



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

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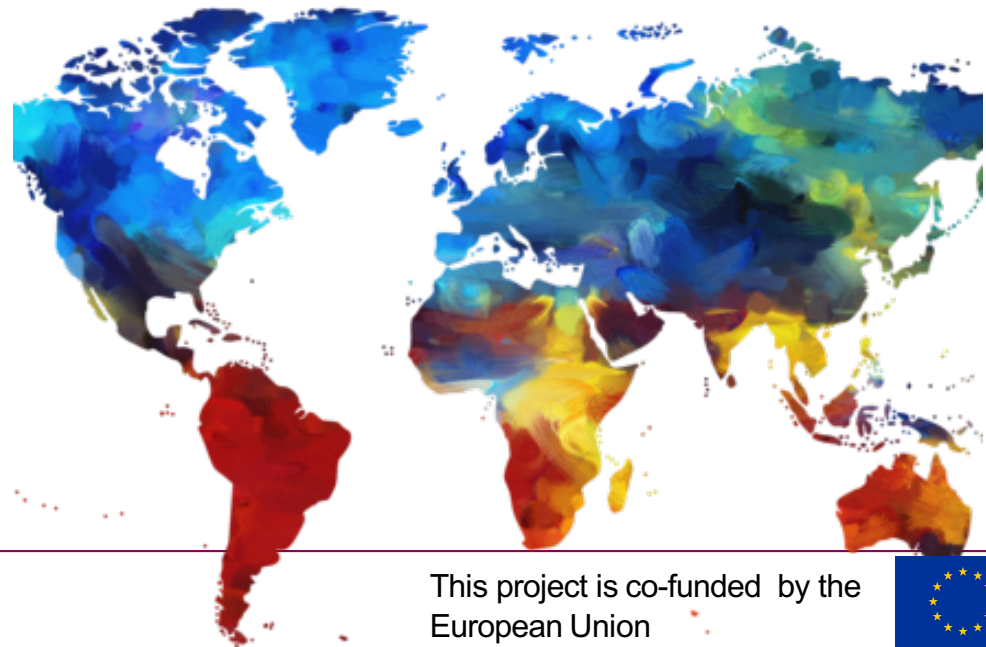
International Intended Learning Outcomes (IILOs)



<http://www.internationalecompetencies.be/en/>

Global engagement

- a) Form their own opinion regarding societal or international topics
 - b) Express their own opinion on societal or international topics
 - c) Show societal involvement
- Students' ability to use fact-based evidence in order to shape informed personal, social and political opinions within a given discipline





Karolinska
Institutet

Think local, teach global by Prof Michael Knipper

https://play.ki.se/media/Think+Global+Teach+Local/0_ky76zl1u

Take notes: what are the 5 pillars of global health teaching?



International disciplinary learning

- (a) Being able to situate their discipline within an international context
 - (b) Recognising the fact that disciplines are culturally determined
 - (c) Having a developed knowledge of the professional activities of their discipline in other countries
 - (d) Being aware of relevant international organizations within the field
- Inclusive and equitable education
 - Global relevance
 - Connecting equality & diversity with internationalisation (Jones & Killick, 2012)



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



4.7 By 2030, ensure that **all learners** acquire the **knowledge** and **skills** needed to promote sustainable development, including, among others, through education for:

- sustainable development and sustainable lifestyles
- human rights
- gender equality
- promotion of a culture of peace and non-violence
- global citizenship
- appreciation of cultural diversity and of culture's contribution to sustainable development