



Ministero dell'Istruzione,  
dell'Università e della Ricerca  
DG Ordinamenti

# **Tips for teachers and students**

*Gisella Langé*

**Stage formativo per IPO 2019**

Rome, 12<sup>th</sup> July, 2018

# Tips for teachers

Please read carefully

# DG Ordinamenti

## Nota n. 4969

### Roma, 25 luglio 2014

**Oggetto: Avvio in ordinamento dell'insegnamento di discipline non linguistiche (DNL) in lingua straniera secondo la metodologia CLIL nel terzo, quarto, quinto anno dei Licei Linguistici e nel quinto anno dei Licei e degli Istituti tecnici –**

## **Norme transitorie**



MINISTERO DELL'ISTRUZIONE, DELL'UNIVERSITÀ E DELLA RICERCA  
*Direzione Generale per gli Ordinamenti Scolastici  
e la valutazione del sistema nazionale di istruzione*



**Orientamenti  
per l'apprendimento della Filosofia  
nella società della conoscenza**

# Capitolo 6

## Philosophy across the curriculum with CLIL

# Philosophy & CLIL (1)

La co-costruzione di curricoli e sillabi innovativi appare particolarmente facilitata dalle competenze messe in atto dall'insegnamento / apprendimento della filosofia

# Philosophy & CLIL (2)

Critical thinking  
Problem solving  
Communication  
Collaboration  
Creativity



# Philosophy & CLIL (3)

## Pratiche didattiche

- Debate
- Flipped classroom

# Tips for students

Please read carefully

# How To Write a Philosophy Essay A Guide

A Guide for IPO Contestants

[http://www.philolympia.org/pdf/2018/How\\_to\\_write\\_a\\_philosophy\\_essay\\_web\\_version.pdf](http://www.philolympia.org/pdf/2018/How_to_write_a_philosophy_essay_web_version.pdf)

# Some suggestions...

- 1. analysis**
- 2. brainstorming**
- 3. thesis**
- 4. outline**
- 5. introduction**
- 6. paragraph**
- 7. conclusion**
- 8. language**

EXAMPLES of essays to be read  
VERY carefully

<http://www.philosophy-olympiad.org/>

## Document 2

# Terminology in Philosophy

[http://www.philolympia.org/pdf/2018/  
Terminology\\_in\\_Philosophy.pdf](http://www.philolympia.org/pdf/2018/Terminology_in_Philosophy.pdf)

# Evaluation criteria



# Evaluation criteria:

Whatever grading rubric your jury may use, almost all essays are evaluated according to four main criteria:

**Content, Organization, Source integration, and Language.**

# Judgment & Reason

An intersubjective approach  
to deliberative appraisal

[http://www.philolympia.org/pdf/2018/Judgment\\_Reason.pptx](http://www.philolympia.org/pdf/2018/Judgment_Reason.pptx)



International  
Philosophy  
Olympiad

Essay number:

Name of reviewer:

	0	0,5	1	1,5	2
Relevance to the topic	The essay has no relevance at all to the chosen theme.	The essay has some relevance to the chosen theme.	The essay has sufficient relevance to the chosen theme.	The essay has more than sufficient relevance to the chosen theme.	The essay is fully in line with the chosen theme.
Philosophical understanding of the topic	The essay shows no philosophical understanding.	The essay contains some philosophical references without any clear understanding of the topic.	The essay contains some philosophical references and sufficient understanding of the topic.	The essay shows a philosophical understanding of thinkers, concepts, theory, etc., but is at times inconsistent or incomplete.	The essay shows insight and competence, as well as a clear understanding of thinkers, concepts, theory, etc.
Persuasive power of argumentation	The essay lacks argumentative force, analysis and persuasiveness.	The essay contains some analysis, but has limited argumentative force and persuasiveness.	The essay contains some analysis, has argumentative force and is to some degree persuasive, but not always consistent.	The essay contains good philosophical analysis and has argumentative force, but is not entirely convincing.	The essay contains good philosophical analysis, has argumentative force and has the power to convince.
Coherence	The essay lacks structure.	The essay has limited structure.	The essay has sufficient structure, but is hard to read.	The essay has a clear structure, including subheadings, summaries, etc.	The essay offers clear reading, is accessible, well-structured and arranged with good care.
Originality	The essay voices no original viewpoint.	The essay attempts, but fails to present an original viewpoint.	The essay shows signs of originality, but does not present itself as such.	The essay shows more than sufficient character, color and personality.	The essay shows character, is colorful and expresses personality.

Score:

# Meaning of the grades

- 7.5 – 10 points
  - *I suggest this essay for the next stage*
- 5.5 – 7 points
  - *I myself don't suggest this essay, but I will agree if somebody else selects this essay*
- 1- 5 points
  - *I suggest that this essay should not be accepted for the next stage*

**BE REALISTIC, DEMAND THE  
IMPOSSIBLE!**

Gisella Langé 2018



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