

The 4Cs of CLIL & Designing Evaluation Criteria

Chad Godfrey
Saitama Medical University

CLIL Seminar 2017 - JCLIL @Waseda University
July 15th , 2017

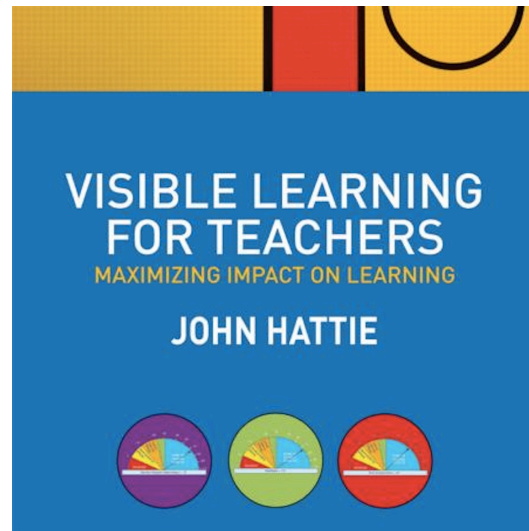




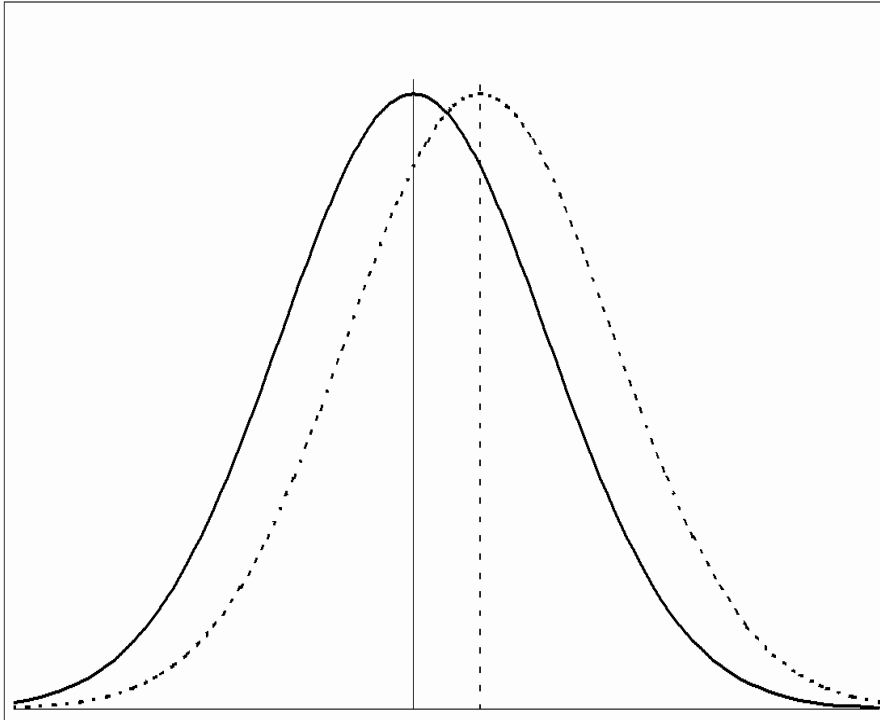
1000+ Meta-studies

80,000+ Research Articles

200,000,000+ Students



Effect size



0.4

$$\text{Effect Size} = \frac{[\text{Mean of experimental group}] - [\text{Mean of control group}]}{\text{Standard Deviation}}$$

Which are the most powerful?

- Increasing school budgets
- Self-reported grades
- Providing feedback to learners
- Matching learning style to teaching style

Which are the most powerful?

(1.44) Self-reported grades

(0.75) Providing feedback to learners

(0.23) Increasing school budgets

(0.17) Matching learning style to teaching style

Self-reported grades

Example of self-reported grades:

Before an exam, ask your class to write down what mark the student expects to achieve. Use this information to engage the student to try to perform even better.

(Hattie, in hindsight, wished he had called self-reported grades “student expectations”)

<https://visible-learning.org/glossary/>

Student brainstorming format

- Groups of 3
- Student roles: (1) timekeeper; (2) note taking; (3) group leader
- No judgment given ... not yet

Student brainstorming questions

- What are some things we should include in the written part of a presentation?
- What makes a presentation interesting?
Not interesting?
- What parts of a presentation should be scored?

4Cs - Content

- What is a presentation?
- What does a good presentation include?
- What needs to be revisited from our past presentation criteria?

4Cs - Cognition

- What makes a good presentation and what does not?
- Which parts of the criteria are more important than others?
- How to use the criteria once it is made?

4Cs - Communication

- Language for describing presentation skills
- Language needed for discussion
- Language needed for negotiation

4Cs – Community/Culture

- Classroom community
- University community
- “World standards for presentations” community

Group 1

- Hello.
- Name
- Topic
- Do you know "Topic"?

3 points

Finally, ~

Thank you

2

- Introduction
- Interesting points
 - Say the keypoints many times
- Conclusion

Writing your presentation

group 3

greeting

ice breaking

introduction

body

conclusion

Thank you

group 4

Intro

greeting

topic

body

conclusion

Thank you

Writing presentation

Greeting, topic,

introduction, explain, example

conclude, photo, last greeting (Thanks)

Hello → share the theme

reason

3 points

→ conclusion

examples

good point, bad point

thank you!

what kind of ~

greeting

share the theme

tell some topics

some example

the aim of the presentation

conclusion

greeting

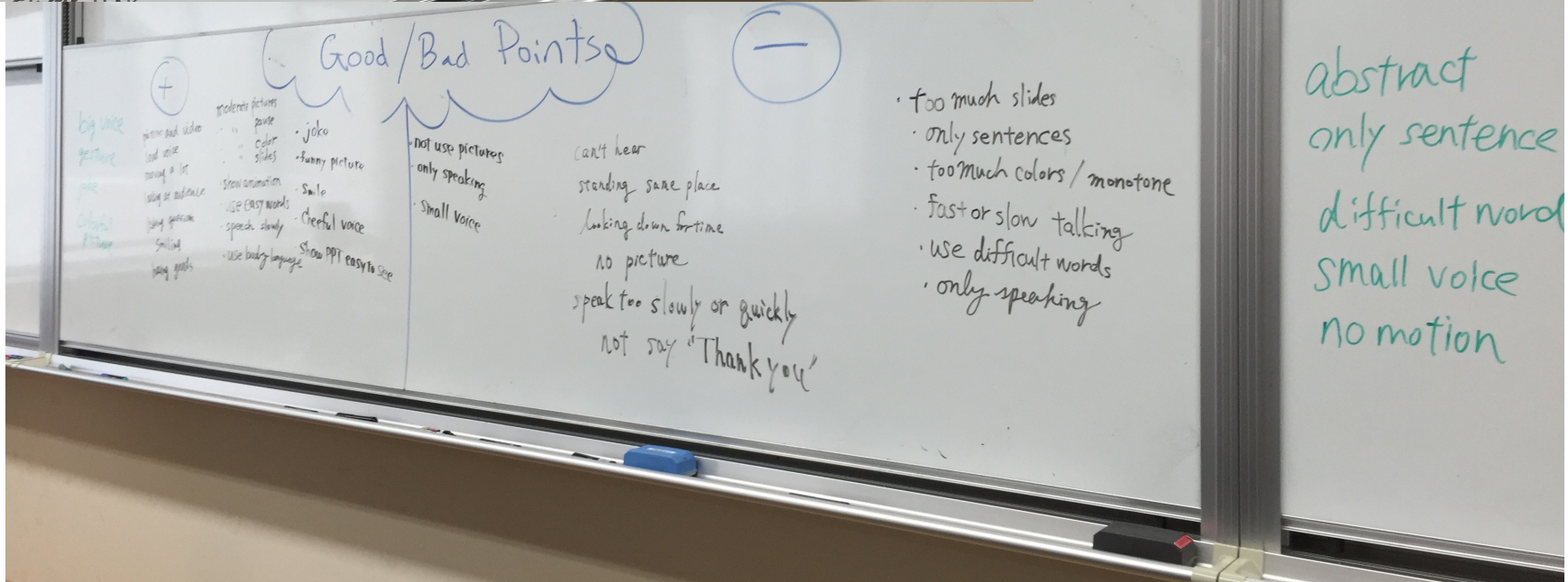
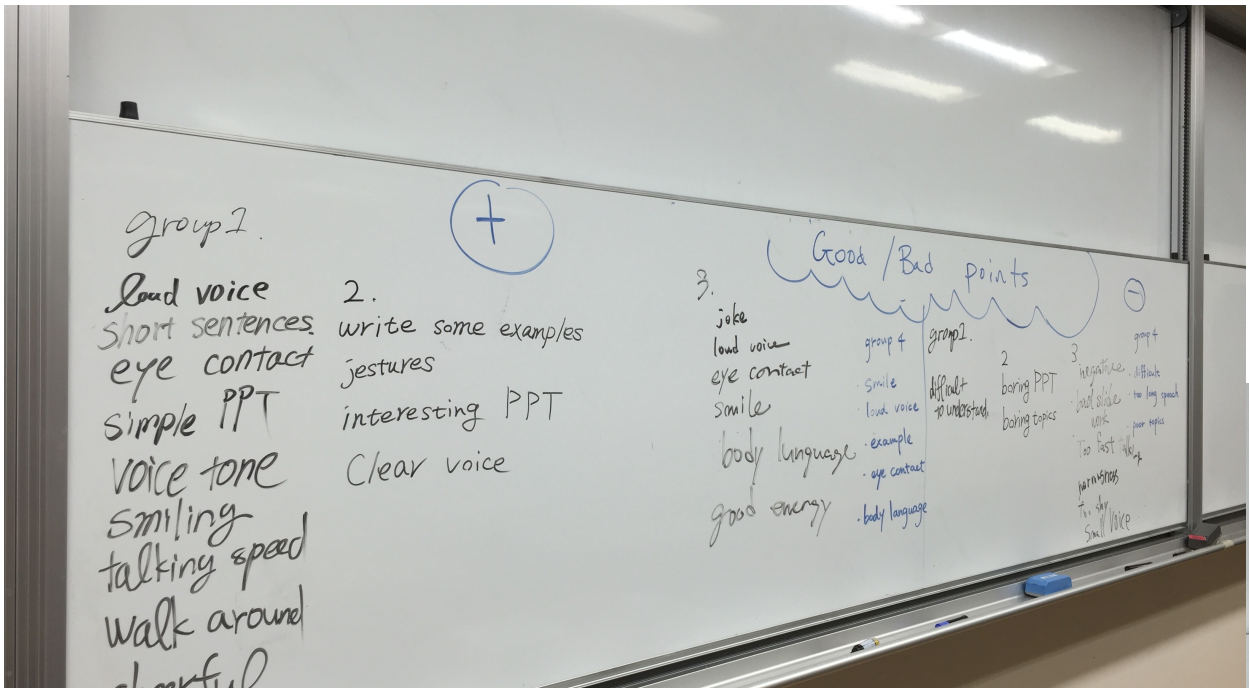
conclusion

explain the reason

why I chose the theme

share the theme

example about the topic



Presentation Score Sheet – November 9th , 2016

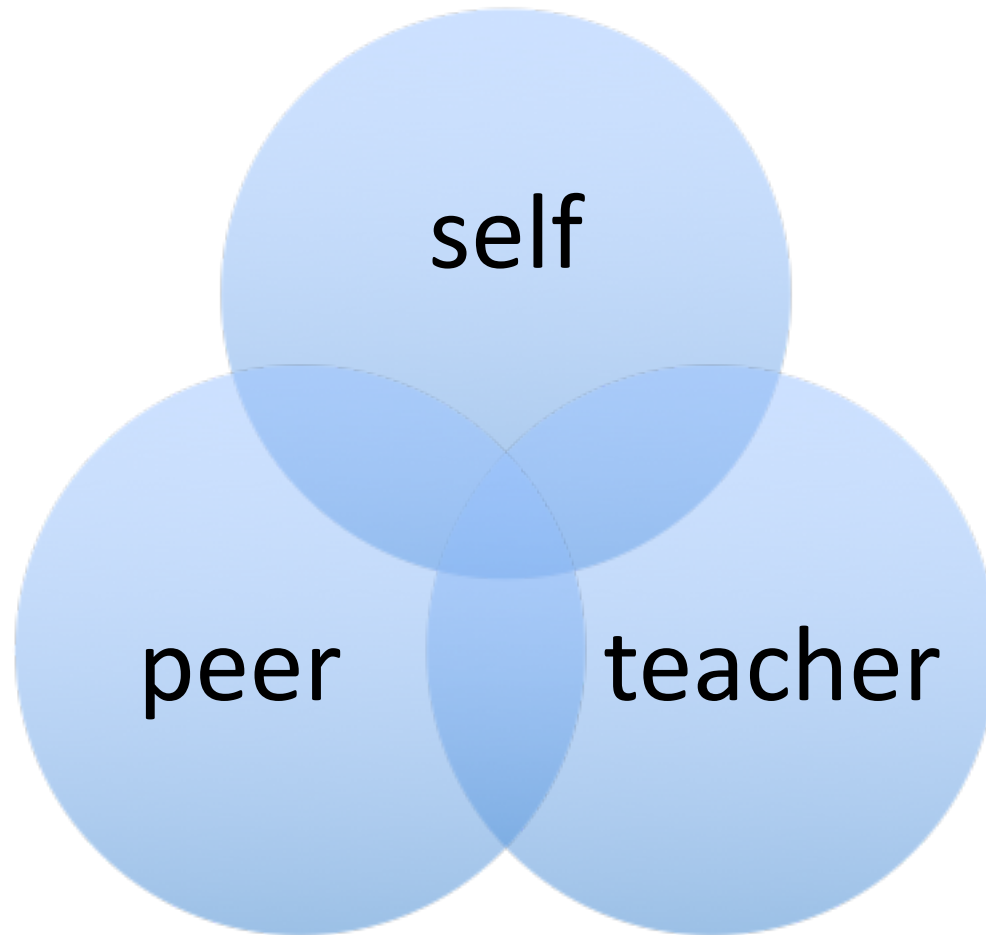
GROUP ____		Names:	
		Title:	
Story message	Introduction	/	+ greeting
	Body	6	+ with examples
	Conclusion	6	
		8	
Visual message	Appropriate Use of Pictures	/	
	PPT Appearance	7	+ simple & clear and interesting
		6	
Physical Message	Eye Contact	/	
	Gestures and movement	12	
	Voice	8	+ loud and clear, with appropriate speed and tone
	Facial Expression	14	
Other	Attitude	/	
	Uniqueness	7	
	Time	6	
	Q/A	5	
		5	
Total Points = 100pts		/	100

Presentation Score Sheet – Novmber 9th , 2016

GROUP ____		Names:	
		Title:	
Story message	Introduction	6	+ greeting
	Body	6	+ with examples
	Conclusion	8	
Visual message	Appropriate Use of Pictures	7	
	PPT Appearance	6	+ simple & clear and interesting

Physical Message	Eye Contact	12	
	Gestures and movement	8	
	Voice	14	+ loud and clear, with appropriate speed and tone
	Facial Expression	10	
Other	Attitude	7	
	Uniqueness	6	
	Time	5	
	Q/A	5	
Total Points = 100pts		100	

3 forms of evaluation



Outcomes

- Students had much more ownership/ awareness of the scoring criteria, and they reached for higher standards in their work.
- They were skilled at “coaching” other students to reach higher standards.
- Students improved in self-reporting their scores.

Outcomes

- Self-examination continued after their work was finished.
- The criteria was a “living set” of learning objectives.
- The process to create the criteria promoted the 4 Cs in the classroom.

감사합니다 Natick
Grazie Danke Ευχαριστίες Dalu
Thank You Köszönöm
Tack
Спасибо Dank Gracias
谢谢 Merci Seé
ありがとう

Questions? Comments? Concerns?

chad@saitama-med.ac.jp