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# Interaktív nyelvi tanulást segítő pedagógiai módszerek a nemzetköziesített orvosképzésben

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# CLILMED Erasmus+ Strategic Partnership, 2019-2022



This project is co-funded  
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<https://clilmed.eu/>

# CLIL in Medical Education: Reaching for Tools to Teach Effectively in English in a Multicultural and Multilingual Learning Space

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This project is co-funded by the European Union

# CLILMED Objectives

**GOAL:** to strengthen medical higher education institutions in preparing students to become qualified healthcare professionals.

## HOW?

- by creating a methodology to teach more effectively in an intercultural space;
- by sharing that methodology through a Guidebook;
- by expanding the knowledge on student-centred pedagogy and its relationship to internationalisation.

# CLILMED: how did we do it?

- 1) Where is my institution in the process of *curriculum internationalisation*?
- 2) What are the currently available *methods to teach* in an international and intercultural classroom?

# CLILMED: how did we do it?

- 3) What *competencies an academic teacher ought to have* to teach in the contemporary medical classroom?
- 4) How to *assess* whether an academic teacher has the desired competencies to teach in a culturally sensitive environment?

# CLILMED: how did we do it?

6) How to improve teachers' competencies in *CLIL teaching*?

How to begin using CLIL?

8) How can you adapt your course material to the CLIL methodology?

9) How can we ensure a wider use of content-centred teaching?

**Intercultural competence** “is the ability to develop targeted knowledge, skills and attitudes that lead to visible behaviour and communication that are both effective and appropriate in intercultural interactions”

- Lustig, M., & Koester, J. (2006)



<https://www.flickr.com/photos/tobiasmik/3809460658/in/photolist-M8owd-5ZWVkc-ayG6Vj-3VAsn3-ayDr8X-7LXamM-XQP4-6NCtWb-ebxEE-9gaGxJ-8xQeoh-7NZ7bZ-gcdXhB-nydwUq-5oVMvC-73pJiT-8fzSdE-bW96o5-5eDT6-6p7t8k-6NwjG9-83mCTV-6rRFhv-dWnrT2-dWhrxq-PH62h-9k34o-nEN2h5-9bzZ63-3ozQty-4P9uTq-ch15H9-3jZnph-8z478d-dWBSXR-8n81VR-6NwjBm-6NfaMx-rRqJT-nydmc3-3VAKAm-nzYDag-npgtns-5zTN4G-4sXYmP-9jd8JE-nDrdwM-nHd4PN-7T3E16-artMP/>

# Basis for the definition



**TARGET**

**4•7**



**EDUCATION FOR  
SUSTAINABLE  
DEVELOPMENT AND  
GLOBAL CITIZENSHIP**

# Importance of intercultural competence

Allows us

- to enhance the quality of education and research for all students and staff
- to make a meaningful contribution to society
- to create medical professionals who are **global citizens**



<https://www.internationalinsurance.com/wp-content/uploads/2014/09/global-citizens.jpg>

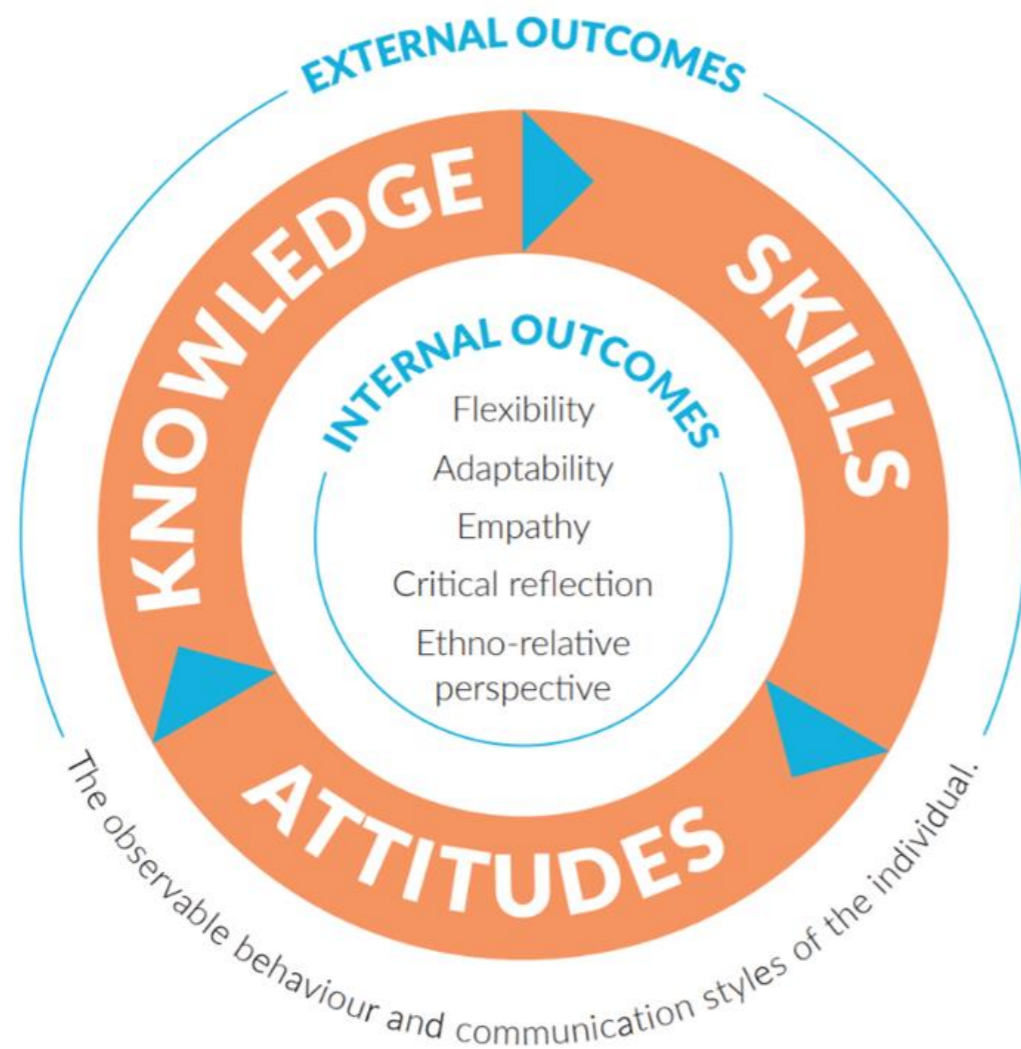
# Importance of intercultural competence



Academic teachers must have competences that allow them to create an environment that

- is **equitable** and **inclusive**
- allows them to develop in their students a wider understanding of **global cultural diversity** in addition to their subject content.

<https://www.internationalinsurance.com/wp-content/uploads/2014/09/global-citizens.jpg>



<https://forms.office.com/r/rHrvNCwKss>

<https://clilmed.eu/results/intellectual-output-4/>

## 10. **Knowledge** - about worldviews and belief systems \*

never

rarely

sometimes

often

always

10.1. I know those differences in worldviews and belief systems which are relevant when interacting with my students.

☐☐☐☐☐

10.2. I know various teaching activities which help explore my students' worldviews and belief systems.

☐☐☐☐☐

10.3. I know those bits of my course materials which can be enhanced so that students with diverse worldviews and belief systems can engage and interact better.

☐☐☐☐☐

The meaning of star ratings in this survey are typically:



I am sure it *never* happens



I am not very sure if it *never* happens



I don't know/I can't decide the frequency

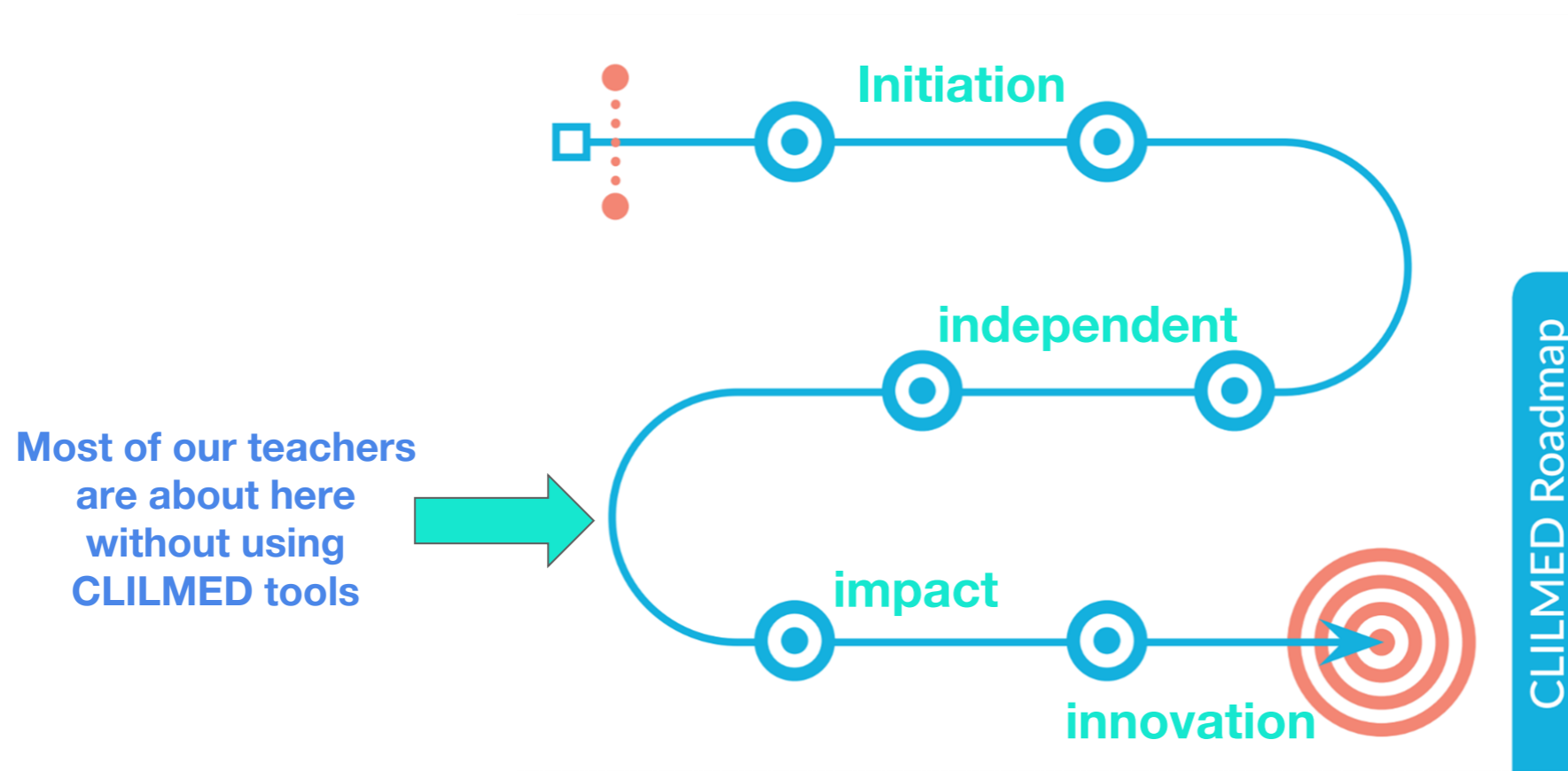


I am not very sure if it *always* happens

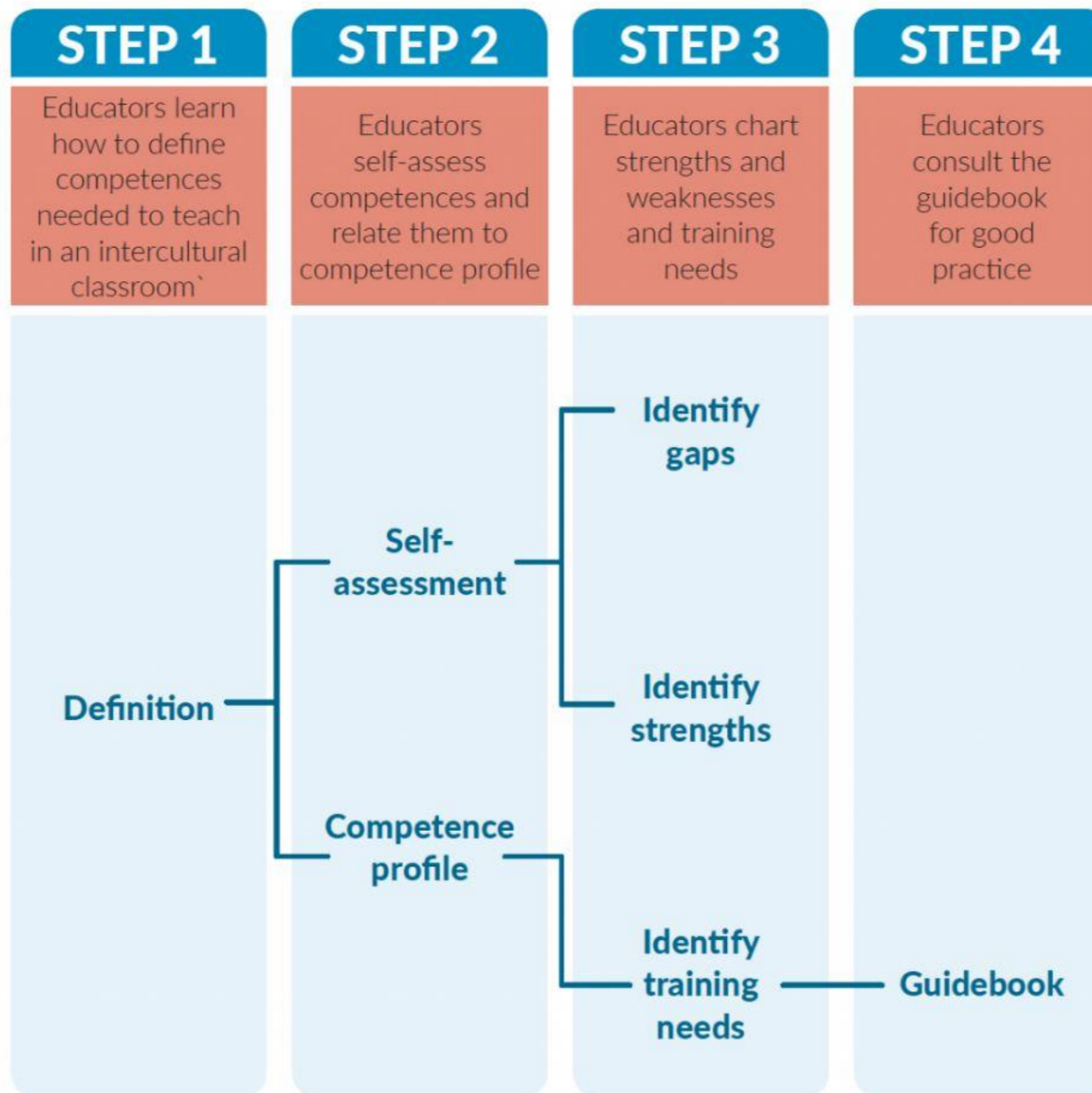


I am sure it *always* happens

# A roadmap for using CLILMED tools in professional development



 *CLILMED Roadmap*



# Guidebook

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# CLIL is...

Content and Language Integrated Learning (CLIL) is an approach for teaching content subjects in a foreign language (English) and, thus, emphasizes learning content while simultaneously developing language skills (English).

CLIL is...

*about **the 4Cs framework***

**Content-** *what should be taught in class?*

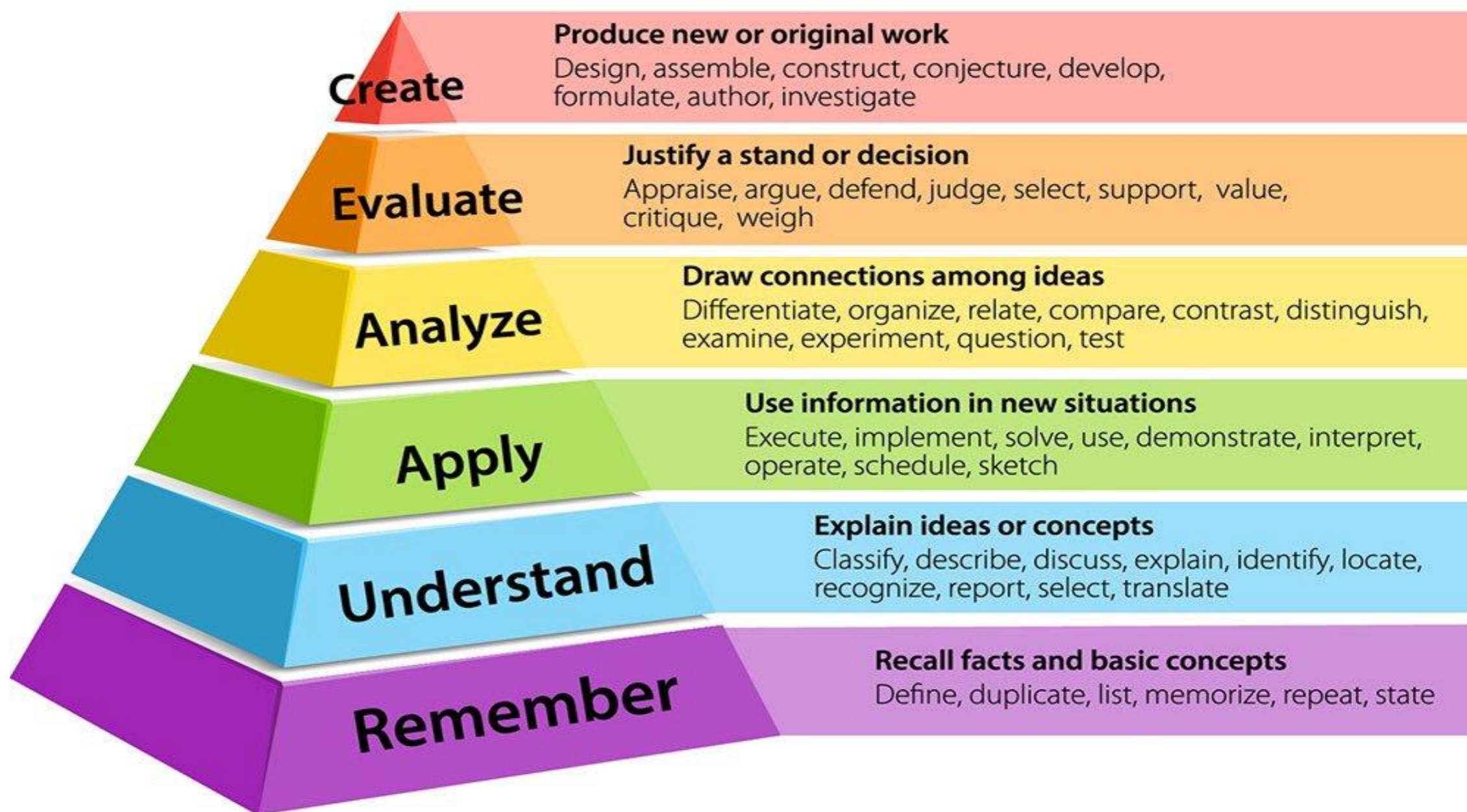
**Cognition-** *what kind of **tasks** can be used?*

**Communication-** *which **linguistic skills** are necessary?*

**Culture-** *How can intercultural learning happen?*

CLIL  
is...

# Bloom's Taxonomy



# CLIL in HE is... breaking old habits: BAASTE

**Breaking down lectures into chunks**

**Activating learners' prior knowledge**

**Active *learner participation* with peer-instruction**

**Sufficient 'wait-time'**

**Teacher interactions that involve higher order responses**

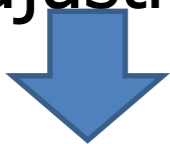
**Encouraging students to speak in L2 (English)**

# Why does it even matter?

The teachers may adjust their methodology to ensure proper understanding of the content.



That adjustment might entail a reduction in teacher-talk.



A reduction in teacher-talk may produce an increase in student talk (*or at least it should!*)



These adjustments might gradually find their way into the material, making them more **task-based**, and therefore more **learner-centred**.



# Large-scale comparison of science teaching methods sends clear message

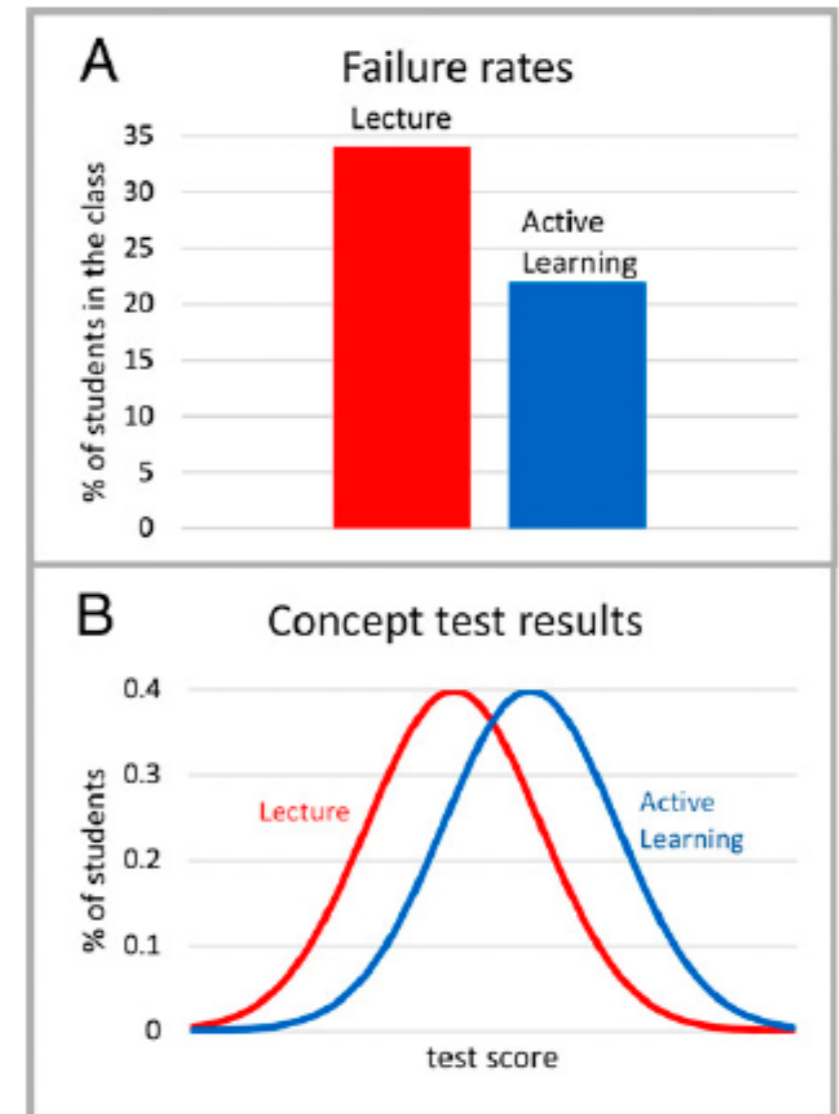
**Carl E. Wieman<sup>1</sup>**

*Department of Physics and Graduate School of Education, Stanford University, Stanford, CA 94305*

The quality of science, technology, engineering, and mathematics (STEM) education in the United States has long been an area of national concern, but that concern has not resulted in improvement. Recently, there has been a growing sense that an opportunity for progress at the higher education level lies in the extensive research on different teaching methods that have been carried out during the last few decades. Most of this research has been on “active learning methods” and the comparison with the standard lecture method in which students are primarily listening and taking notes. As the number of research studies has grown, it has become increasingly clear to researchers that active learning methods achieve better educational outcomes. The

lecture method has usually been carried out by scientists and engineers in the multiple respective disciplines, because the desired learning and the implementation of the teaching methods are quite discipline specific and require substantial disciplinary expertise. Also, good active learning tasks simulate authentic problem solving, and therefore teaching with these methods typically demands more instructor subject expertise than does a lecture.

Probably the most striking result in ref. 3 is that the impact of active learning on educational outcomes is both large and consistent. The authors examined two outcome measures: the failure rate in courses and the performance on tests. They found the average failure rate decreased from 34% with tradi-



**Wieman CE** Large-scale comparison of science teaching methods sends clear message.  
*PNAS 2014 Jun 10;111(23):8319-20.*

# Take home messages

## Lectures

- Pacing of speech - recordings can help with that
- Appropriate terminology – avoiding complicated sentences, expressions
- Summaries of key terms

## Consultations

- Group tasks on key issues - less is more
- Induced activities - engagement is expected
- List of key terms generated on the table.

## Labs

- Subgroup rotations - keep an eye on group cohesion
- Induced activities - engagement is expected
- Lab reports - „*Discuss, explain, interpret, analyze, evaluate, conclude*”

# Roadmap towards intercultural awareness

