Universidad de La Laguna

GOOGLE ARTS & CULTURE AND CLIL

Master Universitario en Aprendizaje Integrado de Contenidos en Lenguas Extranjeras (AICLE)

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1. INTRODUCTION

According to Marsh (1994), CLIL (Content and Language Integrated Learning) refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content, and the simultaneous learning of a foreign language. And in the words of Marsh & Langé (2000: 2), this approach involves learning subjects through an additional language. It can be very successful in enhancing the learning of languages and other subjects, and developing in the youngsters a positive 'can do' attitude towards themselves as language learners. Once the meaning of CLIL has been stated we are going to see how information and communication technologies (ICTs) can help us in a CLIL lesson, specifically one app called Google Arts & Culture.

ICT's have taken on an increasingly important role in bilingual education. Our governments have established policies that promote the incorporation of these in our daily work and the importance of digital competence is highlighted to reinforce equity and the inclusive capacity of the system, whose main backbone is comprehensive education. Although these new technologies are not essential, nor do they guarantee that the teaching and learning process is successful, they are a very useful tool to enrich education. Of course, using them in a proper and safe way. That is why ongoing teacher training is so important. A teacher who has been teaching for 40 years probably does not know how to handle new technologies very well or does not know how to make the most of the opportunities they offer us.

My work focuses on ICTs in CLIL and more specifically in one app called Google arts and culture. This is an initiative that was born in 2011 by the Google Cultural Institute, in order to offer the possibility of exploring art, the wonders of the world and history more closely in a simple and accessible way, without the user having to leave from home. Google Arts & Culture is a project that has the collaboration of cultural organizations from all over the world. It is an example of how technological advances benefit humanity by making its cultural heritage more accessible.

During this work we are going to study how useful this app can be in the CLIL methodology and if it is convenient to use it or not, as well as what possibilities it offers us for teaching in our classrooms.

I will talk about what our law (LOMLOE) says about ICTs and digital competence and the new features that it incorporates with respect to the old law (LOE modified by LOMCE).

It is also necessary to establish the basic principles of CLIL practice in the classroom, and various relevant aspects that this methodology offers us, in order to learn how we can use Google Arts & Culture in our classes.

On the other hand, I will talk about the relationship between ICTs and LKTs (Learning and Knowledge Technologies) and the resources to generate learning.

2. JUSTIFICATION

In this second section I will try to justify the choice of my final master's thesis entitled Google Arts & Culture in CLIL. I will try to show how new technologies can help us in CLIL teaching practice.

In order to justify this document, I will answer some questions that I have posed and that I will answer as this work develops.

What is the importance of CLIL for students in the 21st century?

As a result of what was stated by (Marsh, 1994):

"CLIL refers to situations in which the subjects or part of the subjects are taught through a foreign language with a dual objective, learning content and simultaneous learning of a foreign language."

This definition makes me think about the importance of multiculturalism in our society, as well as how fundamental it is to prepare our students for a multilingual world, since CLIL encourages not only the acquisition of new content, but also the use of a Activate an additional language to acquire them. Many European Commission directives recommend that European students master at least two foreign languages.

CLIL is designed to prepare citizens of the future, speaking both in socio-cultural and labour aspects.

CLIL encourages in students' values such as empathy, tolerance, respect for cultural diversity, interest in what is foreign, as well as helps to develop social skills such as teamwork and coexistence in places with people other than their usual environment and customs different.

Regarding the labour aspect, the more languages the students master, undoubtedly, they will have more future opportunities to enter the labour market. That is why this methodology focuses on effective language learning, which occurs when students have the possibility of experiencing real situations in which to put into practice linguistic strategies that they are trying to transmit.

So far, we have seen several points that justify the importance of CLIL for students in the 21st century, but if we focus on the indications of the European Commission on bilingualism, we will see more benefits of the CLIL approach for students:

1) Improves linguistic competence, especially oral communication skills.

2) It offers greater opportunities for contact with the target language.

3) Develops multilingual attitudes and interests.

4) Generate opportunities to study content from new perspectives.

5) Increases the motivation and confidence of the students.

6) Increase and facilitate intercultural knowledge.

7) Diversify the methodology and improve teaching practice.

What is the importance of ICTs in bilingual education?

According to Loli Roldán and Antonio Córdoba (2008: 1-2), ICTs are an excellent resource for the CLIL program as they allow us to put into practice innovative ways of teaching and learning. On the other hand, they can become a support material for bilingualism since they help students to achieve a positive attitude towards cultural diversity and guide the teaching of a second language towards a comprehensive approach (more communicative than normative). From the teacher's perspective, they are an excellent tool for storing and managing information and are a motivator for exploring new fields of teaching. On the other hand, from the students' perspective, its use favours the development of a personal study rhythm through interactive learning environments.

How can Google Arts & Culture benefit me in the development of my teaching practice?

Finally, I asked myself the question of how beneficial can this app be in teaching CLIL?

The answer to this question I will find with the development of this work.

On the other hand, I see the need to show this app and some of its possibilities since the Government of the Canary Islands only exposes it in its range of digital resources and I think it could be a very useful tool for any subject. It has a wide range of tools and variety of options or experiments that can be of great help to teachers.

With the elaboration of this master's thesis, I intend to analyse the Google Arts & Culture app and see if it could be implemented in the CLIL methodology.

3. THEORETICAL FRAME

3.1 ICTs in education and digital competence Gobierno de Canarias LOMLOE

The Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación (LOMLOE) highlights, in its preamble, the importance of digital competence to reinforce equity and the inclusive capacity of the system, whose main backbone is comprehensive education.

In terms of digital competence, we highlight some novelties that the LOMLOE incorporates. It modifies Organic Law 3/2018, of December 5, on the Protection of Personal Data and guarantee of digital rights, noting that "the educational system will guarantee the full insertion of students in the digital society and the learning of responsible consumption and a critical and safe use of digital media and respectful of human dignity, social justice and environmental sustainability, constitutional values, fundamental rights and, particularly with respect and guarantee of personal and family privacy and data protection personal ".

To achieve this objective, among other actions, it incorporates a new scope of action in the Educational Project of educational centres: a digital strategy, which promotes the use of information and communication technologies (ICT) in the classroom as a teaching medium. appropriate and valuable for carrying out teaching and learning tasks.

The development of digital competence does not only imply mastery of the different devices and applications. It is a new form of literacy that involves the creative, critical and safe use of information and communication technologies to achieve objectives related to work, employability, learning, use of free time, inclusion and participation in the society. This is closely related to the LKTs (Learning and Knowledge Technologies) which we will talk about in the next subsection.

With LOMLOE, digital competence becomes a pedagogical principle in basic education. The modification is based on the fact that there is no longer talk of working with Information and Communication Technologies, as a pedagogical principle, but of "digital competence".

The use of technology should not lose the reference on what teachers should teach and evaluate, which is ultimately included, implicitly and explicitly, in the evaluation criteria of the curriculum (taking into account what we must evaluate in each area or subject, the teacher will have to select the contents to be taught). That is, it is necessary to avoid, except in specific subjects, that technology for technology's sake takes over the learning of the rest of the areas and subjects of knowledge. In this sense, and following Marck Prensky ("Teaching digital natives"), "the verbs" essential to learning (which are mixed with content) do not change substantially (or change little), what students should "know how to do" and what They appear collected in the evaluation criteria of the different areas or subjects, what technology changes are "the nouns" that is to say the instruments, the tools, to teach and learn, which change more and more rapidly.

3.2 ICTs and LKTs (Learning and Knowledge Technologies)

In the educational context, **ICTs** are clearly defined (**Information and Communication Technologies**), but the **LKTs (Learning and Knowledge Technologies)**, a concept created by Vivancos, try to redirect ICTs towards a more educational and pedagogical use. In this way, LKTs go beyond learning to use ICTs and allow us to explore these technological tools for the acquisition of knowledge. Its new function becomes to enable "the sociotechnological context to generate a new school model that responds to the training needs of citizens." (Castañeda, Adell, "The anatomy of the PLEs").

If we learn to use ICTs and LKTs appropriately to motivate students, enhance their creativity and increase their multitasking skills, as well as to take advantage of synergies between teachers and students, we will create **increased learning**. In this increased learning, students, proactively, autonomously, guided by their curiosity, learn to take advantage of the extraordinary power of the Internet as a source of information, resources, didactic methodologies and permanent stimulus.

Once this distinction is made, it is important that we **move from ICTs to LKTs**. Every time we discover a new tool, we must evaluate how it fits into our curriculum and our teaching methodology. See the background and not just the form. For this, the following questions may be useful to us:

Does it facilitate the teaching / learning process?

Does it bring new possibilities or improve the efficiency of processes that we are already using?

Does it have a place in the didactic methodology that we are using?

Have we controlled the possible risks?

Does it fit the style of our students?

Do we know how to use it correctly? Is there a way we can learn to realize its full potential (Guides, courses, seminars, etc.)?

The role of teachers will be affected by the introduction of LKTs in their teaching practice, since the strategies implemented in conventional teaching situations are no longer satisfactory (Salinas, 2004). Therefore, the teacher "must stop being an instructor who masters knowledge, to become an advisor, guide, facilitator and mediator of the teaching-learning process" (Segura, Candioti, & Medina, 2007, p. 6).

On the other hand, the role of students is also modified by technological tools, since technology implies greater motivation in learning, as well as a change in attitudes that enriches learning, and that contributes to gaining self-confidence (Pedró, 2011). But these educational resources need to be mastered for the construction of knowledge, with which students need new skills to face this reality (Salinas, 2010). Therefore, the role of the student is no longer a mere player of memory content but "must become an intelligent and critical user of information, for which he needs to learn to search, obtain, process and communicate information and convert it into knowledge." (Segura, Candioti, & Medina, 2007, p. 6).

3.3 PRINCIPLES OF CLIL

> ➤ 3.3.1 Basics of CLIL

Some of the basic principles of CLIL / CLIL practice in the classroom:

The language is used to learn content in the area but you also have to learn the language in order to understand and communicate.

In other words, the use of the language is significant because it is not the only objective of learning but there is a double objective. This implies that the CLIL teacher needs to take into account both the subject objectives and the required language.

The subject that is studied is what determines the type of language that needs to be learned.

Therefore, both the specific vocabulary and the structures or types of speech (describe, relate, etc.), and also the linguistic skills that can be practiced (listening, listening, speaking, writing or interacting) will be determined above all by the subject being taught.

Fluency is more important than grammatical and linguistic accuracy in general.

This is essential for learning both the content and the language to develop with confidence. However, we must pay attention because if many mistakes are made this can affect the understanding and production of the content. A key concept to help work on linguistic form is the concept of "scaffolding".

➤ 3.3.2 4 C's Framework

On the other hand, according to the 4Cs of the curriculum (Coyle 1999), a well-planned CLIL lesson should combine the following elements:

Content - Allowing progress in knowledge, skills and understanding of the specific topics of a given curriculum.

Communication - Using the language to learn while learning to use the language itself.

Cognition - Developing cognitive skills that link the formation of concepts (abstract and concrete), knowledge and language

Culture - Allowing exposure to varied perspectives and shared knowledge that make us more aware of the other and of ourselves. Learners in CLIL are encouraged to think of themselves as part of a larger group in society and to respect how others live and learn about life.

We can talk about one more C called Competence: Competential learning. Giving our students skills and tools to train competent people who know how to handle themselves

in a demanding and competitive world. We must have to take into account the key competences, cooperative work and the ICTs and LKTs.

> 3.3.3 Scaffolding & PDZ

The concept of "**scaffolding**" is a key concept in the most current educational theories and it is also one of the fundamental concepts in CLIL.

The idea of **scaffolding** is related to the theories of Vigotsky (1978), according to which, the ability to solve problems and other strategies can be divided into three categories:

1) Those that the student can do independently,

2) Those that he cannot perform even with help,

3) Those that the student can do with the help of others.

This last category is the one that is related to what Vigotsky calls **"Zone of Proximate Development (ZPD)",** which refers to the distance between the real level of development of the student, determined by his ability to solve a problem by himself. and the level of potential development that the student can achieve if he is assisted by an adult or in interaction with a more capable peer. This is where the scaffolding that the teacher prepares for the student to take control of the situation little by little plays an important role, until he reaches the level of competence necessary to carry out the task himself.

The **scaffolding** is therefore those structures, activities or support strategies that the teacher provides for the student to build knowledge. It is not simply to help the student by giving the answer but to facilitate and provide support that serves those students who need it to achieve the learning objective. This scaffolding is fundamental in CLIL and must be given both for the content and for the language.

> 3.3.4 Cultural competence CLIL

From a CLIL point of view, culture helps students prepare for the world of today and tomorrow. It enables educators to teach valuable life skills: respect, empathy and diversity and promotes cross-cultural understanding. When culture is included as part of daily teachings, we are helping our students make connections around the world and appreciate

the richness it represents. By using CLIL, primary education helps to train professionals who are culturally aware of the power of language to strengthen and cultivate empathy and solidarity.

4. Google Arts & Culture

If we ask ourselves, "What is Google Arts & Culture?" and search the internet, we will find very little information and it will be something like this: Google Arts & Culture (formerly Google Art Project) is a website of the Google Cultural Institute that presents a collection of high-resolution images of works of art exhibited in various museums around the world, as well as a virtual tour of the galleries in which they are located.

And no wonder, since it is a project that was born in 2011 and until a few years ago was under construction and did not have all the tools it has now.

The official website of the Spanish National Museum of Anthropology presents it as follows: "it is a website of the Google Cultural Institute that presents a collection of high-resolution images of works of art exhibited in various museums around the world, as well as a virtual tour of the galleries where they are located".

This platform is a clear example of what collaboration between people can achieve, as more than 1,200 institutions have collaborated to show the world tens of thousands of pieces, research and elements with cultural and/or scientific value. It has tens of thousands of works of art that we can see in high quality to not miss a single detail of what the authors wanted to express (from the strokes, colors, mixtures, looks ...), things that we could not appreciate without going to see them in person. Even so, whoever has been to visit the Louvre Museum as it happened to me when I was 15 years old, and has come as close as possible to see the painting of Leonardo da Vinci - La Gioconda, will have seen how small the painting really is and how little we can appreciate the famous look of the woman in the portrait. This kind of things we can appreciate in detail in this app, as it presents functions and tools that I will explain later and that allow us to explore the world of art and culture in a close way that I will explain in more detail.

This app gained visibility and fame during the confinement by the pandemic produced by the COVID-19 since it offers to bring art and culture to anyone with a cell phone, tablet or computer with internet connection and we can also immerse ourselves in the more than 2000 art galleries and museums through augmented reality and Google Street View technology that we all know.

But what surprises me is that the little information there is about this app is focused on art pieces, museums and art galleries. It is true that it offers a really close experience to these, but looking a little in Google Arts & Culture we can find a lot of information, activities, experiments, work plans, etc, on a variety of topics ranging from; music, history, chemistry, literature, biology ... In addition, not only shows us information on these topics, but it guides us teachers if we want to prepare a unit for our classes, such as the influence of women in art.

That is why I wanted to develop this work and investigate a little more in this app to show some of the possibilities it offers and see if we can use it in our CLIL classes and how.

Next, I will analyse some functions and tools offered by this platform and give my point of view on how it can help us in CLIL and why, providing some examples that I think may be useful, although much of the work of adaptation is by the teacher who decides to use it. And then I will present the didactic unit that I carried out during my internship at CEIP Gesta 25 de Julio using this platform.
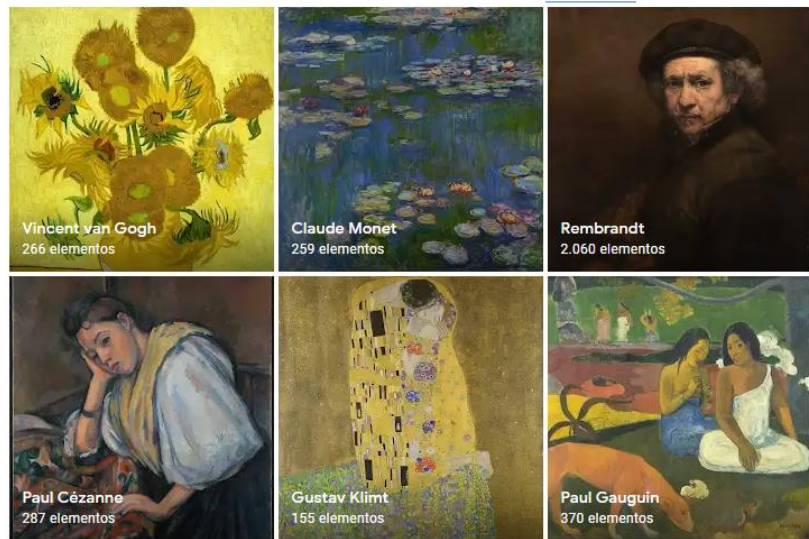
4.1 GOOGLE ARTS & CULTURE TOOLS

To begin, I would like to highlight the options that this platform presents to unify all its products. Before diving into the vast resources available, teachers can create a gallery of favourite images for later reference, or to structure their own lesson plans. Students can also use this feature to save their favourite artworks, stories, or experiences as they go. Everything we like we can share directly with our Google classroom, Google drive or send by mail directly to whoever we are interested in.

It also has a system of achievements or badges that will be collected as we explore the platform. This is a great feature that will help motivate our students to explore and investigate on their own.

Artists Category

This category is a kind of A-Z guide containing works, artist descriptions and exhibitions. In that sense, if you are interested in exploring Rembrandt's work with your students, you click on his image and you will find: a profile of the artist, high-resolution works with detailed descriptions and exhibitions. You can also search for artists by name and even by date.

Techniques

Like the previous category, in this section of the platform you can explore various artistic techniques. It is also possible to search by name and by clicking on each of these, a description, exhibitions and works related to the technique appear.
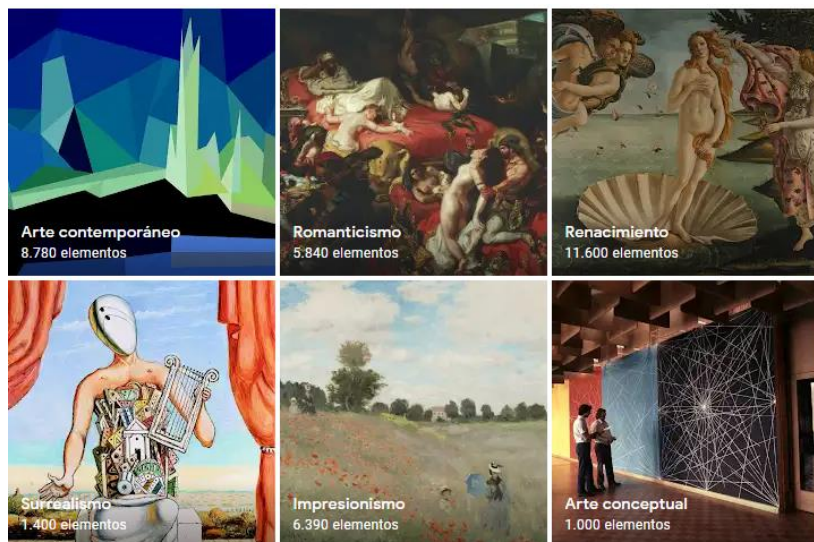
Currents

Google allows you to explore various artistic currents through a guide that allows you to search by name or by date. Each trend includes descriptions, online exhibitions and related works.

Historical characters

Trump, Fidel Castro, Obama, Muhammad Ali, Yuri Gagarin and many other characters appear in this guide that offers the option to learn about the lives of these people who marked history and their relationship with culture or art.

Historical events

In this category you can explore various periods of history. Each one, in addition to a description, includes exhibits and elements related to each period. For example, an exhibit on the fall of the Berlin Wall or an exhibit on the life of Anne Frank, among many others.
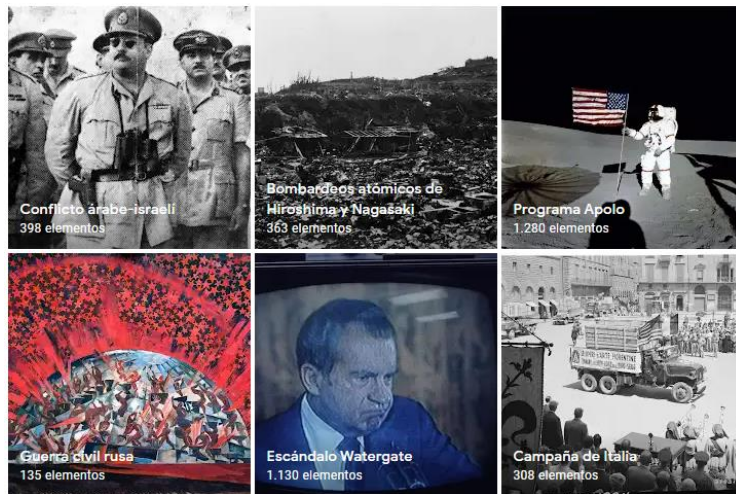
Places

Google Arts & Culture also offers the possibility of getting to know different places in the world through the works of various collaborators and the virtual exploration of corners with the Street View application. It is a different way to travel the world without leaving the classroom.
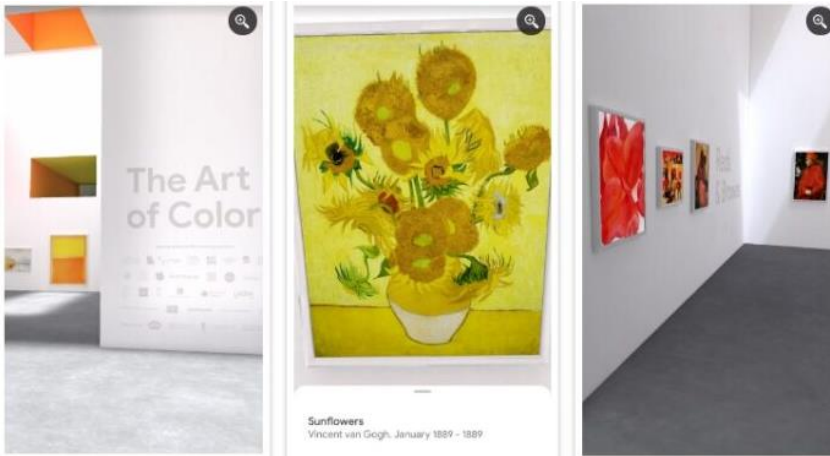
Art selfie

The most popular feature of the Google Arts & Culture app is undoubtedly Art Selfie. Find your similar art among thousands of famous paintings. In addition, it will show us all the available information about that painting, theme, current, collection...

Art Projector

Another curious feature of Google Arts & Culture is the one that lets you know the actual size of the works.

As I mentioned earlier if we have not seen a work in person, we may have a wrong idea of it. For example, La Gioconda is much smaller than it looks.

With this feature we can project anywhere the works of art and through the camera of our device we can see it where we are and see the real size they have, and how to see how they change as we move away and we approach or rotate around them.

Pocket Gallery

This tool allows us, through the camera of our device and with the technology of virtual reality, to enter museums and art galleries and visit them. Observe their works and know what these places are really like without leaving our classroom.

This function was what made me know this app because during the previous course it was not possible to make outings, so I discovered that we have the possibility to visit the most famous museums in the world without leaving the school.

LEARN WITH GOOGLE ARTS & CULTURE

Among the topics that can be found, the most useful one is the so-called "Learn with Google Arts & Culture" in it we will find tips for teachers on how to use this app in a pedagogical way and get the most out of it. We can also select some of the subjects offered by default, such as music, history, chemistry, physics, art, biology, geography... or use their downloadable lesson plans.

5. GOOGLE ARTS & CULTURE IN A CLIL LEARNING SITUATION

The implementation of this learning situation will take place in fourth grade, in which I will have 6 lessons available for this. The class is composed of 16 students with similar learning rhythms.

First of all, the main objectives of this didactic unit are:

- Use this app in a CLIL class and see if it is useful or not.

- Identify plane geometric shapes both in real contexts and in two-dimensional works.

- To make artistic compositions using the geometric concepts contemplated in the area of Mathematics.

- Describe how an object change when we move around and when we get closer and farer.

To carry out this didactic unit I have selected a 4th grade class. The contents we are going to work on such as comparatives, adjectives and geometric shapes are not new to them, so a review should be enough to remember them.

Each child had his or her own tablet and they were used to manage electronic devices, so was not necessary to teach them how to use it.

In session 3 we got used to the Google Arts & Culture app and its tools, as the students had never used it before.

Next, I will expose the didactic unit that I carried out during my external practices of the master.

CLIL LEARNING SITUATION PLAN   **PRE-SCHOOL / PRIMARY**

Trainees: Grade 4   **Academic year: 20-21**
Education School: Primary Education

Level: 4º	Title: Art & Culture
Area: Arts & Crafts	Timetable: 9 lessons 45'

CLIL SOCIAL TASK	EVALUATION CRITERIA
Collect and select information about monuments in order to prepare a draft and later create their piece of art. Explaining to the rest of the class what is composed of (geometric figures) Working in groups to enhance group work. To encourage the pupils' knowledge, respect and value about cultural, historic and artistic heritage.	**ENGLISH CRITERION: 2, 8** **CLIL SUBJECT CRITERION Social science: 3** **Evaluation learning standards** • **English: 5, 6, 8, 12** • **CLIL Subject: 28, 38, 39, 40**

NEW UNIT CONTENT	REVISION – CONTENT

1. **Language:**

   Functions: -

   Vocabulary: -

2. **CLIL Subject**

   Content:
   - **To respect and identify cultural, artistic and historic heritage**
   - **Appreciation of the plastic and expressive possibilities of geometric shapes, recognizing them in reality and in two-dimensional works.**
   - **Use of basic geometric shapes in your artistic compositions**
   - **Use of the ruler, appreciating the precision of the results.**

   Vocabulary:

1. **Language**

   Functions:
   - **Making descriptions (objects)**
   - **Communicative**

   Vocabulary:
   - **Geometric figures**
   - **Thin, thick, tall, short, big, small**
   - **Comparatives**

2. **CLIL subject**

   Content: -

KEY COMPETENCES
(Related to the evaluation criteria)

- **CL, CD, AA, CSC, CEC, SIEE, CMCT**

COGNITION

- **Understand**
- **Apply**
- **Analyse**
- **Create**

CULTURE

- **The value of the historical monuments to each country and their cultural heritage.**

TIMING	PROCEDURE (Exercises, activities, social tasks) (Skills)	I DO IT BECAUSE ...	AIDS AND MATERIALS	LEARNING EVALUATION STANDARDS	
				ENGLISH	**CLIL SUBJECT**
Lesson 1	**1. Previous knowledge.** **Asking questions about the most famous monuments, paintings and common geometric figures.**	I want to know what they know about the most famous monuments and the most common geometric figures, in order to adapt the next lessons to their level	**Kahoot**		
Lesson 1	**2. Introducing a video** 3D Virtual tour of MUSEO del PRADO	Let the children to get closer to the museums as we cannot visit them. With this activity I want to let them know that there are more possibilities to use the ICTs in different ways, even we can visit from our class faraway places and learn, not only for fun.	**https://www.youtube.com/watch?v=fy0k5EPCmbU**	**5, 12**	
Lesson 2	**1. Showing them some famous monuments and paintings and their relationship with geometry.**	Introduce them the relationship between buildings and geometry	**Google Art & Culture App**	**5**	
Lesson 2	**2. Creating paintings draft about Eiffel tower**	This activity will let them experiment with geometric figures and their possibilities	**Paper (individual work)**		

		to create 2D figures mixing them.			

TIMING	PROCEDURE (Exercises, activities, social tasks) (Skills)	I DO IT BECAUSE ...	AIDS AND MATERIALS	LEARNING EVALUATION STANDARDS	
				ENGLISH	CLIL SUBJECT
Lesson 3	1. Introducing Google Art & Culture. Children are going to get used to the Google Arts & Culture App, trying out with all the possibilities offered by this application.	They need to get used to this app before starting using it. This part of the lesson will be to teach them how to use the app.			
Lesson 3	2. Working with Google Art & Culture. Once they know how to use this app, we will let them know and identify some important cities of the World and its most representative monuments (we will show them with the PC where they must be located and then they will explore the location).	They need to know the most representative monuments of the world and the geometric figures that compose them. Also, they are going to discover the perspective and how the forms change when we move around something.	https://artsexperiments. withgoogle.com/hopper/? q=		

Lesson 4	1. Review geometric figures and comparatives.	They need to make a review of the comparative forms (bigger than, smaller than, thinner than, thicker than…)	Kahoot https://play.kahoot.it/v2/ ?quizId=3bb27063-d03c-43c5-9886-d13e66410451	6	
Lesson 4	2. Activity: Comparatives and geometric figures	In order to reinforce the geometric figures and comparatives, we are going to work in groups of 3 people to complete this worksheet. This activity will help us to introduce the next session.	https://es.liveworksheets.com/nz396111og		
Lesson 5	1. Choose one monument and look for their dimensions and write the geometric forms that compose it.	They need to look for information on internet and write a brief description of their monuments	Tablets		38, 39
Lesson 5	2. Experiment with google art & culture app, how the monuments change with the distances we are from and when we move around. Write their conclusions and share with the classmates.	In groups of 4 people. I want them to write their conclusions about the monuments they are experimenting with and they will compare how they change when we move around and get closer and father away.	https://artsandculture.google.com/		28, 39
Lesson 6	1- MAKING MONUMENTS: In groups of 3 or 4 people we create our own monument using modelling clay with geometric figures. This process will be photographed by	They are going to create their 3D figure using the geometric forms we have learnt. Apart from this they will speak to explain what forms compose	Modelling clay and tablets		

	each group with the tables. At the end of the process each group will take photos of their creations at different distances and perspectives. 2- After this, each group will show their monument describing it orally in front of the class. At the end they will show the whole process with their pictures.	the monument and if it changes when we move around. They are going to practise expression and oral comprehension and they are going to practise writing by making a draft of their conclusions and later write the final work		8	28, 38, 40,

6. EVALUATION AND CONCLUSIONS

The most important thing is not the content knowledge that the teacher has of his subject, but that he is a good evaluator of his own process so that he asks himself questions and looks for solutions to the problems he has, using different approaches: "assess your impact". For this, it is very important the feedback he receives on his performance both from the students and the effect it has on learning.

Feedback is of fundamental importance in a CLIL program, in both directions, teacher-student and student-teacher, because it will allow us to see what is being effective and what is not.

For this reason, I have evaluated the achievement of the proposed objectives, as well as my teaching practice with a questionnaire that I gave to the students.

In general terms, the evaluation has been good in terms of the achievement of the curricular objectives.

Regarding the teaching practice and the use of Google Arts & Culture, these have been the most relevant results.

- Almost 70% of the students affirmed that the proposed challenges were not very cognitively demanding.

- 87.5% of the students agreed that the subject matter and the way the unit was presented was interesting.

- 100% of the students agree that they would like to use the Google Arts & Culture app again in future units.

- 65% believe that they need more time to learn more about the platform and investigate it.

- 100% of the students believe that the use of this app has been beneficial in some way.

- 81% would rather go out to see museums/monuments/sculptures than view them from a tablet.

During this learning situation I have had a good feedback from the students. First of all, they found it interesting because they are not used to visit museums and seeing art, and they are really interested in it.

The experience with this unit was that children enjoy experimenting with the Google Arts & Culture, and I think they have had a very good job with this App. It is a very interesting way to bring art closer to the children and not in a boring way.

After finishing this learning situation and seeing the results obtained in relation to the proposed objectives and the motivation of the students, I had a very good and enriching experience. It was not necessary to use all the lessons the tablets and the Google Arts & Culture App, it was a very useful tool because it offers a different way of learning and experimenting with art in a more manipulative way.

As you can see in the photographs in the annexes., the children were very excited when they were experimenting with the artworks and the possibility of taking photos with them. Also, they took selfies with different art filters and after this they decide to paint them in a sheet of paper (unfortunately I could not take photos of this).

We need to be able to see the new possibilities that technologies open to education when they are no longer used as a merely instrumental element whose purpose is to make the current educational model more efficient. Their new function is to make it possible to "generate a new school model that responds to the educational needs of citizens" (Adell, 2013). If we learn to properly use ICTs to motivate students, enhance their creativity and increase their multitasking skills, we will shape an augmented learning. In this augmented learning, students, actively, autonomously and guided by their curiosity towards lifelong learning, learn to take advantage of the extraordinary power of the Internet as a source of information, select and filter resources, become the protagonists of didactic methodologies and receive permanent stimuli.

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8. ANNEXES