• 16 hours of practical CLIL workshops
• English language immersion
• Personalised social programme
Dear teacher,

It is a pleasure for us to give you a kind welcome to the 5th Bilingual Campus. Since 2010 this event has become a fantastic opportunity for teachers and many other professionals interested in the field of bilingual education. We really believe it is easier to interchange practical ideas and innovative suggestions inspired by trend-setting speakers while working together in a friendly, cooperative ambience.

This year we have designed a three-day intensive programme with striking workshops and fun social activities dealing with the CLIL approach. We would like to widen our horizons with the help of the speakers and your participation too. So, do not be shy and share your experience with us.

All of this is what the Centro Universitario Cardenal Cisneros is proposing for the first week of summer. Come to Alcalá to relax, enjoy yourself and learn about CLIL!

JOSUÉ LLULL & MATTHEW JOHNSON
COORDINATORS OF THE 5TH BILINGUAL CAMPUS
Experimenting in the Science Classroom: Learning by doing

CLIL can be described as an active approach in which the students are learning by doing, by participating and by communicating. In the Natural Science subject experimenting with natural resources is one of the best ways to achieve this. Pupils are expecting to feel with their own senses the amazing processes that occur in nature. Therefore, if we design experiments with CLIL it can be a powerful tool to achieve meaningfulness in the learning process. In this session we will see how to use CLIL to design simple experiments that we can carry out inside the classroom and not necessarily in the laboratory.

JESÚS AGUADO

> Jesús has worked as a researcher at the Universidad de Alcalá as a member of the Space Weather Team during his PhD period. Now he is doctor in Physics and he teaches at the Cardenal Cisneros University and collaborates in that research team at the same time. He belongs to the bilingual program and focuses on teaching Mathematics, Natural Sciences and its Didactics. Jesús enjoys photography, hiking and travelling as well as listening to music and playing percussion instruments.
Engaging with visual art in the classroom

Works of art are an immensely rich learning and teaching resource. From creativity to criticism, artworks can trigger motivation, involvement, emotional response and high order thinking skills. How can we help children to approach this resource? In this session we will answer this question, we will explore strategies and resources to create, think and talk through art integrating CLIL aspects, and reflect upon the role of the language in these processes.

ALFREDO PALACIOS

Alfredo has a PhD in Fine Arts, broad experience in teacher training and works as a lecturer in Art Education at Cardenal Cisneros University College. He strongly believes that art education deserves a better place in the school curriculum and works to expand this idea. Bilingualism has become a major interest in his career and he has started to work in partnership with bilingual schools to develop more creative and encouraging Arts syllabi. Alfredo loves travelling and meeting colleagues from other countries to share projects and experiences. He also enjoys the great outdoors and having long walks with his dog in the countryside is one of his favourite activities.
Both CLIL and modern technologies provide us with incredible opportunities to improve how we teach and, more importantly, how our students learn. In this workshop, we will share a variety of useful tips and tricks that any teacher can put into practice straight away. We will see how, with a little imagination and experimentation, we can dramatically improve every aspect of the learning process, including simply having more fun!

JOSEPH PARKIN

Joseph is an experienced teacher trainer, specializing in CLIL, Literacy and communicative teaching methods. Technology is his true passion and he incorporates it in all his lessons with Primary learners and shares his best practices with other teachers in training sessions. Participation and good vibrations are the hallmarks of his dynamic training sessions in which he seeks to bring out the inner-child in all of us.
As teachers, we need to facilitate a learning atmosphere that both nurtures motivation and gets our pupils participating in interaction that is meaningful. One of our aims is to decrease the time we spend talking and increase our learners’ talking time. In this workshop we shall be looking at some practical classroom activities which should get everyone feeling involved, while successfully learning the new content and communicating to good effect.

**JOANNA HERBERT**

Joanna has been working in EFL since 1993, having taught children, teenagers and adults of all nationalities in the UK, Japan and Spain. After ten years in Madrid, teaching and training teachers, Joanna currently teaches at the Liceo Francés in Alicante. She has collaborated with various Consejerías, is a regular speaker at Teacher Training events and a ByME CLIL author.
One, two three… Developing cognition with films

This dynamic workshop aims to deliver effective CLIL lessons working film contents and to illustrate some frameworks that facilitate students’ linguistic development and cognition. These theoretical principles will be characterized and explored through the dramatization of micro lessons where participants will reflect on:

1) The goals/contents accomplished throughout their teaching performance.
2) The cognitive process involved.
3) The development of English language skills.

Results will show that films can be considered a motivating educational resource that facilitates not only the effective acquisition of contents from the curriculum, but also cognitive development and communication.

SORAYA GARCÍA

Soraya holds a PhD in Modern Languages, Literature and Translation from Universidad de Alcalá and an M.A. from University of the West of England, Bristol. She is a lecturer at Cardenal Cisneros & Universidad de Alcalá. She is involved in various research projects and international publications in the area of ESP, integrating technology in education and microteaching practice. Soraya loves learning, creative teaching and exploring picturesque sites, as she coincides with St. Austin that the world is a book and those who do not travel read only one page.
The focus of educational organizations most recently has been the need to help students develop 21st century skills — something that will benefit them, and us as well! With this increasing line of emphasis do you ever wonder “why”? And, more importantly, how are these skills relevant to real teachers in real every day classrooms? This session aims to answer these questions through the use of practical examples and cases based on the positive relationships found between three main areas of study: engagement (emotional, behavioral and cognitive), flow theory and 21st century skills.
Culture with a big C: how to introduce Culture in the CLIL classroom

Culture in CLIL is more than Thanksgiving, Halloween and Saint Patrick’s Day; it must go beyond the traditions, festivities and celebrations of English-speaking countries. When we learn a foreign language it is ultimately to use it as a tool for communication with people from other countries and cultures. Knowing the language is not always enough to do this effectively and we must also develop intercultural competence. In this session we will look at ways in which we can find and exploit opportunities to develop this skill and “do” rather than teach culture in the CLIL classroom.

MATTHEW JOHNSON
>
Matthew has worked as a teacher and teacher trainer in the UK, Colombia, and since 1999, in Spain. He is the coordinator of the Bilingual Project at Cardenal Cisneros University College and is interested in bilingual education, learner training, assessment and developing communication skills. Matthew loves camping and mountain biking, is an avid reader and American TV series addict.
WORKSHOP
12:00-14:00 h

Thinking History, Making History, CLILing History

Why does teaching History seem to be so boring for many? Our students are often used to simply listening to lectures and memorizing a huge number of names, events and dates. Even worse, try to do this in English. The consequence is clear: many people hate History. But what would happen if we gave the students the opportunity of facing historical knowledge as a problem to be unraveled on their own by means of cooperative learning, motivating activities, research projects and critical discussions? This session will look at ways in which we can do exactly this in our lessons.

Josué has been a lecturer at Cardenal Cisneros University College since 1995. His teaching career is focused on Didactics of the Social Sciences, Geography and History, more recently in bilingual programs. As a teacher in a foreign language, in December 2010 he gave classes in Duksung Women’s University in Seoul (South Korea). He also participated in some international educational programs in England, Poland and Sweden. Josué is an avid traveler that has visited with his family up to thirty countries. He is keen on films and TV series as well as a compulsive reader.
REGISTRATION FEE

120 €

Includes:
• 16 hours of CLIL workshops.
• Handouts and other working materials.
• Refreshment breaks (everyday).
• Participation in the “Night Pub Fun” with free drinks.
• Training certificate by Centro Universitario Cardenal Cisneros.

SIGNING IN

• The deadline for application is 25th June 2015.
• Please visit www.cardenalcisneros.es and fill in the registration form.

MORE INFO

• Centro Universitario Cardenal Cisneros
  www.cardenalcisneros.es
• Grupo Edelvives
  www.edelvives.es
Me han gustado mucho las sesiones, han sido súper interesantes. Y a pesar del intenso trabajo la verdad es que se me ha hecho corto. El Campus Bilingüe debería durar más días.

Muy buena organización y desarrollo de todo el curso. Nos han tratado muy bien. Me gustaría agradecer la gran calidad de los ponentes y cómo han sabido transmitir sus conocimientos y su entusiasmo por la enseñanza bilingüe.

Me ha gustado mucho el curso, me ha parecido muy útil y práctico. Utilizaré muchas de las ideas que he aprendido aquí para mis clases.

Un curso muy interesante, en el que hemos podido hacer acopio de muchos materiales innovadores que se pueden aplicar fácilmente en nuestras clases de Inglés, Science, Arts & Crafts...
En el Centro Universitario Cardenal Cisneros, adscrito a la Universidad de Alcalá, trabajamos desde 1973 para la capacitación y formación de los profesionales de la educación.

El Grupo Edelvives lleva más de 125 años dando servicio a la comunidad educativa. Tratamos de facilitar la labor docente desde lo que mejor sabemos hacer, nuestro material educativo y la atención a los docentes.

Un origen común, el contexto educativo que compartimos y unas claves de identidad similares nos permiten y animan a compartir proyectos y acciones para amplificar su alcance, difusión y efectividad.

MORE INFO
www.cardenalcisneros.es
www.edelvives.com