

HIGHER STUDIES IN SOCIAL SCIENCES EDUCATION USING CLIL AND SHARING DIDACTIC STRATEGIES ORIENTATED TO INTERNATIONALIZE EMPLOYABILITY AND ENTREPRENEURSHIP.

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ABSTRACT

In the last three courses 2014-15, 2015-15 and 2016-17, Integration of Contents and English has been implemented at the Faculty of Sciences of Education in University of Malaga (Spain), specifically in Primary Education Studies. The initiative corresponds to the continuity of bilingualism that in the Spanish Education Normative and Curriculum begins with Child schools, continuing in Secondary and High Schools. Consequently, Education Faculty is involved in the preparation of future professional teachers, who not only will be an interpreter teacher with a degree in languages, but with knowledge and content related to the different areas of learning and teaching. That is the reason why Social Sciences Education area is researching in using CLIL and sharing didactic strategies like poster seasons among classroom groups or Visual Thinking Strategies (VTS) within different city Institutions as Malaga Museum Picasso, developing the need of being students and citizens part of the scaffolding learning in Higher Studies. Therefore, internationalizing territories in the University, city/town and its Museums will be a goal when talking about innovation for internationalizing employability and entrepreneurship.

Objectives of the research

Due to student's participation which was very active during the course 2016-17 at 3rd Grade in Primary Studies, we provide several strategies and experiences carried out by the members of the group, adding references taken from other universities and pedagogical areas. The primary objective of the fact leads us to share selection criteria in the methodology applied known as CLIL teaching and learning methodology proposed in Primary Studies at Malaga University. In order to achieve the objective of handling Higher Education in Further Education and Promoting Reflective Independent Learning in Higher Education (PRILHE) the proposition combines them with other procedures such as participation in city-town Institutions like Art Museums or Science ones as well as in cultural and natural heritage sites. Those experiences could open didactic needs in Spanish towns and cities or abroad where the use of English could be justified. Providing new objectives and possibilities concerning internationalizing employability and entrepreneurship either citizens or teachers/students will approach to citizenship common knowledge and to university in other terms like non-traditional students or experience inequalities.

Key words: CLIL, PRILHE, Higher Studies, Social Sciences Education, Internationalizing Employability and Entrepreneurship.