

Letizia Cinganotto

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) which is used in 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 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 6300 members. They are looking for a way to formally publish the repository.

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.