

Letizia Cinganotto Interview Summary (TH)

Letizia Cinganotto is a researcher in INDIRE (Italian Institute for Documentation, Innovation, Educational Research), under the Ministry of Education in Italy. Her particular research interests are language learning and teaching, CLIL, TELL and teacher training. She has studied teachers using CLIL and one interesting video-reflection technique she discussed is LOCIT (Lesson Observation and Critical Incident Technique by Do Coyle) which is used in some universities in Italy to train teachers. They video record their class and watch it with a critical friend or the learners and identify key moments in the class. By reflecting on these the teacher can aim to improve their teaching and may video subsequent classes to check whether the intended improvement was successful. (Letizia has published on this topic: Cinganotto, L. & Cuccurullo, D. (2015). The role of videos in the teaching and learning of content in a foreign language. *Journal of e-Learning and Knowledge Society*. 11 (2) Italian e-Learning Association.).

A major initiative that Letizia has been involved with is a course for teachers who are working in CLIL called Techno-CLIL. Letizia moderates the course with a colleague, Daniela Cuccurullo, and in 2016 and 2017 there were 5000 participants. One of the tasks is to make a video, either of a CLIL lesson with a commentary or a video learning diary of their experience of Techno-CLIL, with comments. This has engendered a huge range of excellent videos that are shared free with the CLIL community. Letizia admits that gaining consent for filming classes with children in was not easy and this resulted in many preferring to make a video diary. Peers give constructive comments making this a very valuable learning resource for teacher development. The community is based in Moodle but also has a Facebook page with more than 7000 members. They are looking for a way to formally publish the repository. A book in Italian titled “Techno-CLIL” is going to be published by the end of 2018.

LOCIT reference

<https://www.abdn.ac.uk/italic/locit/>

University of Aberdeen website which uses this technique in CLIL

The LOCIT process guides teachers to investigate their own classroom practice through asking one simple question: when did learning moments happen? When learning moments are identified and discussed not only by teachers but also the learners, the potential for deeper understanding of how and why learners learn is realised. The LOCIT process facilitates practitioner research and professional dialogue by analysing and reflecting on learning, and by digitally storing the capture of learning moments for evidence, for sharing within and across schools, and for further professional use.

Visit the web site for further information about the digital tool for in-class lesson analysis and access some examples of learning moments identified by ITALIC CLIL learners and teachers.

1 – MP4

[04:00] *Philosophy of teaching and learning and approach*

Communicative, affective, holistic, interconnecting different dimensions to put students at the centre of the learning experience; a bottom-up philosophy. Enact innovation in schools; teachers should try to keep up with innovation, as learning environments are constantly changing.

[06:09] *Examples of using video in teacher training*

Theoretical framework: paper LC wrote in Journal of E- learning and Knowledge Society (2015) on the role of video in CLIL. Effectively enhances all activities - students are screenagers and video is their daily channel of communicating with peers. Involving them with creating video is also good for project-based learning. For teachers, video enhances reflection and meta communication activities to improve teaching strategies. For CLIL, in particular, LOCIT (Lesson Observation and Critical Incident Technique) is often used in university training pathways in Italy.

[10:28] LC's own practical experiences: involved in online university IUL (sponsored by Florence University and INDIRE), where video is key, constituting the core learning materials. Videos are interactive, with key words appearing while the teacher is speaking, to strengthen message. Uses screencast (for tutorials and as you can also share PowerPoint) and also more professional videos put together by experts.

[12:40] Also experience with Techno-CLIL– has been moderating this course for 3 different editions with a colleague (Daniela Cuccurullo); 5,000 participants in 2016, focusing on CLIL and learning technologies, international and free. One task was to create a video: teachers had to either design and record a CLIL lesson with students and share with the community of practice, or record a video learning diary of their experience of Techno-CLIL, with comments explaining added value. Now have a repository of outstanding, creative videos.

[16:08] *Software and hardware for videos with key word pop-ups*

LC has direct experience with screencast ([Screencast-O-Matic](#)), otherwise not involved that much in technical aspect.

{18:48] Another article LC wrote with Daniela (Cuccurullo) appearing in *Fictions* (2017) on the importance of digital storytelling for CLIL.

[20:10] *Ethical issues around the repository/permissions*

A hot issue, especially as teenagers are involved. Parents fill a consent form to allow schools to film students for educational purposes. Teachers' responsibility to have these signed. Also had the choice of two different formats if there were problems with permissions – and yes, lots of problems, so the majority filmed their own video diaries.

[23:21] *Evaluation of project/video component*

There was an evaluation grid to fill in, with suggestions on how to evaluate. Also worked on peer assessment, again with a grid. Interesting to note comments on videos in forum, blog, Facebook group (official platform Moodle but they wanted to share on Facebook). Comments included concrete examples of suggestions for what to improve. Found this the most valuable aspect of the project – entire CLIL community engaged in peer learning. Very effective.

1 LC: comments because this is peer assessment. but it
2 was not only comments like wow very good good job
3 and so on. also because this was a (xxxx) input to
4 give practical concrete examples of possible

5 weaknesses. something that teachers could improve
6 in next to introductions. they just had to say ok
7 this is excellent. this part for me is wonderful
8 and its perfect. maybe in this other part you could
9 have improved this aspect you could have maybe used
10 (xxxx) software. we would find this the most
11 relevant outcome of our project. so an entire
12 community activated on. also under peer. peer
13 learning perspective. Helping each other in giving
14 comments. this is peer learning that turned out to
15 be very effective.

[26:18] Now working with a publisher to do something with the repository. CLIL is a buzzword in Italy and there are more than 7000 participants in the Facebook group - mainly Italians.

16 TH: wow that sounds really good. That's something that
17 you're now collating and making into a publication
18 of some kind. So that will be accessible will it.
19 LC: yes were working on a publisher that is a very
20 important publisher in Italy. you know that could
21 in third edition has become a buzz word in Italy.
22 because then it was let's say 5000 participants and
23 now 7000 participants in the facebook group. mainly
24 they were Italian. so it's a global community but the
25 majority of them are Italian. so it's a sort of buzz
26 word in Italy. We're working on collecting both the
27 material as a theoretical framework because we gave
28 them a lot of hints. a lot of literature review
29 both on (xxxx) would be useful for all the
30 community for examples of works of materials
31 produced which are really outstanding.

[27:50] *What would you like to be able to do?*

The student-centred part could and should be enhanced. Consent forms etc. are a problem, but this is improving. There is new legislation – a national and digital plan promoted by the Ministry to enhance use of technology in class (e.g. bring your own device). CLIL project funded by Ministry and conducted by school networks also collecting digital repository for Ministry (ends abruptly)

32 TH: lovely. coming towards the end now there are just
33 a couple more questions. In the situation that you
34 have now what would your ideal future be. What would
35 you be able to do that you can't currently do in
36 in terms of recording or using video with teacher
37 trainers.
38 LC: I think the student centred part could be and
39 should be enhanced. In (xxxx) we have these
40 problems unfortunately of that I was telling you
41 about consent form. It's improving because also the
42 massive use of technology in class is trying to
43 overcome bureaucratic barriers which used to be a
44 parents' problem. now also legislation and

45 according to recent informed laws in England as
46 well there's a national and digital plan promoted
47 by the ministry enhancing the use of technology.
48 bring your own device and what else in class.
49 there's no process so we have wonderful schools.
50 just recently the outcomes of a research project
51 that really dealt with the (xxxx) on clear projects
52 founded by the ministry and carried out by
53 high school networks. we had wonderful digital
54 products. we are collecting also. There's
55 another repository. It's going to be a repository

2 m4a

See from [23:21] above and continued below

Lots of schools struggling with working with technology. Also flipped learning and flipped training – teachers learning from their colleagues. Videos of students interacting together – collecting and showing this could be very effective in highlighting classroom interaction, language issues, social dynamics, so also linguistic aspects. Involving more students in this process, more with students as protagonists.

LC happy to share some examples of video in Techno-CLIL as a starting point and happy to be involved in the project.

55 another repository. It's going to be a repository of
56 (xxxx) of ministry education. also in
57 that case we have wonderful products but still
58 we have a lot of schools struggling to work in
59 an effective way with technologies that would be
60 used. i think that this protagonism of students
61 should be enhanced. they would be the real should
62 be the real lessons sense and also flipped learning.
63 now flipped we talk a lot about flipped classroom flipped
64 training. teachers learning from their students or
65 from other their peers. So this could
66 be. we sometimes eager to enhance to promote of
67 course you know what your teaching strategy is so
68 best performing teachers put videos of students
69 interacting together and putting into practise
70 those strategies theoretical framework. showing
71 this through videos could be very effective. from
72 my perspective because I work also on the
73 linguistics. I've got a PhD in linguistics this
74 aspect through videos could be enhanced because we
75 could find out a lot of interesting aspects on
76 classroom interactions and the language issues on
77 social dynamics on the role of teachers through
78 the classroom interactions. Not only the teaching
79 aspect didactic dimension but also the language,
80 the linguistics aspect. So social linguistics
81 applied linguistics these aspects could get. there
82 are a lot of projects at an academic level in Italy
83 working on videos to highlight these language

ViLTE Resource

84 dimensions in the role of language for example in
85 a classroom or just in a classroom interaction.
86 involving more and more students in this processing
87 so having more and more videos with students as
88 protagonists as actors would be added value for
89 education in general.