



Promoting excellence in language education  
European Centre of Modern Languages of the Council of Europe

# Pluriliteracies Teaching for Deeper Learning

**Friday 20 & Saturday 21 April 2018 – Programme**  
University of Oslo Library (HumSam-biblioteket)  
Experts: Professor Do Coyle and Professor Oliver Meyer

**Friday 20 April 2018, 11 am – 3 pm**

Seminar for political decision makers, experts from local and regional educational authorities and teacher educators

**Saturday 21 April 2018, 10 am – 4 pm**

Seminar for English and foreign language teachers, subject teachers, text book authors and freelancers

10.30-11.00	Registration
11.00-11.15	Welcome
11.15-11.45	Deep Learning and Core Elements - The State of Affairs in Norwegian Curriculum Reform TBC
11.45-12.00	Q and A
12.00-12.30	The Graz Group Model of Pluriliteracies Teaching for Deep(er) Learning Do Coyle & Oliver Meyer
12.30-12.45	Q and A
12.45-13.00	Coffee and snacks
13.00-13.55	Putting Pluriliteracies Teaching for Deeper Learning into Practice I - Challenges
13.55-14.50	Putting Pluriliteracies Teaching for Deeper Learning into Practice II - Opportunities
14.50-15.00	Summing up

09.30-10.00	Registration
10.00-10.15	Welcome
10.15-11.00	Introduction to the Graz Group Model of Pluriliteracies Teaching for Deep(er) Learning Plenary speech by Do Coyle & Oliver Meyer
11.00-11.15	Coffee break
11.15-12.15	Putting Pluriliteracies Teaching for Deeper Learning into Practice I A hands-on workshop by Co Doyle & Oliver Meyer
12.15-13.00	Lunch
13.00-14.30	Putting Pluriliteracies Teaching for Deeper Learning into Practice II
14.30-14.45	Coffee break
14.45-15.45	Putting Pluriliteracies Teaching for Deeper Learning into Practice III
15.45-16.00	Summing up: The Role of (Foreign) Language in Facilitating Deep Learning

**Seminar fee and registration:** <http://www.tyskforum.no/ecml-seminar-oslo>

**Deadline for registration and payment of fee:** 5th April 2018

Coffee and snacks on Friday as well as lunch on Saturday are included.



# Pluriliteracies Teaching for Deeper Learning

## Abstract

Pluriliteracies Teaching for Learning (PTL) constitutes a relatively recent development in Content and Language Integrated Learning (CLIL). This approach has been developed to provide pathways for deeper learning across languages, disciplines and cultures by focusing on the development of disciplinary or subject specific literacies. Deeper learning - by which we understand the successful internalization of conceptual knowledge and the automatization of subject specific procedures/skills and strategies – is currently considered to occur only if learners are taught how to express their knowledge appropriately and in an increasingly complex and subject adequate manner.

In the **seminar on 20 April** we would like to introduce the revised Pluriliteracies Model for Deeper Learning and discuss challenges of putting this approach into practice.

In the **workshop on 21 April** we will introduce the five core principles of PTL. An analysis of classroom materials for different age groups will show teachers how to create learner progressions in order make deeper learning happen and to take (CLIL) learning to the next level. We will look at scaffolding for learners, multimodality, assessment, and teaching tools in CLIL. Emphasis is on integration and differentiation of students with diverse skills in the target language and different mother tongues.

## References

- Meyer, O., Coyle, D., Imhof, M., Connolly, T. (2018): Beyond CLIL: Fostering student and teacher engagement for personal growth and deeper learning. In: De Dios Martinez Agudo, J.(Ed.) Emotions in Second Language Teaching: Professional Challenges and Teacher Education. Springer (in print).
- Meyer, O., Coyle, D., Schuck, K. (2018). Learnsaping – creating next-gen learning environments for pluriliteracies growth. Elsner, D. & Buendgens-Kostens, J. (eds.): CALL in multilingual contexts. Multilingual Matters. (in print)
- Meyer, O., Imhof, M. (2017): Pluriliterales Lernen: Vertiefte Lernprozesse anbahnen und gestalten. Lernende Schule, 80, 20-24.
- Meyer, O., Imhof, M., Coyle, D., Banerjee, M. (2017). Positive Learning and Pluriliteracies: Growth in Higher Education and Implications for Course Design, Assessment and Research. In: Zlatkin-Troitschanskaia, O., Wittum, G., Dengel, A. (Eds.): Positive Learning in the Age of Information. A Blessing or a Curse? Wiesbaden: Springer, 235-266.
- Coyle, D., Halbach, A., Meyer, O., Schuck, K. (2017). Knowledge ecology for conceptual growth: teachers as active agents in developing a Pluriliteracies approach to Teaching for Learning (PTL). International Journal of Bilingual Education and Bilingualism, 1-17. <https://doi.org/10.1080/13670050.2017.1387516>
- Meyer, O. & Coyle, D. (2017): “Pluriliteracies Teaching for Learning: conceptualizing progression for deeper learning in literacies development.” European Journal of Applied Linguistics, 5/2, 199-222.
- Meyer, O. et al. (2015): A pluriliteracies approach to content and language integrated learning – mapping learning progressions in knowledge construction and meaning making. In: Language, Culture and Curriculum. 28/1. <https://doi.org/10.1080/07908318.2014.1000924>

Project Website: <http://pluriliteracies.ecml.at>