



Oliver Meyer

**Keynote: Re-thinking Quality Education: Beyond CLIL**

Current research emphasizes that adopting a CLIL approach does not automatically lead to effective learning and increased subject specific performance. On the contrary, a general lack of awareness of the principles and mechanisms of deeper learning and subsequent limited focus on the development of conceptual understanding, in terms of conceptual breadth and depth as well as the ability to adequately communicate evolving understanding, may restrict learners to surface learning and inhibit the development of transferable knowledge and skills.

In this presentation I will introduce a quality framework for learning based on the Pluriliteracies Model of Deeper Learning by the Graz Group and empirical evidence from intervention studies comparing traditional CLIL teaching to pluriliteracies-based approaches.