

BIWI OPTIONAL COURSE
2023/2024

Course title	Global Citizenship Education and Plurilingual Learning through Picture Books (Lab.)
Degree course	LM-85/LM-85 bis – MEd in Primary Teacher Education (open to students in any year, from any language group)
Credit points	1
Total hours	10
Teaching Language	English
Semester	II
Scientific sector	L-LIN/12
Instructor	Martina Irsara
Course description	<p>Today's world is characterized by complexity, interdependence, and unprecedented transnational challenges. Schools play an important role in preparing new generations to understand this reality and to assume a conscious role as citizens working for global transformation through participation in local communities.</p> <p>The United Nation's 2030 Agenda with its Sustainable Development Goals (SDGs) recognizes that quality education requires the integration of global citizenship education (GCED) in school curricula. A powerful way to bring this international and intercultural perspective into primary education is by harnessing the motivational power of stories and children's literature as a way of developing global consciousness and global competences in young learners, encouraging their social engagement through a discussion of issues emerging from the story worlds depicted, using the various languages they share.</p> <p>This module, addressed primarily to pre-service teachers in the MEd, examines how story-based instruction can develop intercultural awareness by incorporating the vision and values of global citizenship education through a careful selection and use of picture books and storytelling practices in second-language teaching with young learners. Drawing on a selection of children's picture books, the course explores how teachers can use narratives to help children develop global awareness and competences along with language acquisition. 'Teacher talk' will be considered in a multilingual context, investigating how it can best support classroom interaction through well-informed, well-balanced, and systematic strategies. Picture books can act as the building blocks not only for literacy development, but also for constructing a culture of care based on GCED principles from the earliest stages of learning.</p>
Specific educational objectives	<p>By the end of the mini-course on "Global Citizenship Education and Plurilingual Learning through Picture Books" students will be able to do the following:</p> <ol style="list-style-type: none"> (1) analyse the content of picture books and identify those that support a GCED perspective (2) select a suitable picture book and develop activities to promote global consciousness and global competences with young learners in the language classroom (3) collaborate with peers to develop effective storytelling techniques and language mediation strategies to make picture books accessible and to encourage learners' participation in read alouds and literacy-based activities

List of topics covered	<ul style="list-style-type: none"> • integrating linguistic objectives and citizenship objectives in learning through picture books • following the Head-Heart-Hands (3H) model of learning • selecting stories on intercultural themes • adapting stories for the level of learners • guiding the storytelling cycle: before, during, after • providing mediation strategies for inclusive learning
Teaching format	Workshop, seminar, discussion, individual work, group work
Learning outcomes	<p>On completion of the module, students are expected to have acquired the following competences:</p> <p>Knowledge and understanding</p> <ul style="list-style-type: none"> • knowledge of issues pertaining to instructed second-language learning through picture books; • knowledge of issues pertaining to global citizenship education (GCED) in the field of second-language teaching with picture books; • understanding of the theoretical principles underpinning the creation of pedagogically sound lesson plans for story-based learning; • understanding of how to plan and create a story-based lesson suitable for GCED at primary school. <p>Applying knowledge and understanding</p> <ul style="list-style-type: none"> • demonstrate knowledge and understanding of how to plan engaging activities for GCED in the language classroom using picture books; • demonstrate knowledge and understanding of instructed second-language learning using picture books; • demonstrate knowledge and understanding of effective mediation strategies for inclusive learning using picture books. <p>Making judgments</p> <ul style="list-style-type: none"> • make informed choices about a story-based lesson design for GCED; • discern best practices in a story-based approach in language education; • analyse, select, adapt, and use picture books; • identify age-appropriate and stage-appropriate activities using picture books; • show an ability to think critically about and evaluate progress through self-awareness of one's own competences. <p>Communication skills</p> <ul style="list-style-type: none"> • use effective dialogical reading techniques with picture books to engage learners; • provide effective language mediation strategies during storytelling activities to include learners; • use linguistic forms correctly to model the target language for YLs • use language fluently and accurately when discussing and presenting work with peers. <p>Learning skills</p> <ul style="list-style-type: none"> • be able to make connections between key concepts, to weigh strengths and weaknesses of arguments, and make informed decisions; • be able to draw on own knowledge and experience, as well as group and individual feedback from peers and the lecturer in order to improve competences; • be able to refer to appropriate resources so as to select and deploy pedagogically principled strategies in order to achieve specific learning objectives; • be able to autonomously design a story-based lesson for GCED and language learning

Assessment	<ol style="list-style-type: none"> 1. <i>One formative assessment:</i> working in groups, students prepare a story-based lesson using a selected picture book for GCED and language learning, then present the planned activities to the class. 2. <i>One final assessment</i> – Unibz students enrolled in this optional course will do a final oral examination.
Evaluation criteria and criteria for awarding marks	<p>For the story-based lesson:</p> <ul style="list-style-type: none"> • rationale for selection of picture books on intercultural themes • identification of integrated learning aims (linguistic & citizenship) • planning & designing instructional activities and materials • use of dialogical storytelling techniques and language mediation strategies with picture books <p><i>*Please note that a detailed evaluation rubric for this assignment will be discussed in class and made available to participants.</i></p>
Required readings & materials	<p>Selected extracts from:</p> <p>Bland, J. (2016). Picturebooks and Diversity. <i>Children’s Literature in English Language Education Journal</i>, 4(2), 41–64.</p> <p>Byram, M. (2022). Foreward. In ICEPELL Consortium (Eds.), <i>The ICEGuide: A handbook for intercultural citizenship education through picturebooks in early English language learning</i>, pp. 7–8. Lisbon: CETAPS, NOVA FCSH.</p> <p>Council of Europe (2018). Reference Framework of Competences for Democratic Culture. https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture</p> <p>Byram, M. (2021). <i>Teaching and Assessing Intercultural Communicative Competence</i> (2nd ed.). Bristol / Blue Ridge Summit: Multilingual Matters.</p> <p>Byram, M., Golubeva, I., Hui, H., & Wagner, M. (2016). Introduction. In M. Byram, I. Golubeva, H. Hui, & M. Wagner, M. (eds.) <i>From Principles to Practice in Education for Intercultural Citizenship</i>. Bristol: Multilingual Matters.</p> <p>Ellis, G., & Brewster, J. (2014). <i>Tell It Again! The Storytelling Handbook for Primary English Language Teachers</i>. British Council. https://www.teachingenglish.org.uk/sites/teacheng/files/pub_D467_Storytelling_handbook_FINAL_web.pdf</p> <p>Ellis, G., & Mourão, S. (2021). De-mystifying the Read Aloud. <i>English Teaching Professional</i>, 136 (September), 22–25. https://research.unl.pt/ws/portalfiles/portal/33701140/Ellis_Moura_o_2021_ETP.pdf</p> <p>Ibrahim, N. (2020). The Multilingual Picturebook in English Language Teaching: Linguistic and Cultural Identity. <i>Children’s Literature in English Language Education (CLELE) Journal</i>, 8(2), 12–38. https://clelejournal.org/wp-content/uploads/2020/11/Linguistic-and-cultural-identity-through-multilingual-picturebooks-CLELE-8.2.pdf</p> <p>Irsara, M. (2017). Promoting Cross-Linguistic Awareness: English Motion Events in a Multilingual Teaching Model. <i>Lingue e Linguaggi</i> 23, 121–132. http://siba-esu.unisalento.it/index.php/lingueinguaggi/article/view/17565</p> <p>Mastellotto, L. (2023). Global Citizenship Education Through Storytelling in the English Language Classroom. <i>Zeitschrift für Interkulturellen Fremdsprachenunterricht</i> 28(1), 211–240. https://zif.tu-journals.ulb.tu-darmstadt.de/article/id/3613/</p>

	<p>Mourão, S. (2023). Picturebooks for Intercultural Learning in Foreign Language Education: A Scoping Review. <i>Zeitschrift für Interkulturellen Fremdsprachenunterricht</i> 28(1), 173–209. https://zif.tu-journals.ulb.tu-darmstadt.de/article/id/3620/</p> <p>UNESCO. (2014). <i>Global Citizenship Education. Preparing Learners for the Challenges of the 21st Century</i>. https://unesdoc.unesco.org/ark:/48223/pf0000227729</p> <p>UNESCO. (2015). <i>Global Citizenship Education. Topics and Learning Objectives</i>. Paris: UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000232993</p> <p>UNESCO (2016) <i>Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4</i>. https://unesdoc.unesco.org/ark:/48223/pf0000245656</p>
<p>Supplementary readings & resources</p>	<p>Picturebooks in European Primary English Language Teaching (PEPELT): https://pepelt21.com/</p> <p>Intercultural Citizenship Education through Picturebooks in Early English Language Learning (ICEPELL): https://icepell.eu/</p> <p>World Stories https://worldstories.org.uk/index</p>