

Block 3: BaCuLit Key Concept Metacognition - Research and basic metacognitive learning strategies (4 h)

Block 4: BaCuLit Key Concept Interaction: Supportive Teacher-Student-Interaction and Teacher´s Roles; the Literacy Apprenticeship Approach   (3 h e-learning, 3 h f2f workshop, 1 h final assessment for Module 1)

Block 5: BaCuLit Key Concept Formative Assessment / Assessment for Learning (4 h)

Module 2: Text Diversity and Text Structures (12 h)

Block 1 Exploring students' text worlds (3 h)

Block 2 Text diversity framework (3 h)

Block 3 Authentic Texts and their use in the classroom (3 h)

Block 4 Content area / disciplinary texts: text structures and graphic organizers (3 h).

Module 3: Vocabulary instruction (6 h)

Block 1: Key principles from vocabulary research for instruction (2,5 h)

Block 2: Practice of vocabulary instruction (3,5 h)

Module 4: Teaching Reading Strategies (9 h)

Block 1: Cognitive instruction model (Modelling – Scaffolding - Fading); Modelling: Thinking aloud and talking to the text (6 h)

Block 2: Reciprocal teaching - establishing a "mental toolbox" (3 h)**.**

Module 5: Writing to learn (6 h)

Block 1 Understanding the principles of writing and the writing process; struggling writers (3 h)

Block 2: Writing Strategies and exercises; cooperative writing (3 h)

Module 6: Struggling Learners / Second Language Learners (11 h)

Block 1: Training of basic reading skills, building reading fluency (2,5 h)

Block 2: Building vocabulary for second language learners / concept maps (6 h)

Block 3: Scaffolding and thinking aloud (2,5 h)

Module 7: Fostering Reading Engagement and Reading for Pleasure (18 h)

Block 1: How do children and young people become readers? Writing and reflecting one´s own reading biography (4 h)

Block 2: Principles for a comprehensive and systematic reading promotion at school (4 h)

Block 3: Tools and instruments for exploring and diagnosing reading motivation of students (3 h)

Block 4: How to foster students´ reading motivation and self-concept as readers (4 h EL + 3 h

F2F workshop)

Module 8: Literacy as whole school approach/ From improving classroom practice to school development plans (6 h).

Block 1: Practice of Lesson Planning (2 h)

Block 2: School programs / school development (2h)

Block 3: SWOT-Analysis and implementation plans (2h).

2.4. **Learning materials and resources** / Texts (references) for participants to be read (compulsory & recommended texts)

A mixture of resources and learning materials will be given to the participants of the course.

- ✓ Texts / text extracts (reading materials) and related assignments / worksheets
- ✓ Videos and PPT presentations (for trainer input)
- ✓ Practical exercises and assignments for classroom inquiries, e.g. questionnaires and diagnostic tools for students
- ✓ Strategies, tools and tasks to practice during the course and apply in daily classroom practice
- ✓ Evaluation and self-reflection sheets

There is an additional list of resources which can be found in the description of each module separately.

2.5. **Methods and work forms** in face-to-face and online units

The following learning activities are used in the face-to-face workshops and E-learning units:

- ➢ Trainer Input (PPT presentation or video lecture): introducing research-based knowledge in "small pieces" and linking research findings to good practice examples
- ➢ Practical exercise or application of the new content: exercises, practical experiences with students, and possibilities for inquiry into teachers´ own classroom practice
- ➢ Documentation of results in Teacher´s Workbook, on the Platform (Forum) or in the subsequent workshop (report and reflection)
- ➢ Trainer Modelling: introducing literacy related tools and teaching strategies by offering demonstrations and subsequent practical exercises
- ➢ Analysis of practical experiences and self- and group-reflection about own concepts and beliefs; pair and group discussions during the workshops or in online forums
- ➢ Feedback: peer and trainer support and individual feedback during the workshops and

via E-learning platform (building "learning communities")

3. Learning Outcomes, Assessments, Certification

3.1. Learning outcomes: competences, skills, knowledge to be acquired by participants

At the end of the course participants will have gained insight into the importance of reading and writing skills for disciplinary learning in all school subjects. They will have started to reflect on and probably change their professional self-concept from being "only" a subject teacher to being a learning and literacy expert (facilitator?) in a specific subject area.

In terms of **knowledge,** participants will gain insight into current research about a broad range of literacy issues in both aspects, reading and writing, e.g. the major importance of metacognition and self-regulation for all learning processes, a supportive teacher-student-interaction and the related concepts of reading apprenticeship, scaffolding and the zone of proximal development as well as the difference between formative and summative assessment. Similarly, in the subsequent modules, participants will learn what research says about text diversity, authentic texts in classrooms and about text structures; about vocabulary instruction, about reading and writing processes and strategies, about reading motivation and so on.

In terms of **competences and skills** the BaCuLit approach focuses on practical application of theoretical knowledge in the framework of lesson planning, analyzing and reflecting the own classroom practice. Teachers will get acquainted with new reading and writing (and learning) strategies, try them out first in the course and later with their students in classroom.

Finally, **self-reflection and reflecting one´s own practice together with colleagues** is an important competence which is fostered within the BaCuLit course.

3.2. Forms of assessments and connected tasks

Types of assessment in the course

1. Essays or other assignments for writing about texts or videos with theoretical input

2. Documentation of practical exercises with students in participants´ classrooms

3. Plenary presentations (face-to-face workshops), e.g. PPTs or posters

4. Chat participation and comments on other participants´ written assignments in discussion forums on the E-learning platform

5. Lesson planning and design

6. Reflection journals or voice-recorded reflection.

3.3. **Requirements for certification of participants (attendance and completed assignments)**

In order to qualify for the BaCuLit Certificate, participants are requested to complete all module-related assignments (in their printed workbook or in the E-Portfolio on the Learning Platform) plus the **final assignment** which will already be announced in Module 1: to design a lesson plan (for one lesson or a unit of several lessons) in one´s own subject according to the BaCuLit principles of lesson planning. This lesson plan is presented in a poster presentation during the final module where trainers and colleagues give feedback and reflect together on all lesson plans and learning results.

4. Quality Assurance and Accreditation / Certification Requirements

4.1. **Qualification of trainers**

In Germany teacher trainers usually have to be teachers themselves which means that they have passed the pre-service teacher training at a University (nowadays in most Federal States offered as Bachelor and Master studies, e.g. 3 or 4 years BA and 2 years MA studies, plus 1.5 years practical training at a school and academies). In most cases those trainers are still working as teachers at school and deliver teacher training only part-time. In case of BaCuLit courses we consider it necessary that trainers who offer the BaCuLit 2.0 course have first been trained on the course content and certified as BaCuLit trainers. (Further details see below.)

4.2. **Evaluation requirements / analysis of evaluation results and measures for quality assurance**

Teacher training institutions in general offer a standardized questionnaire to participants of PD courses and ask them at the end of a course to give feedback; BaCuLit has developed such questionnaire related to the specific content of the course and requires that participants give feedback on every single module which they passed.

4.3. **National accreditation and certification requirements**

In the Federal States of Germany all institutions and private persons offering teacher training need to be accredited in order to be officially recognized as providers of teacher professional development. In this accreditation not only the programme and its content, but also the status / equipment of the institute and the quality of the trainers are judged and taken as a basis for turning down or accepting the application. However, in contrast to other European countries, there do not exist formal accreditation requirements of every single PD course in Germany (as do exist for example for all University teaching programs in BA and MA studies).

5. National Implementation Plans

As the European Comenius project ISIT (Implementation Strategies for Innovations in Teachers´ Professional Development, cf. www.isit-project.eu) has shown, the conditions for implementing new programmes in teachers´ PD in Germany are extremely challenging, as there is a lack of coherence and quality standards, and conditions for providing or receiving PD vary in the 16 Federal States. As Dorothee Gaile stated in the ISIT-Report for Germany:

"Teacher in-service training is offered on a wide range of topics and in various formats by a large number of often competing actors and does not necessarily allow cumulative processes of enlarging teachers' knowledge and skills. Most programmes in Germany are **state-run**, as the Ministries of Culture and Education in all Federal States set partly nationwide partly specific goals in education policies. (….) Programmes offered in the public as well as in the private sector vary widely in quality within the individual German States, but also nationwide, as there are no generally accepted and established quality standards for the third phase of teachers' professional learning (covering aspects like requirements for providers of teacher training, criteria for sustainable intervention programmes, competences of trainers, connection with other aspects of the support system for schools such as school counseling etc.). To summarize these findings, no systematic overall approach to literacy development through continuing teacher education in Germany can be identified. In some Federal States there are uncoordinated literacy initiatives even in one and the same Ministry or teacher training institute." (Gaile 2014, p. 6, to be found under this link:

http://www.alinet.eu/index.php?option=com_content&view=article&id=125&Itemid=206)

The BaCuLit trainers who have been trained in the ISIT project have consequently developed very different creative approaches to implement the BaCuLit programme within their institutions in 9 Federal States – comprehensively documented in the above cited Report. We can learn from this experience that **flexibility** has to be the **major principle** for an implementation concept of BaCuLit 2.0 in Germany. (Details see below.)

Flexibility will also be requested in regard to the **Blended Learning format** of the BaCuLit 2.0 course. In general, teachers are quite reluctant to get PD in a blended learning format, as our own research about Good Practice in Blended Learning in Teachers´ CPD has shown: "Unfortunately, because of all the problems mentioned above, Blended Learning courses have not been meeting the teachers' requirements for the past years. Therefore, it is common that teachers show a clear preference towards face-to-face courses, in which they have the possibility to interact with others in a more active environment, and also save much of their precious time. Many Blended Learning courses take an unusually long period of time in order to be completed." (German Report: "Good Practice Examples and Blended Learning Concepts in Teachers´ CPD in Germany", p. 12; link: https://blend-ed.eu/bl/) For this reason, we might face the situation that we will mainly offer the BleTeach 2.0 course in a **blended learning format for training the trainers,** whereas they will offer those courses or single modules in a face-to-face format: as whole staff training in single schools or in local and regional teacher trainings. Therefore we decided that we will work out all course materials for those two forms of being provided: face-to-face or in blended learning.

5.1. Targeted Groups: Pre- / In-Service – Teacher Training?

For Germany, we decided to design the BaCuLit 2.0 course primarily for *in-service-teachers* of secondary schools, as the course is based on a close connection of theory (knowledge input) and practical application in daily classroom practice. However, the previous BaCuLit course has also been implemented in the practical phase of pre-service teacher education ("Referendariat") and even in pre-service training in Universities. In this case, pre-service teacher students do have to cooperate with practice schools in order to try out in classrooms what they learned. Another reason for focusing on in-service training is the fact that curricula are more open and flexible in this area, whereas in Universities study plans are often fixed and accreditated for several years, so not open for new content. However, on a longterm perspective content area literacy courses (like BaCuLit) should become a compulsory module for secondary teachers in all subjects in pre-service teacher education, which is the case in most American universities, for example.

5.2. **Qualification of Trainers / Availability of Trainers**

In order to disseminate the BaCuLit 2.0 programme we need to train trainers who are qualified to offer these courses in face-to-face and blended learning formats. From the original BaCuLit project and the subsequent ISIT project we already **certified 20 BaCuLit trainers** in about 10 out of 16 Federal States, but not all of them are still working in teacher training institutions. Currently we are training **16 teacher trainers** of vocational schools in North Rhine-Westphalia to become BaCuLit trainers and we plan to offer such trainings for trainers – in cooperation with the Federal State Institutes for teachers in-service training – in other federal states as well. The already certified trainers can offer these training-of-trainers courses all over the country; in NRW, for example, we involved 7 BaCuLit trainers from 5 Federal States.

5.3. **Scope of Implementation / Dissemination Strategies**

In the original BaCuLit project the coordinating institution (University of Cologne) collaborated with the State Institute for Teachers and Schools in Berlin / Brandenburg (two federal states), LISUM which carried out the piloting of the course. So the scope of implementation was limited to federal level. In the follow-up project ISIT we trained BaCuLit trainers in eight Federal States and thus targeted the national level. In BleTeach we reached out to teacher trainers and decision makers of 12 Federal States, so we proceed on our way to target the national level.

We consider the **full version** of the BaCuLit 2.0 course as a version which will mainly be used **for the training of BaCuLit trainers:** They will indeed have to successfully complete all 8 modules in order to get certified as BaCuLit trainers. Those "trainings of trainers" will ideally be offered by State Institutions on federal level, as is currently the case in the largest German Federal State, North Rhine-Westphalia (NRW, 18 Million inhabitants), where we train 16 teacher trainers from vocational schools who are going to offer the BaCuLit programme in all five regional districts for more than 500 vocational schools in NRW.

We intend to address all 16 Education Ministries and State Institutions for Teachers In-Service-

Training in the Federal States when we will have successfully completed the "pilot training-of-trainers" in NRW (in June 2018) and offer our services for training BaCuLit trainers in their institutions. Those future trainers will have to develop specific implementation programmes together with their institutions (and often according to specific federal programmes, as is the case in NRW) which might address not only in-service teachers, but also teacher students in the second phase of their training at schools ("Referendariat").

In terms of **dissemination and recruitment strategies** this means that we will mainly work **top-down,** i.e. by engaging decision makers in Education Ministries and State Institutes for Teacher Training. Once we have come to an agreement with those partners, they will reach out to our main target group, the teachers, within their information channels (printed course programmes, websites, etc.). Additionally, we hope that a **multiplication effect** will complement this approach: when colleagues communicate within their professional peer groups about our programme and recommend it, we will also create growing demand **bottom-up.** This has already happened in our final multiplier event which we focused on North Rhine-Westphalia: In January 2018 we invited teacher trainers and responsible persons for PD addressing vocational teachers from across NRW and reached out to about 70 people; many of them expressed their interest at the end of the info-day to become BaCuLit trainers, so that the State Institute decided to offer a second training-of-trainers course for this target group in NRW which will start in September 2018.

In addition, we plan to publish the **BaCuLit Teacher´s Workbook** in collaboration with the State Institute of NRW in a printed edition, so that it will be available to the broad public as well, not only to participants of our courses. This will also contribute to make BleTeach and the BaCuLit 2.0 concept and course better known in the German speaking countries and interest more teachers for this training offer. Last but not least, the BleTeach project has created its own **Website (**www.blend-ed.eu**)** where all relevant project information has been disseminated and the project´s results are or will be available. Furthermore, we will make use of the ELINET Website (www.eli-net.eu) and the websites of the German Reading and Writing Association (www.dgls.de) to inform about our project´s results and the BaCuLit 2.0 courses which we are going to offer. Our project members and BaCuLit trainers have had and will have various opportunities to present our project and course concept on national and international meetings and conferences, and we will of course continue to disseminate it on those occasions in the future as well.

Furthermore, we presented our programme and concept to the DVLfB: Deutscher Verein zur Förderung der Lehrerinnen- und Lehrerfortbildung e.V. (German Association for Raising the Quality of Teachers´ Professional Development), where many professionals and decision makers for teachers´ PD from across Germany are organized. They have developed in the past 3 years a Framework for Quality Standards in Teachers´ In-Service Training (PD), funded by the Bosch foundation, which has been completed recently and is now online as a Wiki: http://www.lehrerinnenfortbildung.de/cms/index.php/arbeitsgruppen/musterreferenzrahmen -lfb

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This quality framework was presented and discussed in a meeting in June 2018, and the German BleTeach coordinator Prof. Garbe informed the audience of about 75 stakeholders in teachers´ CPD about BleTeach and our products which are greatly in line with the approaches recommended by the DVLfB. Their political intention is to initiate political change in regard to quality standards and resources for teachers PD, which we can fully support. In turn, we can offer our expertise and reports about good practice in blended learning for teachers (see our national reports and the BleTeach Handbook) which they might be interested to disseminate as well.

5.4 Financial Resources

[Regular and additional resources (for specific programmes). What resources are needed to offer the course in the different countries?]

In Germany, most of PD for teachers is state funded, so no additional resources are needed. When we come to an agreement with public teacher training institutions, they will pay the honorary, travel and subsistence costs for our trainers, including both: honorary for trainer activities during e-learning phases and for face-to-face workshops. Furthermore, those institutions will pay the costs for rooms, equipment and training material (worksheets, texts, etc.). In the case of a blended learning format, they will offer the learning platform and its administration and they will have to take care about uploading all materials on to their platform – as we have done during the BleTeach project with our course materials on the Moodle Platform of Pädagogisches Landesinstitut Rheinland-Pfalz (Pedagogical Institute of Rhineland Palatinate).

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Implementation Concept for the BleTeach Course in Hungary

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1. General Information

Preliminary note: Specific implementation conditions in Hungary

The National Report on Hungary of the ISIT-Project (Implementation Strategies for Innovations in Teachers' Professional Development) highlighted some specific conditions of education policies in Hungary which we want to remind here.

In-service teacher training is organised, controlled and financed. According to 2011. year CXC Act on School Education 62 § (1) paragraph in every 7 years further training is compulsory for teachers. There is a list of trainings which can be used for this purpose. According to the Order 277/1997 (XII.22.), the school principal is to make a further training plan for 5 years which the staff can and should comment on and the body running the school have to approve. In case of state schools it is the head of the school district, not the school principals themselves, is the person who is authorised to make such a plan. The list of trainings can be altered only once a year. The list of accredited trainings is available on www.oktatas.hu/tovabbképzes/pedakkred website, where the tuition fee for each training is published. According to the Order 277/1997 (XII.22.), a 120-hour course is compulsory in every 7 years for in-service teachers; the topic is optional but the course must be an accredited one. Regarding financing of the courses: courses are free of charge for teachers working in state schools. In case of non-state schools either the teachers themselves or the running body of the school must cover the expenses.

Teachers can search for courses in the online system (PedAkkred), however, it is hard to see into the real content of the courses offered for further training. There have been too many courses labelled new and innovative; teachers have become sceptical about them. See more details in this report which is available on the BleTeach-website: www.blend-ed.eu.

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1.1. Title of the Hungarian course: „BaCuLit Blended – A tanítás és tanulás sikerességének támogatása a tantárgyi szövegek feldolgozásán keresztül blended kurzus formájában"

Please note: The Hungarian team decided *not* to work with the acronyme of the English Master Version: "IDEAL – Improving Disciplinary Learning through Literacy". The reason for this is the fact, that in Hungary we have trained and certified 11 BaCuLit trainers from all over the country during the previous Comenius-project ISIT (see www.isit-project.eu), who – together with 2 BaCuLit trainers from the original project (see www.baculit.eu) – have offered many PD-courses related to content area literacy in various areas in the previous years; plus the two Level 2 trainers have promoted the course in national in-service teacher conferences. BaCuLit has become an accreditated in-service teachers training course in 2015; it is initiated and offered by John von Neumann University. Thus the acronyme **BaCuLit** (Basic Curriculum for Teachers´ In-Service Training in Content Area Literacy in Secondary Schools) has already become popularized, promoted and known in Hungary, and we wanted to indicate that the BleTeach-course is a follow-up to BaCuLit.

1.2. Length of the course (total duration) / number of credits / ratio face-to-face and online learning (in case of Blended Learning format)

Around 60 h = 3 credits, ratio of face-to-face and online is flexible and can vary, there are no national regulations. Nevertheless, there is a recommendation that the number of face-to-face sessions should exceed the number of online ones (a recommended ratio is 40% -60 %).

1.3. Institutions entitled to deliver the course

At present there are three different kinds of institutions that can offer and organize in-service teacher training courses.

Most offers for teachers´ in-service training come from regional educational centers that are regional bodies of the National Educational Institutions. These courses are funded and supported by the state, therefore they are free of charge for the participants. As a second option, higher education institutions (universities having teacher training or pedagogical faculties/ departments) can also develop and run in-service training courses, however, these course are not state-funded. This means that in-service teacher training courses offered by higher education institutions are not free of charge for the participants. The third type of institutions that can offer such courses are private providers; companies that are officially registered and licensed to accreditate and offer in-service teacher training courses. These courses also have a fee to be paid.

At the moment there are nationwide EU-funded project programmes (e.g. GINOP [Gazdaságfejlesztési és Innovációs Operatív Program] or EFOP [Emberi Erőforrás Fejlesztési Operatív Program]) that can be used to finance teacher training programmes in the case of a whole-school approach.

The BleTeach consortium will offer the Hungarian Version of the IDEAL course to John von Neumann University for accreditation. As soon as the course is accredited, both individuals and whole schools may apply for it; the course can be offered within the frame of the above mentioned project programmes as well.

1.4. Technical Equipment needed (E-Learning Platform etc.)

An E-Learning Platform is requested which allows:

- ➢ To communicate with participants
- ➢ To upload and download documents (e.g. pdf- and PPT-files)
- ➢ To link to web-pages and videos (e.g. on Youtube)
- ➢ To upload videos
- ➢ To have a discussion forum
- ➢ To have a news forum
- ➢ To offer assignment tools, e.g. for tests or E-Portfolios.

In Hungary, it is mainly higher education institutions that use and work with a central E-Learning Platform like Moodle, which is the most commonly used one in Hungary. One university (e.g. Gábor Dénes Főiskola) works with ILIAS; both are free for the users. In the ISIT Project, we worked with ITSLearning, however, schools or other clients have to pay a yearly licence fee.

1.5. Module overview (number and title of modules)

Module 1: Basic (Key) Concepts of BaCuLit (Engagement, Metacognition, Interaction)

Module 2: Text Diversity and Text Structures

Module 3: Vocabulary instruction

Module 4: Teaching Reading Strategies

Module 5: Formative Assessment

1.6. Target group/s (minimum / maximum number of participants per course)

Target group for the BaCuLit Blended-course are teachers of secondary schools across all school subjects, meaning teachers of grades 5 – 12 /13 in general education (általános iskola felső tagozata, gimnázium, szakgimnázium, szakközépiskola) and vocational education. The number of participants per course should not exceed 18 people, as the course participants need close guidance and feedback by the trainer. Ideally, it would be delivered as whole-staff-training within one single school; the conditions and frames for such an action have been discussed above. John von Neumann University has undersigned a contract to offer CPD courses with three school districts. It can be regarded as a promising new beginning for our course as well: our courses are prioritized by these three school districts; the university offers some funding for the courses.

1.7. General objectives / rationale of the programme

The BaCuLit Blended addresses two crucial needs in teachers´ continuous professional development (CPD) in Hungary.

The goal of the course is to make participants familiar with those teaching tools and new methodological approaches that promote teaching content area literacy in secondary education. To achieve this aim, all secondary teachers have to see themselves both as teachers of their content area and literacy, as well. Moreover, through training of the teachers the ultimate goal is to improve literacy skills and learning effectiveness of teenage students (in the upper primary and secondary education).

1. A general (structural) problem: The unsatisfying structures of teachers' continuous professional development (CPD) in the EU. In Hungary the time for face-to-face learning in teachers´ CPD is limited, and most of the time is not available during the working hours of teachers. Courses are often held in the afternoons or even at weekends. Although, CPD is an expectation from teachers, it is not systematically included in their official workload. Therefore CPD courses are restricted to a few days period, and privilege "one-shot-approaches" which are not effective in changing classroom practice (as research has proven). To address this problem, BaCuLit Blended has been developed as a *blended learning* course (BLC) for secondary teachers and teacher trainers which combines face-to-face with E-learning.

2. A specific content related problem: the lack of expertise of secondary school teachers, i.e. content area teachers required to address the problem of *low literacy skills of children and adolescents* in Hungary. The PISA 2015 study generated a series of professional debates and conferences regarding the deficits in basic literacy skills among adolescents (15 year olds) in Hungary. One reason for these deficits of adolescents in literacy is seen in the lack of a systematic reading instruction in mother tongue and content area education in secondary schools. The problem is rooted in the lack of the area in the pre-service teacher training of

secondary teachers. Secondary teachers mainly study their subjects and subject-related didactics during pre-service education in a very limited time-frame, but do not get trained in content area literacy. Although, certain reading strategies are mentioned as an expectation in in the curricula or the learning outcomes of teacher training BA or MA courses, there is a lack of their systematic and structured teaching in initial teacher training. The term content area literacy (CAL) refers to teachers' competence to deal with reading / writing and learning instruction not only on the elementary level in the language arts classes, but in all subjects and all school levels. But in most European countries, content area teachers are not trained to fulfill this task. The BaCuLit Blended addresses this problem by providing a coherent and comprehensive "Basic Curriculum" which enables single teachers and whole school staffs to systematically include literacy into all subjects.

1.8. Fees (costs)

According to the present legal conditions, PD courses offered by higher education institutions are not free of charge. John von Neumann University asks for a fee that is calculated according to an internal system. The fee may vary from course to course depending on the number of hours, trainers and the quality/quantity of training materials, technical equipment, travel costs etc. John von Neumann University has a cooperation with three school districts to offer pedagogical services to school including CPD. If those schools "buy" a BaCuLit Blended course, a special offer would be calculated for them.

1.9. Forms of Certification

Each participant who successfully completed the assignments of all modules will be given a BaCuLit Certificate at the end of the course. This Certificate will contain the title of the course, the number of hours. This information is relevant so that schools should be informed how many hours to include into the required and expected number of compulsory CPD hours of the participants.

2. Content and Working Methods

2.1. Didactical foundations / guidelines for Professional Development (PD)

The content of the course includes both the theoretical foundation and effective practical application of those literacy skills that makes students in the upper primary and secondary education successful learners. There is a lack of training in the area for in-service teachers; this course offers opportunities for practical implementation during the training period. Changing the participants' self-concept as teachers is in the focus of the course; by completing the course they are to regard themselves not only as teachers of their content area, but as teachers of literacy as well. As a consequence, the participants will be able to change the self-concept of their students, whose self-efficacy both as learners and readers will improve.

2.2. **Main topics / theoretical foundations of the course / research basis**

The **BaCuLit** course ("Basic Curriculum for Teachers´ In-Service Training in *Content Area Literacy…*") is based on the Anglo-American concepts of "content area literacy" and "disciplinary literacy". Content area literacy aims at developing students' skills and strategies needed to perform successfully with texts and tasks in academic contexts in and across *all* subject areas, whereas the younger concept of "disciplinary literacy" looks at discipline-specific requirements concerning reading and writing: understanding a math or science text includes different challenges than understanding a historical source or writing an experimental protocol in chemistry. In the United States, already in the early 20th Century researchers stated that reading comprehension is more than just fluent oral reciting. Since the 1970th, together with the cognitive turn in psychology and linguistics, there has been a major research and development interest in content literacy in the US; Harold L. Herber (1970: *Teaching Reading in Content Areas*) is considered the father of content area literacy. The two American experts who consulted the original BaCuLit course, Prof. Dr. William G. Brozo and Dr. Carol Santa, are both experts in content area literacy and have published many books and articles on this subject and coordinated PD trainings for teachers in this field (Santa is the co-initiator of the Pan-American PD programme CRISS which dates back to the 1980s).

The original **BaCuLit Lesson Planning Framework** incorporates the key concepts of content area literacy as well as the main goal of all BaCuLit lessons: to support students' content area learning by improving their literacy skills. The core concepts, which have to be considered by all subject teachers, are dealt with in separate modules in the BaCuLit curriculum: **texts** (module 2: Text structure and text diversity), **reading strategies** (module 4: Teaching cognitive and metacognitive reading strategies), **vocabulary instruction** (module 3: Teaching academic vocabulary) and **assessment for learning** (module 5: Formative assessment for content literacy and learning). The three cross-curricular concepts which should be part of every BaCuLit lesson are **metacognition**, a supportive and demanding teacher-student-**interaction** and **engagement**; those cross-curricular concepts are introduced in basic module 1. Also in module 1 the participants get to know the "Guiding Questions for Lesson Planning" which refer to the Lesson Planning Framework. They contain 3 to 5 questions in each of the paragraphs which are worked through in all 6 modules, thus enabling teachers to internalize these principles and apply them in their daily classroom practice.

In the **BaCuLit Blended course** some changes have been made: we preserved **lesson planning** in module 1 and integrated guiding questions for lesson planning in each module, so that a separate module (No 6) about lesson planning could be deleted. Furthermore, we added the topic of **PISA 2015** as it has been a relevant topic in professional discussion, conferences recently. We also have integrated course materials from another project (**Talentum**) we have done with our university students; these materials have been developed by us. The project has been running for 2 years and the feedback about the content is very positive. We have taken

into consideration the recommendations and suggestions of other BaCuLiT trainers we worked with in ISIT project; their ideas enriched the BaCuLit Blended course.

2.3. Content of the course

Module 1: Introduction and BaCuLit Key Concepts and Lesson Planning (20 h)

Block 1 What is literacy and why do literacy skills matter in all school subjects? (3 h)

Block 2 BaCuLit Framework for Lesson Planning (2 h)

Block 3: Analysing a BaCuLit lesson (2h e-learning)

Block 4: BaCuLit Key Concept Metacognition - Research and basic metacognitive learning strategies (2 h)

Block 5: BaCuLit Key Concept Interaction: Supportive Teacher-Student-Interaction and Teacher´s Roles; the Literacy Apprenticeship Approach (6 h)

Block 6: PISA-2015 and its relevance in teaching practice (2h e-learning)

Block 7: BaCuLit Key Concept Formative Assessment / Assessment for Learning (3 h)

Module 2: Text Diversity and Text Structures (8 h)

Block 1 Exploring students' text world; analyzing students' reading logs (2 h)

Block 2 Text diversity framework: text types and genres; Authentic Texts and their use in the classroom (2 h)

Block 3: Content area / disciplinary texts: text structures and graphic organizers (3 h)

Block 4: Guiding questions for lesson planning (1 h)

Module 3: Vocabulary instruction (6 h)

Block 1: Key principles from vocabulary research for instruction (1 h)

Block 2: Identifying words to teach; Academic word walls (2 h)

Block 3: Developing student-friendly definitions; the concept of Definition Maps (1 h)

Block 4: Guiding questions for lesson planning (1 h)

Module 4: Teaching Reading Strategies (14 h)

Block 1: Cognitive instruction model (Modelling – Scaffolding - Fading); Modelling: Thinking aloud and talking to the text (6 h)

Block 2: Reciprocal teaching - establishing a "mental toolbox"; how to use a placemat (3 h e-

learning, 2 h f2f)

Block 3: Guiding questions for lesson planning (1h)

Module 5: Formative Assessment for Content Literacy and Learning (12 h)

Block 1: What formative assessment is; What and why should be formatively assessed in the content area classroom (1 h)

Block 2: Comparing assessment case studies (2 h)

Block 3: Vocabulary Self-Awareness (3 h)

Block 4: Content Area Reading Inventory (CARI) (5 h)

Block 5: Guiding questions for lesson planning (1h)

2.4. **Learning materials and resources** / Texts (references) for participants to be read (compulsory & recommended texts)

A mixture of resources and learning materials will be given to the participants of the course.

- ✓ Texts / text extracts (reading materials) and related assignments / worksheets
- ✓ Videos and PPT presentations (for trainer input)
- ✓ Practical exercises and assignments for classroom inquiries, e.g. questionnaires and diagnostic tools for students
- ✓ Strategies, tools and tasks to practice during the course and apply in daily classroom practice
- ✓ Evaluation and self-reflection sheets

There is an additional list of resources which can be found in the description of each module separately.

2.5. **Methods and work forms** in face-to-face and online units

The following learning activities are used in the face-to-face workshops and E-learning units:

- ➤ Trainer Input (PPT presentation, video lecture, podcast): introducing research-based knowledge in "small pieces" and linking research findings to good practice examples
- ➤ Practical exercise or application of the new content: exercises, practical experiences with students, and possibilities for inquiry into teachers´ own classroom practice
- ➤ Documentation of results in Teacher´s Workbook, on the Platform (Forum) or in the subsequent workshop (report and reflection)
- ➤ Trainer Modelling: introducing literacy related tools and teaching strategies by offering

demonstrations and subsequent practical exercises

➢ Analysis of practical experiences and self- and group-reflection about own concepts and beliefs; pair and group discussions during the workshops or in online forums

➢ Feedback: peer and trainer support and individual feedback during the workshops and via E-learning platform (building "learning communities")

3. Learning Outcomes, Assessments, Certification

3.1. Learning outcomes: competences, skills, knowledge to be acquired by participants

At the end of the course participants will be aware of the critical period that exists between the transition of lower primary to upper primary/secondary education. This fact makes teaching literacy a highly important challenge for teachers of all disciplines. They will have started to reflect on and probably change their professional self-concept from being "only" a subject teacher to being a learning and literacy expert (facilitator?) in a specific subject area.

In terms of **knowledge,** participants are expected to know the elements of BaCuLit lesson planning framework, be aware of reading strategies and effective ways of teaching them. They are expected to know how to give literacy instructions that promotes both learning of content area and methods of learning. They are expected to know the effect of reading, writing and listening on content area teaching and learning.

In terms of **competences and skills** the BaCuLit approach focuses on practical application of theoretical knowledge in the framework of lesson planning, analyzing and reflecting the own classroom practice. Teachers are to be competent enough to make their students successful content area learners by making students effective literacy expert. Participants should be competent users of reading strategies in a creative way in their everyday practice as well as during lesson planning and assessment procedures.

Finally, **self-reflection and reflecting one´s own practice together with colleagues** is an important competence which is fostered within the BaCuLit Blended course.

3.2. Forms of assessments and connected tasks

Types of assessment in the course

1. Essays or other assignments for writing about texts or videos with theoretical input

2. Documentation of practical exercises with students in participants´ classrooms

3. Chat participation and comments on other participants´ assignments in discussion forums on the E-learning platform

4. Lesson planning

5. Reflection journals or voice-recorded reflection.

3.3. Requirements for certification of participants (attendance and completed assignments)

In order to qualify for the BaCuLit Certificate, participants are requested to take part in the course with a minimum of 80 percent of the course. It is compulsory to take part in face-to-face workshops. Participants are expected to complete all the modular assignments (in their workbook and on the e-learning platform) by the given deadline, and complete the final assignment, which is the BaCuLit lesson plan, no later than 10 days after the end of the course. The criteria of the acceptance of the assignments to include all the BaCuLit elements represented in the modules into the lesson plan.

4. Quality Assurance and Accreditation / Certification Requirements

4.1. Qualification of trainers

In Hungary teacher trainers are usually teachers themselves which means that they have passed the pre-service teacher training at a University. They have to have an MA if they want to act as trainers. They can either still work as teachers at schools/universities/colleges and deliver teacher training only part-time or work for pedagogical institutes and have a full-time position as trainers. In case of BaCuLit courses we would involve all the BaCuLiT trainers who took part in the ISIT course and are certified as BaCuLit trainers. (Further details see below.) It is John von University that is to accreditate this course and all the trainers would be employed to deliver this course by this university.

4.2. Evaluation requirements / analysis of evaluation results and measures for quality assurance

All teacher training institutions in general offer a questionnaire to participants of PD courses; in this case the same would be applied and participants would be asked at the end of each module and the course to give feedback; BaCuLit has developed such questionnaire related to the specific content of the course and requires that participants give feedback on every single module which they passed.

4.3. National accreditation and certification requirements

In Hungary The Educational Authority (OH) supervises the list of teacher in-service courses continuously updating it via the PedAkkred online system. Registration is based on application, which means providing certain data on the course and paying an application fee. The first date and venue of an in-service training course should be announced simultaneously with the application but not later than 21 days before the first meeting. The times and venues can be reached from then only from this recording. After being registered and recorded, only the new

courses (times and venues) have to be announced in advance, 21 days prior to the course.

Requirements of an in-service course being recorded:

- the organiser is authorised to have access to the course (it is given by the founder of the course through the on-line system)

- the organiser has to provide certain data via the forms on PedAkkred on-line system

- the application is to be printed and posted with the certificate on paying the fee to the Educational Authority.

The Order 277/1997 (XII.22.) 8./A § (7) paragraph states the quality assurance procedure and rules of in-service courses.

5. National Implementation Plans

As soon as the course is accredited, John von Neumann University can offer the course nationwide. The course is available on the national website of all CPD courses (www.oktatas.hu/tovabbképzes/pedakkred). Besides this it will be published on the website of the university which is searched by teachers from all over the country. As the university has an agreement with three school districts to offer and provide CPD courses for them, there is a potential target group of teachers, even whole staffs that would ask for this course.

The BaCuLit trainers in Hungary represent different regions of the country, where they work, involving them in the training guarantees that the course can be run in several areas of the country, and on-the-spot trainings can be offered to schools and/or teachers.

Moreover, there is a close connection with regional pedagogical institutions and our university, which can be a further way of making teachers aware of this course.

As five members of the Hungarian Reading Association Board are BaCuLit trainers, they can promote the course in HUNRA events, conferences, professional meetings.

5.1. Targeted Groups: Pre- / In-Service – Teacher Training

In Hungary the BaCuLit Blended course is primarily for *in-service-teachers* of upper primary and secondary schools, as the course is based on a close connection of theory (knowledge input) and practical application in daily classroom practice. However, on a longterm perspective content area literacy courses (like BaCuLit) should become a compulsory module for secondary teachers in all subjects in pre-service teacher education, which can be reached through complete reforms of the teacher training curricula.

5.2. **Qualification of Trainers / Availability of Trainers**

In order to disseminate the BaCuLit Blended programme, mainly the first cohort of BaCuLit trainers are the ones who are qualified to offer these courses in face-to-face and blended learning formats. From the original BaCuLit project and the subsequent ISIT project we already **certified 11 BaCuLit trainers**. We would initiate the BaCuLit Blended with these highly qualified professionals.

5.3. **Scope of Implementation / Dissemination Strategies**

[Questions: Scope of implementation: own institution? Local collaboration? Regional / district level? Federal state? National level? International level (MOOC worldwide)? How many people do we reach? Whom do we reach: teachers? Teacher trainers / multipliers? How many institutions do collaborate?]

We intend to address Eszterházy Károly University which is the responsible institution for teachers' training all over the country. Having an agreement with them to advertise and promote BaCuLit Blended, the course will be easily available all over the country. Moreover, cooperation with regional pedagogical centres that cover the area of the whole country, could also help to reach the national level. As it was mentioned before, school districts would also be addressed so that they could offer and bring the course to teachers' attention. This act would guarantee regional scope of implementation.

In terms of **dissemination and recruitment strategies** this means that we will mainly work **top-down,** i.e. by engaging those institutions that reach to school principals and our main target group, the teachers, within their information channels (printed course programmes, websites, etc.). Additionally, we hope that a **multiplication effect** will complement this approach: when colleagues communicate within their professional peer groups about our programme and recommend it, we will also create growing demand **bottom-up.** We can also build on the interest of our pre-service students: when they have to find a CPD course later on in their career, they will search among our in-service training courses.

In addition, we can make use of the ELINET Website (www.eli-net.eu) and the website of the Hungarian Reading Association (www.hunra.hu) to inform about our project´s results and the BaCuLit Blended courses which we are going to offer. Our project members and BaCuLit trainers have had and will have various opportunities to present our project and course concept on national and international meetings and conferences, and we will of course continue to disseminate it on those occasions in the future as well.

5.4 Financial Resources

[Regular and additional resources (for specific programmes). What resources are needed to

offer the course in the different countries?]

In Hungary, most of PD for teachers is state funded if they work in state schools and the course is offered by Eszterházy Károly University that is the only institution that is authorized to offer such courses at the moment. In this case no additional resources are needed. In any other cases teachers have to pay a tuition fee which covers the honorary, travel and subsistence costs for our trainers, including both: honorary for trainer activities during e-learning phases and for face-to-face workshops, training material (worksheets, texts, etc.). In the case of a blended learning format, this fee includes the learning platform and its administration.

There are some EU-funded projects that may include covering the costs in-service teacher training course. If BaCuLit Blended is selected by a school to be provided as a whole-staff training, such a project could cover all the above mentioned expenses.

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**Blended Learning in Teachers´ Professional Development –
Developing a Blended Learning Course in Content Area Literacy for Secondary Teachers**

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Implementation Concept for the BleTeach Course in Portugal

(Juliana Cunha & Maria de Lourdes Dionísio, Braga, May 2018)

1. General Information

Preliminary note: Specific implementation conditions in Portugal

In Portugal, it is mandatory for teachers to participate in CPD. In-service programs are either promoted by the government or (mostly) by schools or other certified entities. By law these CPD courses only can take place at Universities, Education Colleges or Teachers' Training Centers.

At Universities and Education Colleges, courses are taught by Ph.D Professors; in the other institutions teachers that have been certified as trainers can also teach courses. Training of trainers is previewed only in special circumstances created by the Ministry of Education. For instance, when the Ministry launches new Curricular Guidelines or wants to promote new pedagogies.

In specific cases, training has also been done with the close supervision of a teacher trainer (e.g. a trained peer) in the classroom, e.g. PNEP – National Plan for the Teaching of Portuguese, (Pereira, I.**,** Coord., 2010).

Teachers must attend a minimum of 50 hours every two years: 2/3 in the content area and 1/3 may concern more general topics or any other area/subject of their choice (e.g. Special needs; motivation; classroom behavior; literacy).

Training can have several formats: short courses, courses or workshops, study circles, conferences or seminars, varying from 12 hours (usually theoretical lectures) up to 50 hours (with practice in classrooms). Workshops and short courses deal with specific topics, usually not exceeding 25 hours each. Such activities have different themes ranging from didactics to specific issues in the target area. Sometimes in-service teachers also take part in conferences and seminars that give them credits. The credits they obtain with this in-service training enable progression in their professional career.

Although it is mandatory, teachers have to pay their in-service training, unless it is a specific program imposed by the Ministry of Education or the School Year Plan.

1.1. Title of the Portuguese course: Literacies at school: fundamentals and strategies (As literacias na escola: fundamentos e estratégias).

1.2. Length of the course (total duration) / number of credits / ratio face-to-face and online learning (in case of Blended Learning format)

According to the Legal Regime of Continuing Teacher Training, each 25 hours of course corresponds to 1 credit. The course "Literacies at school: fundamentals and strategies" corresponds to 2 credits because it is organized for 50 hours. Ratio of face-to-face and online is flexible and can vary, but, again, according to the Legal Regime of Continuing Teacher Training, at least 25 hours need to be provided in face-to-face sessions.

1.3. Institutions entitled to deliver the course

In Portugal, as said before, in-service programs are delivered by the government or (mostly) by schools or other certified entities and, according to the law, it can only take place at Universities, Education Colleges or Teachers' Training Centers.

The course can be delivered by the Institute of Education, which provides in-service courses for teachers (https://www.ie.uminho.pt/pt/sociedade/Paginas/formacaocontinua.aspx) or through the New Education Project initiative of the University of Minho, which provides At Distance Learning courses (https://www.uminho.pt/EN/education/educational-offer/Pages/distancelearning.aspx).

1.4. Technical Equipment needed (E-Learning Platform etc.)

At the University of Minho, for At Distance Learning Courses it is available Blackboard - An E-Learning Platform, which possesses several tools to which every trainer and participant can access, after the registration, such as:

> ➢ blogs;
> ➢ discussion board;
> ➢ messages;
> ➢ glossary;
> ➢ wikies;
> ➢ journals;
> ➢ learning goals;
> ➢ assessment tools.

There are also Video rooms either for producing materials or for video conferences.

1.5. Module overview (number and title of modules)

Module 1: Text Diversity and Text Structures
Module 2: Vocabulary instruction
Module 3: Reading processes and strategies
Module 4: Writing to Learn

1.6. Target group/s (minimum / maximum number of participants per course)

The target groups are teachers of basic and secondary schools from all school subjects specifically teachers of grades 5th – 12th in general education, special education and vocational education. The number of participants per course should be, at the Institute of Education, 10-20 people, as the course participants need close guidance and feedback by the trainer. In the case of At Distance Learning Courses of UMinho, it can be up to 30 participants.

1.7. General objectives / rationale of the programme

In the last years, considerable efforts were made by professional development training organizations and universities, at national and international level, with the purposes of improving and modernizing the offer as well as attracting participants. Institutions are particularly interested in ways of providing meaningful and interesting opportunities for teachers, and also in introducing technologies without undermining learning experience. In other words, the objectives for CPD are to promote learning in a structured, valid and effective manner and to reach as many participants as possible. One valid and recognized strategy seems to be the inclusion of blended learning designs.

In parallel, another national and international concern of educational decision makers, at an national and international level, is the fact that PISA studies pointed out that one in five adolescents do not have the literacy requirements that allow them to fully participate in society and effectively understand and use written communication in print and digital media. One reason for this problem is assumed to be the lack of a systematic reading instruction in mother tongue and content area education in secondary schools.

International research indicates that understanding content area texts or disciplinary texts should be systematically taught across subject areas and in all grades. However, content area literacy – reading, writing and learning instruction not only for the elementary level in the language arts classes, but in all subjects and all school levels – does not constitute a relevant issue neither in continuous professional development nor in initial teacher training in a majority of European countries. Plus across the whole of Europe teachers mainly study their subjects and subject-related didactics during pre-service education.

The "Literacies at school: fundamentals and strategies" course addresses these crucial needs in

teachers´ continuous professional development (CPD), in Portugal, aiming at: (a) modernizing structures of teacher education by integrating digital learning opportunities into teachers´ professional development; and (b) developing a model blended learning course in Content Area Literacy to be provided to Portuguese teachers.

1.8. Fees (costs)

In case of the Institute of Education teachers' training courses, participants will pay an amount between 50€ and 100€, but if teachers come from schools with protocols with UMinho, it will be free. In the case of Distance learning courses of University of Minho, it will be around 300€. If teachers

1.9. Forms of Certification

The Portuguese Legal Regime of Continuing Teacher Training establishes that each participant needs to do at least an individual written test or if the written test isn´t appropriated to the goals of the course, it must be guaranteed a face-to-face presentation. In addition to this legal requisite, the certificate will be delivered if the participant successfully completes the assignments of all modules.

2. Content and Working Methods

2.1. Didactical foundations / guidelines for Professional Development (PD)

The "Literacies at school: fundamentals and strategies" course is based on the didactical foundations of the BleTeach IDEAL Course, which was designed according to the following principles:

➢ We give teachers the opportunity to interact with each other to exchange and reflect on their own classroom experiences in their disciplinary subjects and their teaching beliefs.

➢ We allow teachers to practice new literacy-related teaching and learning strategies within the courses.

➢ We offer teachers guided support and feedback in adapting literacy practices to their own content area classrooms.

2.2. Main topics / theoretical foundations of the course / research basis

Having in mind that adolescents are increasingly challenged to a varying extent, by complex and difficult texts, due to the high learning demands (Biancarosa & Snow, 2006; Brozo & Simpson, 2007), it is import to equip them with sophisticated language tools, which allow them to explore information, concepts and content of different curricular subjects, such as history, mathematics, science, and language (Borasi & Siegel, 2000; Crawford, Kelly, & Brown, 2000 ; Hinchman & Zalewski, 1996). Learning disciplinary content – science or mathematics, for instance – is learning to read, to write and talk about it, but it is also learning the concepts and

the facts proper of these subject areas. Indeed, academic literacy and knowledge are blended and they can not be taught separately. So, teaching reading, writing and thinking on each subject area of the curriculum it is to teach the subject area itself.

The "Literacies at school: fundamentals and strategies" course was developed on the grounds of these theoretical principals of disciplinary literacy that "involves the kinds of reading, learning, and understanding that are related to academic tasks in content areas" and "emphasizes the unique tools that the experts in a discipline use to participate in the work of the discipline." (Shanahan & Shanahan, 2008, p. 2). In this sense, the course will address the key issues of disciplinary literacy, which have to be considered by all subject teachers, in separate modules: texts diversity and text structure; vocabulary; reading processes and strategies; and writing process and strategies (see 1.5 and 2.3 sections).

Furthermore, three cross-curricular concepts will be part of the course and will be embedded in every module of the course: metacognition, a supportive and demanding teacher-student-interaction and engagement.

2.3. Content of the course

Module 1: Text Diversity and Text Structures (12h)

Block 1 Students' text worlds (3h)

Block 2 Text diversity (3h)

Block 3 Texts for learning – disciplinary texts (3h)

Block 4 The structural organization of content area texts (3h).

Module2: Vocabulary instruction (10h)

Block 1: Why develop students' vocabulary within each discipline (2h45min)

Block 2: Selecting words for direct vocabulary instruction (3h15min)

Block 3: Vocabulary strategies (4h)

Module 3: Reading processes and strategies (8h)

Block 1: Reading processes and strategies (4h)

Block 2: Thinking Aloud and Reciprocal Teaching strategies (4h)

Module 4: Writing to learn (10h)

Block 1: Writing as a process (2h10min)

Block 2: The cognitive writing model (Flower & Hayes, 1981) (2h20min)

Block 3: Strategies of writing development (3h)

Block 2: Collaborative writing (2h30min)

2.4. Learning materials and resources / Texts (references) for participants to be read (compulsory & recommended texts)

A varied range of resources and learning materials will be provided:

- Texts / text excerpts (reading materials) and related assignments / worksheets
- Videos and PPT presentations (for trainer input)
- Practical exercises and assignments for classroom
- Strategies, tools and tasks to practice during the course and apply in daily classroom practice
- Evaluation and self-reflection sheets

There is an additional list of resources, which can be found in the description of each module separately.

2.5. Methods and work forms in face-to-face and online units

The following learning activities are used in the face-to-face workshops and E-learning units:

- Trainer Input (PPT presentation or video lecture): introducing research-based knowledge in "small pieces" and linking research findings to good practice examples.
- Practical exercise or application of the new content: exercises, practical experiences with students, and possibilities for inquiry into teachers´ own classroom practice.
- Documentation of results on the Platform (Forum) or in the subsequent workshop (report and reflection).
- Trainer Modelling: introducing literacy related tools and teaching strategies by offering demonstrations and subsequent practical exercises.
- Analysis of practical experiences and self- and group-reflection about own concepts and beliefs; pair and group discussions during the workshops or in online forums.
- Feedback: peer and trainer support and individual feedback during the workshops and via E-learning platform.

3. Learning Outcomes, Assessments, Certification

3.1. Learning outcomes: competences, skills, and knowledge to be acquired by participants

The general objective of the "Literacies at school: fundamentals and strategies" course is to develop professional skills of the participants related to the fluent, efficient and critical use of the texts of the different curricular subject areas. Specifically, at the end of the course,

participants will be able to:

- ➢ integrate students' social reading practices into teaching practice;
- ➢ design classes with texts for different reading purposes;
- ➢ select texts for using in the classroom according to several formal criteria;
- ➢ choose authentic texts and digital texts for the classroom;
- ➢ assess the learnability of textbooks' texts;
- ➢ recognize the main features of the texts of the disciplines;
- ➢ use structural features of the texts to promote learning;
- ➢ use graphic organizers to facilitate learning;
- ➢ argue for the importance of developing their students' vocabulary within their own discipline;
- ➢ apply Flanigan and Greenwood's framework (2007) of 4 level words for vocabulary instruction in their own discipline;
- ➢ plan for direct vocabulary instruction in upcoming lesson(s) or learning unit(s) by using vocabulary development strategies;
- ➢ reflect on strategies needed for the cognitive and metacognitive processes they employ when dealing with texts;
- ➢ understand the importance of reading strategies in comprehension process;
- ➢ understand the theoretical background and practical application of thinking aloud and reciprocal teaching strategies;
- ➢ understand the complexity of writing process;
- ➢ argue on the importance and usability of the The cognitive Writing Process Model (Flower & Hayes, 1981);
- ➢ apply writing strategies and exercises in their own teaching;
- ➢ develop cooperative writing scenarios for their lessons.

In terms of competences and skills the course approach focuses on practical application of theoretical knowledge in the framework of lesson planning, analyzing and reflecting the own classroom practice. Teachers will get acquainted with new reading and writing (and learning) strategies, try them out first in the course and later with their students in classroom.

3.2. Forms of assessments and connected tasks

Types of assessment in the course

- ➢ Essays or similar compositions reflecting on the content of the texts or videos with theoretical input
- ➢ Documentation of practical exercises with students in participants´ classrooms
- ➢ Chat participation and comments on other participants´ written assignments in discussion forums on the E-learning platform
- ➢ Reflexive journals or voice-recorded reflections

> ➢ Billboard advertising production
> ➢ Lesson planning and design

3.3. Requirements for certification of participants (attendance and completed assignments)

In order to qualify for the Certificate, participants will be requested to complete all module-related assignments plus the **final assignment,** which will be announced in Module 1 and that consists of designing a lesson plan (for one lesson or a unit of several lessons) in one´s own subject, applying content and strategies addressed in the course. This lesson plan will be presented in the final face-to-face session(s) where trainers and colleagues give feedback and reflect together on all lesson plans and learning results. **Participation** will be another assessment element together with the successfully **completion of 75% of assignments tasks**.

4. Quality Assurance and Accreditation / Certification Requirements

4.1. Qualification of trainers

In Portugal, only teachers recognized by the Scientific and Pedagogic Council of Continuous training can be trainers. Trainers must have a Ph.D or master degrees. In special cases they can just have a specialization on the area of the course.

4.2. Evaluation requirements / analysis of evaluation results and measures for quality assurance

Teacher training institutions provide their questionnaire to participants of CPD courses for participants to evaluate the course, the content, the learning conditions and the trainers. But in addition, it will be also used the BaCuLit tool that was developed to assess the specific content of the course and for participants to give feedback on every single module which they passed.

4.3. National accreditation and certification requirements

In Portugal, to be officially recognized as providers of teacher professional development, all institutions and private persons need to be accredited. Only teachers recognized by the Scientific and Pedagogic Council of Continuous training can be trainers.

5. National Implementation Plans

The course can be delivered by the Institute of Education as in-service courses for teachers (https://www.ie.uminho.pt/pt/sociedade/Paginas/formacaocontinua.aspx) or as At Distance learning course (https://www.uminho.pt/EN/education/educational-offer/Pages/distancelearning.aspx).

5.1. Targeted Groups: Pre- / In-Service – Teacher Training?

Target groups are in-service-teachers of basic and secondary schools across all school subjects (teachers of grades 5 – 12 in general education, special education and vocational education).

5.2. Qualification of Trainers / Availability of Trainers

Since teachers trainers, in Portugal, must have a Ph.D., a master degree or a specialization on the area of the course, the "Literacies at school: fundamentals and strategies" will be conducted by 4 Ph.D. professors of the Institute of Education of the University of Minho.

5.3. Scope of Implementation / Dissemination Strategies

[Questions: Scope of implementation: own institution? Local collaboration? Regional / district level? Federal state? National level? International level (MOOC worldwide)? How many people do we reach? Whom do we reach: teachers? Teacher trainers / multipliers? How many institutions do collaborate?]

The course can be disseminated online through the platforms and services available by University of Minho for this purpose. There is already a Flyer of the course that can be uploaded on specific webpages of the institution. The flyer will be send to the several teachers training centers across the country.

Furthermore, we can use a mailing list of the Institute of Education teacher training services in order to disseminate the course among teachers who attended previous courses at the institution.

Besides, we intend to present the course programme and concept to the Portuguese Ministry of Education.

5.4 Financial Resources

[Regular and additional resources (for specific programmes). What resources are needed to offer the course in the different countries?]

In Portugal, the participants pay the CPD or At Distance courses. The institutions provide rooms, equipment and training material (worksheets, texts, etc.). In the case of a blended learning format at UMinho, the institution will offer the learning platform to be used by trainers that have to upload all materials. No other financial resources are needed.

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Implementation Concept for the BleTeach Course in Romania

(Ariana-Stanca Vacaretu, Maria Kovacs, Cluj, June 2018)

1. General Information

1.1. Title of the course: Literație și gândire critică pentru învăţare/ Literacy and critical thinking for learning

1.2. Length of the course (total duration): 89 hours / credits: 25 / ratio face-to-face and online learning (in case of Blended Learning format): 44/45

1.3. Institution entitled to deliver the course: Asociatia Lectura si Scrierea pentru Dezvoltarea Gandirii Critice Romania/ Romanian Reading and Writing for Critical Thinking Association

1.4. Technical Equipment needed (E-Learning Platform etc.): e-learning / Moodle platform

1.5. Module overview (number and title of modules): 6 modules, as follows:

1.5.1. Module 1: Introduction / Argument. This an introductory module trying to answer the questions: What is literacy and why do literacy skills matter in all disciplines? We will point out the role of literacy in developing critical thinking skills and learning to learn competence.

Content: PISA tests, Content Area Reading Inventory, conceptual explorations: what is literacy, learner autonomy/ learning to learn, critical thinking

1.5.2. Module 2: Key concepts, models and effective approaches. This module is more a theoretical module. We will introduce the following key concepts: metacognition, interaction, engagement, the ERR (Evocation – Realization of Meaning – Reflection) framework, the cognitive apprenticeship approach and the action research approach.

Content: Metacognition; The ERR Framework; Interaction (the cognitive apprenticeship approach – modelling, scaffolding, independent learning and the changing roles of the teacher within this process); Engagement; Action research process, action research project

1.5.3. Module 3: Texts, vocabulary and reading-writing strategies. This module has 3 sub-modules: Text structure and diversity, Vocabulary, and Reading-writing strategies. The first sub-module aims to support teachers to be aware of their students' reading habits, to reflect on the advantages of using authentic texts, and to be aware of texts multiple

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dimensions and structures. The second sub-module aims to enable teachers to teach students discipline specific vocabulary. The third sub-module aims to enable teachers to use, in classroom contexts, different (and effective) reading strategies. Participants will learn that students' capacity for strategy use does not develop automatically but can be built through cognitive instruction. Special attention will be given to the use/ implementation of reading strategies when reading discipline specific texts.

Content:

Sub-module Text diversity: 3 types of reading purposes, authentic texts, multimodal texts, diversity of texts, text structure, graphic organizers

Sub-module Vocabulary: Selecting words for rich instruction, Students friendly definitions, Definition map

Sub-module reading- writing strategies: Reading strategies - categorization, reading processes of successful readers, reading apprenticeship as a scaffolded instruction model, writing strategies for building knowledge

1.5.4. Module 4: Lesson planning. This module aims to support teachers in planning lessons who develop literacy skills, critical thinking skills, learning to learn skills.

Content: Lesson planning – lessons who develop literacy skills, critical thinking skills, learning to learn skills (theoretical and practical issues)

1.5.5. Module 5: Cooperative learning strategies for developing literacy skills. This module aims to support enable teachers to effectively use cooperative learning strategies for developing literacy skills.

Content: Theoretical basis – advantages of using cooperative learning strategies in the lessons, reciprocal teaching, think – pair – share, placemat

1.5.6. Module 6: Formative assessment. In this module, participants will gain important foundational knowledge about formative and disciplinary literacy assessment. They will also receive practical tools for assessing the specific literacy abilities for reading and learning from discipline specific texts.

Content: Formative assessment – literacy skills, Content Area Reading inventory

1.6. Target group/s (minimum / maximum number of participants per course): secondary education teachers of non-linguistic disciplines, minimum 15 - maximum 25 participants/ course

1.7. General objectives / rationale of the programme:

Goal: support the development of secondary school teachers' competences so that they can facilitate learning in a manner that leads to the development of students' literacy and critical thinking skills.

General objectives

•   prepare secondary school teachers to plan, organise, carry out and evaluate coherent didactic approaches that support the development of students' literacy and critical thinking skills

•   support secondary school teachers' continuous professional development by providing models of inquiry of the impact of their innovative didactic approaches.

Rationale: although the Romanian national curriculum is competence-based, teachers in secondary education focus on the discipline they teach, and especially on the contents of their respective disciplines, and do not know how to support their students' literacy and thinking skills development.

1.8. Fees (costs) (if applicable): approximately 200 Eur/ participant

1.9. Forms of Certification (if applicable): certificate of successful completion (credit-bearing)

2. Content and Working Methods

2.1. Didactical foundations / guidelines for Professional Development

Research shows that teachers feel motivated to learn if their learning in continuous professional development courses enables them to positively impact their students' learning. The question directing professional learning is "What works best and why?" (cf. Hattie 2009, Timperley 2008). Sustainable change of daily teaching routines will only be reached via professional development programmes that are not one-shot-approaches. In order to develop new competences, teachers need ample practice, both in the training room (e.g. for planning), and in the classroom (for authentic testing of the new approaches). Ample time for sharing ideas with peers, for feedback from both the trainers and peers, and for reflection are needed for successful transfer of the new knowledge in real-classroom situations. Therefore, the basic principles we have relied on in designed the course were:

-   Provision of a context in which hypotheses about how best students can develop their literacy skills within disciplinary learning can be tested in a secure environment, under guidance
-   Provision of guided practice and shared planning for implementation.
-   Provision of professional collaboration opportunities in a learning context, and ample time for group reflection and peer feedback.

2.2. Main topics / theoretical foundations of the course / research basis

In this course, we interpret literacy as reading literacy, which according to the OECD,

consists in "understanding, using, evaluating, reflecting on and engaging with texts in order to achieve one's goals, to develop one's knowledge and potential and to participate in society. [...] Reading literacy includes a wide range of cognitive and linguistic competencies, from basic decoding to knowledge of words, grammar and larger linguistic and textual structures for comprehension, as well as integration of meaning with one's knowledge about the world. It also includes metacognitive competencies: the awareness of and ability to use a variety of appropriate strategies when processing texts. Metacognitive competencies are activated when readers think about, monitor and adjust their reading activity for a particular goal." (OECD, 2016: PISA 2018 Draft Analytical Frameworks, p. 11)

The course builds on two earlier developed and delivered courses, namely "Reading and Writing for Critical Thinking" (RWCT, also known as Critical Thinking. Active Learning - CTAL, delivered by ALSDGC) and "Basic Curriculum for Teachers´ In-Service Training in Content Area Literacy" (BaCuLit, partly tested by the BaCuLit members of ALSDGC). While the first is based on the concept of "disciplinary literacy", the second is based on concept of "content area literacy".

The course focuses on critical thinking and literacy as essential skills for learning. Thinking critically involves taking ideas and examining their implications, exposing them to polite skepticism, balancing them against opposing points of view, constructing supporting belief systems to substantiate them, and taking a stand based on those structures. Critical thinking is a complex process of integrating ideas and resources creatively, reconceptualizing and reframing concepts and information. It is an active and interactive cognitive process that occurs simultaneously at many levels.

In order to read, write, and speak proficiently about specific content topics, students must have command of the language in each discipline (Jetton & Alexander, 2004). According to Brozo and Sulkunen, 2016), each discipline has a specific Discourse (Gee, 2008) or way of being in the world, which students must develop an awareness of in order to critically consider the topics and texts they study. Below is a synthesis of the defining features of content area literacy and disciplinary literacy, compared (Brozo and Sulkunen, 2016):

Content area literacy	Disciplinary literacy
Assumes generic reading strategies can be applied across content areas, and adapted to the content and learning demands of various subjects; More concerned with instruction of processes than with teaching the content Focuses on reading as a cognitive skill rather than context-dependent practices	Assumes that discipline-specific approaches are more suitable than generic strategy instruction Assumes generic literacy strategies are behind the resistance from secondary teachers to embrace content literacy Asserts expert secondary content teachers employ literacy practices that are organic to their disciplinary topics Views literacy as culturally defined practice

These defining features points at some of the basic concepts we focus on in the course:

critical thinking; metacognition; text structure; vocabulary instruction; reading and writing strategies.

2.3. Content of the course: Learning materials and resources / Texts (references) for participants to be read (compulsory & recommended texts)

Module 1:

- Article: Items for the 15-year old Romanian students in the PISA tests. Can you solve them? (by Ioana Nicolescu)
- Article: Three cross-curricular concepts supporting learning
- Article: Literacy - PISA definitions (ARL)
- Article: 4 out of 10 Romanian students can read this text, but they don't understand it (by Andreea Ofiteru)
- Article: PISA 2015 – how it has been implemented in Romania and the type of tasks the students had to solve (by Raluca Pantazi)
- Video - Solutions for the low literacy performance of students (L. Romaniuc)
- Article: Developing content area literacy skills – a must (by Maria Kovacs)
- Article: Pleading for Literacy (S. Bernat)
- Article Symposium Literacy. Conceptual framework (ANPRO)
- Article: Metacognition and developing learning to learn skills. Practical aspects and curricular implications (by Kovacs Maria)
- Article: How to learn how to learn? (by Gabriela Medan)
- Article: How to learn (by Mihaela Nicolae)
- Article: How can we stimulate thinking processes when teaching a discipline (by Marcel Cremene)
- CTAL training materials
- BaCuLit trainers' book and workbook

Module 2:

- Article: Three cross-curricular concepts supporting learning (ARL)
- Article: Metacognition and developing learning to learn skills. Practical aspects and curricular implications (by Kovacs Maria)
- Article: Knowledge / Knowledge – cognition/ Cognition / Metacognition (by Alexandru-V. Mureșan)
- Book: Lessons for promoting critical thinking
- Book: Math Lessons for Critical Thinking
- Article: The teacher's journal – a useful and needed tool (by Daniela Crețu)
- Article: Looking at myself … (by Cristina Neculăeș)
- CTAL training materials
- BaCuLit trainers' book and workbook

Module 3:

- Pisa framework (2018): source (single, multiple); organization and navigation (static vs. dynamic); format (continuous, non-continuous, mixed) pg. 23; and type of texts (description, narration, exposition, argument, instruction, interaction, transaction)
- Article: Mathematics hidden in texts (by Ariana-Stanca Văcăreţu)
- Article: First steps to literacy (by Anca Petriuc)
- Book: Math Lessons for Critical Thinking (Lesson 3)
- Article: A model for teaching reading comprehension strategies. Venn Diagram (by Ana Boariu)
- Article: Strategies for improving reading comprehension (by Viorel Mih, Codruţa Mih)
- Book: Math Lessons for Critical Thinking (Lesson 1, Lesson 4)
- CTAL training materials
- BaCuLit trainers' book and workbook

Module 4:

- CTAL training materials

Module 5:

- Book: Math Lessons for Critical Thinking (Lesson 2)
- CTAL training materials
- BaCuLit trainers' book and workbook

Module 6:

- Article: First steps to literacy (by Anca Petriuc)
- CTAL training materials
- BaCuLit trainers' book and workbook

2.4. Methods and work forms in face-to-face and online units (single, pairs, group work, lectures, etc.)

The modules of the course are structured as follows:

- Input: theoretical content (knowledge base and research evidence for disciplinary literacy teaching); practical elements: demonstration lesson is followed by the analysis of the demonstration lesson, and this is when the theoretical underpinnings of the strategies used are clarified.
- Guided practice: participants practice implementing the new inputs, they question their own classroom practice and plan the implementation of the strategies in their classroom/ the discipline they teach. Participants will implement new teaching and learning strategies into their own classroom.
- Sharing and interaction: participants sharing their experience in the classroom using

the strategies learnt in the previous face-to-face workshop (pair and group discussion, guided support, individual feedback by trainers, peers' feedback).

- Reflection: participants build their portfolios, collecting lesson plans, samples of their students' work when the newly learnt strategies are used in the classroom, and their own reflections on how the lesson went. The portfolio also includes a short film recorded in the classroom, which is then analysed together with the group of participants and feedback is provided.

In general, the online parts involve reading (theoretical input), written tasks in support of comprehension and response to reading, classroom practice, written reflection and sharing ideas and products, written peer feedback. The face-to-face components are used for guidance of platform use, and for demonstration and debriefing purposes, as well as for guided practice, direct observation of participants and oral feedback.

3. Learning Outcomes, Assessments, Certification

3.1. Learning outcomes: competences, skills, knowledge to be acquired by participants

Specific competences

Planning the learning process

• Exploitation of school curricula in order to capitalize on opportunities for literacy and critical thinking development

• Designing the lesson related to the literacy and critical thinking needs of students

• Formulating learning tasks that develop literacy and critical thinking skills in students

Instruction and monitoring of the learning process

• Implementing activities for the development of literacy and critical thinking skills

• Using reading and writing strategies that help develop critical thinking

• Using collaborative learning strategies that help develop literacy and critical thinking skills

• Using effective procedures to monitor the development of literacy skills and critical thinking and highlight learning outcomes

Assessment

• Development of tools and criteria for assessing literacy and critical thinking skills

Applied educational research

• Designing and experimenting with action-research in order to continuously improve their teaching for developing students' literacy and critical thinking skills

Career management and personal development

• Reflective examination of teaching activity to develop literacy skills and critical thinking in pupils

• Communicating the results of the action-research undertaken to develop students' literacy and critical thinking skills

Learning outcomes by modules:

Module 1

• Explain the meaning of: literacy, autonomy in learning, critical thinking

• Explain the role of literacy in developing critical thinking and learning to learn

• Argue for the need to develop literacy skills in pupils through their own discipline.

Module 2

• Explain the meaning of: metacognition, interaction, involvement, ERR framework, model of cognitive apprenticeship, action-research process

• Explain the relevance of the ERR framework for the development of metacognition

• Explain the relationship between metacognition and engagement in learning from the perspective of effective learning

• Explain the theory of proximity development and the relevance of this theory to the need to individualize learning

• Explain the link between the cognitive apprentice modeling and metacognition modeling

• Argue the importance of the social dimension of learning

• Argue the importance of metacognition for the development of learning skills

• Argue for the need to involve teachers in action-research approaches

• Initiate an action-research project that aims to improve teaching for developing students' literacy and / or critical thinking skills

Module 3

• Identify types of text or text frames

• Describe 4 vocabulary learning strategies specific to a discipline

• Describe 3 reading and writing strategies

• Illustrate different types of texts that can be used in the learning process

• Explain the importance of using authentic texts in the learning process in any school discipline

• Explain the framework of four levels of vocabulary

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• Analyze the comprehensibility of a text

• Analyze the advantages and limitations of using reading-writing strategies in their own lessons

• Design and implement activities of learning the vocabulary elements specific to the discipline

• Design and implement learning activities using reading and writing strategies

• Reflect on implementation

• Define the solution to the problem addressed in the action-research project

Module 4

• Explain the relationship between the elements of the lesson plan that develop students' critical thinking through reading and writing

• Develop and implement a lesson plan that develops students' critical thinking through reading and writing

• Reflect on implementation

• Apply the intervention defined in the action-research project and collect data on it

Module 5

• Describe 4 strategies for developing literacy skills through cooperative learning

• Analyze the advantages and limitations of the use of literacy skills development strategies through cooperation in their own lessons

• Design and implement learning activities in which they use cooperative learning for literacy skills development

• Reflect on implementation

Module 6

• Explain the concept of formative assessment

• Design an inventory of reading skills for one of the classes they teach and apply it in the classroom

• Reflect on classroom application

• Analyze the results of the action-research project

• Design new interventions based on findings from the results of the action-research project

3.2. Forms of assessments and connected tasks. Assessment is done by means of a portfolio, which includes specific products that reveal the participants' progress during the course,

and by making a public presentation about a selected item in the portfolio.

3.3. Requirements for certification of participants (attendance and completed assignments)

All tasks and portfolio items are compulsory. Attendance of face-to-face modules is minimum 75%.

4. Quality Assurance and Accreditation / Certification Requirements

4.1. Qualification of trainers: trainers must be certified RWCT trainers and/ or certified BaCuLit trainers. Trainers who only hold one of the two types of certification will be allocated to the parts of the modules where their expertise is relevant.

4.2. Evaluation requirements / analysis of evaluation results and measures for quality assurance. Evaluation is both formative and summative. In order for a participant to successfully complete the course, they must obtain an average of at least `Satisfactory`, out of Excellent, Very good, Good, Satisfactory, Unsatisfactory. The qualifiers averaged refer to assessment of the participants' performance of tasks within each module (1), the final portfolio (2), and the public presentation in the final evaluation (3).

4.3. National accreditation and certification requirements (if applicable): As specified in the updated Order of the Ministry of National Education no. 5564 (updated in Jan 2017).

5. National Implementation Plans

The targeted groups are secondary teachers participating in in-service teacher training firstly in the counties of Cluj, Bistrita-Nasaud, Bihor, Sibiu, Olt, Arad, Maramures. Others are possible pending on expression of interest. Trainers' available has been secured. Upon request, new trainers can be added to the pool with which accreditation has been secured, following the legal procedures in force.

ALSDGC Romania will partner with County Teacher Training centers (public institutions) and specific schools which can host the face-to-face courses and the final evaluation session. Upon request, new sites where the training can be delivered may be added to the accredited programme. We expect to reach approximately 250 teachers during the next 4 years.

The course has already been promoted in the multiplier event, where directors or representatives of the Teacher Training centers participated. The course will be promoted via ALSDGC Romania's website (www.alsdgc.ro) and Facebook page (https://www.facebook.com/alsdgc/). Registration will be online. The course will be fee-based.