



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

Ble*Teach | Asociația LSDGC România

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CONCEPT AND PREPARATION OF MATERIALS FOR CONTENT AREA LITERACY COURSE ADDRESSING SECONDARY TEACHERS

Romania

Output 05

Concept and structure of the Romanian version of the Content Area Literacy in-service (blended learning) course addressing secondary-school teachers

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The concept and structure of the course

The Romanian version of the BleTeach Content Area Literacy in-service teacher training course will address secondary school teachers who teach disciplines which are not part of the language and communication curricular area.

The aim of this in-service teacher training course is to support teachers to improve students' learning in the discipline by means of the development of literacy skills, critical thinking skills, and learning to learn skills. The course promotes reading, writing, discussion, cooperative learning and reflection strategies with the aim of equipping pre-university teachers with the competences of planning and delivering lessons that contribute to the development of students' literacy & critical thinking skills, and with the competences of assessing the students' learning and development of these skills.

This in-service teacher training programme centres upon an action research project that the participants are expected to carry out in a classroom where they teach. The teachers start from identifying a problem area related to student learning. Throughout the course, they design a coherent intervention employing their teaching to address this problem by using reading, writing and cooperative learning strategies. In this way, the students' response/ results can improve.

This means that the teachers have to try out a number of strategies to experiment which one triggers the best results in the classroom so as to solve the identified problem/ improve the problematic situation.

The course will be an 89 – hour course structured in 6 modules:

| Module | No. of hours of face-to-face training | No. of hours of online training | Total no. of hours |
|--|---------------------------------------|---------------------------------|--------------------|
| Module 1 Introduction/ Argument | 6 h | 2 h | 8 h |
| Module 2 Key concepts, models and effective approaches | 6 h | 16 h | 22 h |
| Module 3 Texts, vocabulary, and reading-writing strategies | 12 h | 18 h | 30 h |
| Module 4 Lesson planning | 6 h | 3 h | 9 h |
| Module 5 Cooperative learning strategies for developing literacy skills | 6 h | 3 h | 9 h |
| Module 6 Formative assessment | 6 h | 3 h | 9 h |
| Final evaluation | 2 h | | 2 h |
| | 44 h | 45 h | 89 h |

Each module has 4 components:

- **Input:** theoretical (knowledge base and research evidence for disciplinary literacy teaching); practical: demonstration lesson is followed by the analysis of the demonstration lesson, and this is when the theoretical underpinnings of the used strategies are clarified.
- **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.
- **Exchange/ 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 (in portfolios):** 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.

Description of the modules

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

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 – Realisation 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

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 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

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)

Module 5 - Cooperative learning strategies for developing literacy skills

This module aims to 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

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

Modules, concepts and materials of the BleTeach in service training course (Romania)

| Modules | (1) Concept | (2) developed in BaCulit ...kept ... using BaCuLit material in RO language | (3) Modified | (4) New concept /model |
|--|--------------------------------|--|---|--|
| Module 1 Introduction / Argument Why 'disciplinary literacy'? | PISA tests | X trainer's book pg. 5 (RO version) | 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) | |
| | Content Area Reading Inventory | X teacher's workbook M5 material 2 (RO version) | | |
| | Literacy | X teacher's workbook pg. 128 (RO version) | 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) | |
| | Learning to learn | | 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) | |
| | Critical thinking | | | CTAL training materials Article: How can we stimulate thinking processes when teaching a discipline (by |

| Modules | (1) Concept | (2) developed in BaCulit ...kept ... using BaCuLit material in RO language | (3) Modified | (4) New concept /model |
|---|---|--|--|--|
| | | | | Marcel Cremene) |
| | Metacognition | X trainer's book pg. 11 (RO version) X teacher's workbook pg. 21 (RO version) | 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) | |
| | Evocation - realization of meaning - reflection (ERR) | | | CTAL training materials Book: Lessons for promoting critical thinking Book: Math Lessons for Critical Thinking |
| | Interaction & Cognitive apprenticeship approach | X trainer's book pg. 13 (RO version) | | |
| | Engagement | X trainer's book pg. 16 (RO version) | | |
| | Action research process, action research project (new) | | | CTAL training materials Article: The teacher's journal – a useful and needed tool (by Daniela Crețu) Article: Looking at myself ... (by Cristina Neculăeș) |
| Module 3 Texts & vocabulary & reading-writing strategies | 3 types of reading purposes | X Trainer's book pg. 25 (RO version) | | |
| | Authentic texts (advantages and disadvantages and criteria) (p. 91) | X Trainer's book pg. 26 (RO version) | | |
| | Multimodal texts | X trainer's book pg. 28 (RO | | |

| Modules | (1) Concept | (2) developed in BaCulit ...kept ... using BaCuLit material in RO language | (3) Modified | (4) New concept /model |
|---------|--|---|---|------------------------------|
| | | version) | | |
| | Diversity of texts | X teacher's workbook – pg.44 (RO version) X trainers book pg. 27 (RO version) | Pisa framework (2018) -source (single, multiple); - organisation and navigation (static vs. dynamic); format (continuous, non-continuous, mixed) pg. 23; and type of texts (description, narration, exposition, argument, instruction, interaction, transaction) pg. 30. Article: Mathematics hidden in texts (by Ariana- Stanca Văcărețu) | |
| | Text structure, graphic organizers | X trainer's book pg. 30 (RO version) X teacher's workbook pg. 49 – 57 (RO version) | | |
| | Selecting words for rich instruction | X teacher's workbook pg. 69 (RO version) X trainer's book pg. 35- 36 (RO version) | Article: First steps to literacy (by Anca Petriuc) | |
| | Students friendly definitions | X teacher's workbook pg. 70 (RO version) X trainers book pg. 36 (RO version) | | |
| | Definition map | X teacher's workbook pg. 70 (RO version) X trainer's book pg. 37 – 38 (RO version) | Book: Math Lessons for Critical Thinking (Lesson 3) | |
| | Active processing through writing and discussions | X trainer's book pg. 39 (RO version) | | |
| | Reading strategies - categorization, reading processes of successful | X trainer's book pg. 43 - 49 (RO version) X teacher's workbook pg. | CTAL training materials Article: Mathematics hidden in texts (by Ariana- Stanca Văcărețu) | |

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|--|---|--|---|------------------------------|
| | readers, Reading apprenticeship as a scaffolded instruction model Writing strategies | 77 – 87 (RO version) | Article: A model for teaching reading comprehension strategies. Venn Diagram (by Ana Boariu) Article: Strategies for improving reading comprehension (by Viorel Mih, Codruța Mih) Book: Math Lessons for Critical Thinking (Lesson 1, lesson 4) | |
| Module 4 – Lesson planning | Lesson planning – lessons who develop literacy skills, critical thinking skills, learning to learn skills | X teacher's workbook pg. 25 – 26 (RO version) | CTAL training material | |
| Module 5 Cooperative learning strategies for developing literacy skills | Theoretical basis - advantages | | CTAL training material | |
| | Reciprocal teaching | X trainer's book pg. 49-56 (RO version) X teacher's workbook pg. 88 - 90 (RO version) | CTAL training material | |
| | Think – Pair - Share | X teacher's workbook pg. 22 (RO version) | CTAL training material Book: Math Lessons for Critical Thinking (Lesson 2) | |
| | Placemat | X teacher's workbook pg. 13 (RO version) | | |
| Module 6 Formative assessment | Formative assessment – literacy skills | X teacher's workbook pg. 101-106 (RO version) | CTAL training material | |
| | Content Area Reading inventory | X teacher's workbook pg. 107-118 (RO version) | Article: First steps to literacy (by Anca Petriuc) | |