

Academic year	2019-20
Subject	10885 - Specific Didactics: Methodology and Educational Aids for Teaching and ...
Group	Group 1

Subject

Subject / Group	10885 - Specific Didactics: Methodology and Educational Aids for Teaching and ... / 1
Degree	Master's in Teaching Training
Credits	5
Period	Annual
Language of instruction	English

Professors

Lecturers	Office hours for students					
	Starting time	Finishing time	Day	Start date	End date	Office / Building
Karen Lesley Jacob Abad karen.jacob@uib.es	11:00	13:00	Wednesday	11/09/2019	05/02/2020	Ramon Llull BE12
	10:00	11:30	Tuesday	17/02/2020	03/07/2020	Ramon Llull BE12

Context

This subject is one of a group of three that form the area of 'didactica de especialidad': Curricular design, Evaluation and METHODOLOGY, within the area of English and German in the Master for Teacher Training. The course will be a mixture of theoretical presentations and more practical sessions designed to enable students to acquire the necessary skills to become competent teachers at secondary school level.

This is a class-attendance based course which means that students are required to attend class and actively participate in the different activities. Students must attend 65% (20 hours) of the course in order to pass the subject.

Students should also show that they have the level of English/German required to enrol in this Master (C1/C2).

Requirements

There are no specific requirements for this course but as it will be taught in English, students are expected to have the level of English and/or German that was required for enrolment onto this Master course and as stipulated by the local education authorities to teach English/German at secondary school level (C1/C2).

Skills

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Specific

* (CE14) Know how to transform curricula into activity programs. (CE21) Search, select, process and communicate information (oral, written, audiovisual or multimedia) adapt and use it in the teaching and learning processes in the subjects of the specialty of English and German. (CE22) Acquire criteria and skills for the selection or development of teaching resources. (CE23) Elaborate proposals based on the acquisition of knowledge, skills and intellectual and emotional aptitudes, and understand the possible dysfunctions that affect learning. (CE24) Develop and apply didactic methodologies that consider the diversity of the students, adapting the educational and guiding action to their different personal and collective characteristics. (CE26) Identify and plan the resolution of educational situations that affect students with different abilities and learning rhythms. (CE27) Design and develop learning spaces that, based on individual and cooperative work, facilitate the learning of the subject and promote education in values, equality of rights, citizenship, respect for human rights and individual contribution and collective to social and environmental sustainability. (CE28) Understand the processes of interaction and communication in the classroom and develop appropriate strategies to stimulate effort, promote autonomous learning, personal confidence and initiative and foster a positive climate of coexistence. (CE29) Relate the contents of the area or subject own with those of others, in order to develop interdisciplinary experiences. (EC30) Know the educational resources, with special attention to those related to ICT, and their use as support for teaching-learning activities. (CE41) Analyze and question their own conceptions about the different aspects related to the teaching profession

Generic

* (CG2) Plan, develop and evaluate the teaching and learning process, promoting educational processes that facilitate the acquisition of the competences of the respective teachings, taking into account the level and previous training of the students as well as their orientation, both individually and in collaboration with other teachers and professionals of the center. (CG3) Search, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia), transform it into knowledge and apply it in the teaching and learning processes in the subjects of the specialization studied. (CG4) Specify the curriculum that will be implemented in a teaching center participating in the collective planning of the same; develop and apply didactic methodologies, both group and customized, adapted to the diversity of students. (CG6) Acquire strategies to stimulate student effort and promote their ability to learn for themselves and with others, and develop thinking and decision skills that facilitate personal autonomy, confidence and initiative. (CG7) Understand the processes of interaction and communication in the classroom, master social skills and abilities necessary to promote learning and coexistence in the classroom, and address problems of discipline and conflict resolution.

Basic

* You may consult the basic competencies students will have to achieve by the end of the Master's degree at the following address: http://estudis.uib.cat/master/comp_basiques/

Content

The following areas of content will be explored during this course:

• Didactic models. • Didactic transposition. • Teaching guidelines for teaching and learning the different types of content • Analysis of training needs • Methodological strategies • Types of activities: design, selection and sequencing • Organization of teaching work in the classroom • Communication in the classroom • Analysis, elaboration and use of resources (materials, audiovisual media, ICT, etc.) • Context as a resource • Spaces, equipment and facilities • Attention to diversity in the methodology.

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Range of topics

1. An introduction to the didactics and methodologies of teaching a foreign language
In this block students will learn about the different approaches and methodologies used past and present in foreign language teaching.
2. Diversity in the classroom
In this block we will look at:
 - specific learner types
 - learner/teacher strategies
 - motivation
3. The role of the teacher
In this block we will look at:
 - the role of the teacher in today's classrooms
 - resources available for the teacher/the student
4. Didactic planification
This block will be dedicated to the didactic unit and will concentrate on:
 - designing, sequencing and structuring the activities within the didactic unit
 - the four skills + one
 - the elaboration of a didactic unit

Teaching methodology

This is a class-attendance based course and students are expected to attend at least 65% (20 hours) of the course in order to pass.

In-class work activities (1.2 credits, 30 hours)

Modality	Name	Typ. Grp.	Description	Hours
Theory classes	Theoretical premises	Large group (G)	Students will be given information on the different content areas. They will be expected to read various documents that will be uploaded on to Campus Extens in order to participate in the discussions in class.	12
Practical classes	Practical sessions	Large group (G)	Students will do a series of activities related to the theory that has been presented in the theoretical part of the course. Students will be expected to give mini-presentations on the activities. These activities will make up 60% of the final mark.	18
Assessment	Didactic unit	Large group (G)	Students will complete one of the didactic units they started in the subject 'Curricular design'. Students should prepare basic	0

Syllabus

Modality	Name	Typ. Grp.	Description	Hours
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lesson plans for a complete unit and detailed lesson plans with the activities for three of the lessons.

This will be worth 40% of the final mark.

At the beginning of the semester a schedule of the subject will be made available to students through the UIBdigital platform. The schedule shall at least include the dates when the continuing assessment tests will be conducted and the hand-in dates for the assignments. In addition, the lecturer shall inform students as to whether the subject work plan will be carried out through the schedule or through another way included in the Aula Digital platform.

Distance education tasks (3.8 credits, 95 hours)

Modality	Name	Description	Hours
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Individual self-study	Class preparation	Students will read the documents posted on Campus Extens and prepare ideas for discussion in class based on their reading	60
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Group self-study	Didactic unit preparation	Students will work on their didactic unit in small groups.	35
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Specific risks and protective measures

The learning activities of this course do not entail specific health or safety risks for the students and therefore no special protective measures are needed.

Student learning assessment

Frau en elements d'avaluació

In accordance with article 33 of Regulation of academic studies, "regardless of the disciplinary procedure that may be followed against the offending student, the demonstrably fraudulent performance of any of the evaluation elements included in the teaching guides of the subjects will lead, at the discretion of the teacher, a undervaluation in the qualification that may involve the qualification of "suspense 0" in the annual evaluation of the subject".

Practical sessions

Modality	Practical classes
Technique	Oral tests (retrievable)
Description	Students will do a series of activities related to the theory that has been presented in the theoretical part of the course. Students will be expected to give mini-presentations on the activities. These activities will make up 60% of the final mark.
Assessment criteria	Students will give six mini presentations, each worth 10%.

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Students must show that their level of spoken English/German is the accepted standard for enrolment on this course and for teaching English or German at secondary school level (C1/C2).

Final grade percentage: 60% with a minimum grade of 5

Didactic unit

Modality	Assessment
Technique	Papers and projects (retrievable)
Description	Students will complete one of the didactic units they started in the subject 'Curricular design'. Students should prepare basic lesson plans for a complete unit and detailed lesson plans with the activities for three of the lessons. This will be worth 40% of the final mark.
Assessment criteria	Students will complete a didactic unit of 9 lessons. · Students must show that their level of written English/German is the accepted standard for enrolment on this course and for teaching English or German at secondary school level (C1/C2).

Final grade percentage: 40% with a minimum grade of 5

Resources, bibliography and additional documentation

Students will be given an updated bibliography at the beginning of the course.

Basic bibliography

- HALL, D. R. & HEWINGS, A. (2001). *Innovation in English language teaching*. London: Routledge.
 HUDSON, D. (2016). *Specific learning difficulties. What teachers need to know*. London: Jessica Kingsley Publishers.
 GONZÁLEZ-LLORET, M. (2016). *A practical guide to integrating technology into task-based language teaching*. USA: Georgetown University Press.
 NUNAN, D. (2004). *Task-based language teaching*. Cambridge: CUP.
 SPIRO, J. (2013). *Changing methodologies in TESOL*. Edinburgh: Edinburgh University Press.

Complementary bibliography

- ALART, N. (2006). Les intel·ligències múltiples a l'aula. *Àmbits de psicopedagogia*. Número 18. 22-28
 ALONSO TAPIA, J. (2003). *Motivar para el aprendizaje. Teoría y estrategias*. Barcelona: Edebé
 BARROSO-CABERO. (2013). *Nuevos escenarios digitales*. Pirámide.
 BLANCO, A. (2009). *Aprender a enseñar*. Barcelona: Paidós.
 BONO. E. (2015). *Aprobar o aprender*. Ediciones Aljibe.
 CABERO. J. (2015). *Nuevas tecnologías aplicadas a la educación*. Mc Graw Hill.
 CLAYPOLE, M. (2010). *The fractal approach to teaching English as a foreign language*. Germany: Linguabooks.
 COLL, C; MARTÍN, E; MAURI, T; RIBAS; ONRUBIA, J; SOLÉ, I; ZABALA, A; (1993). *El constructivismo en el aula*. Barcelona: Graó.
 ESCAMILLA, A. (2008). *Las competencias básicas. Claves y propuestas para su desarrollo en los centros*. Barcelona: Graó.
 ESCUDERO, J. M. (coord.) (1997). *Diseño y desarrollo del currículum en educación secundaria*. Barcelona: ICE de la UB / Horsori.
 GARDNER, H. (2005). *Las cinco mentes del futuro. Un ensayo educativo*. Editorial: Paidós Asterisco



Syllabus

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- HERNÁNDEZ, F Y VENTURA, M. (2002). *La organización del currículum por proyectos. El conocimiento es un calidoscopio*. Barcelona. Editorial Graó.
- MARINA, J.A, PELLICER, C. (2015). *La inteligencia que aprende*. Santillana
- MARRASSÉ. J. M. (2013). *La alegría de educar*. Plataforma.l.
- MONEREO FONT C. et al. (2005). *Internet y competencias básicas. Aprender a colaborar, a comunicarse, a participar, a aprender*. Barcelona: Graó.
- MONTERO, E. (2010). *Aprendiendo con videojuegos*. Narcea.
- PARCERISA ARAN, A. (2007). *Materiales curriculares. Cómo elaborarlos, seleccionarlos y usarlos*. Barcelona: Graó (7a edició).
- PERRENAUD, P. (2008). *Diez nuevas competencias para enseñar. Invitación al viaje*. Barcelona: Graó.
- PRENSKY, M. (2015). *Enseñar a ser nativos digitales*. SM.
- SANMARTÍ, N. (2007). *10 ideas clave: evaluar para aprender*. Barcelona: Graó.
- TRUJILLO, F. (2014). *Artefactos digitales. Una escuela digital para la educación de hoy*. Barcelona: Graó.
- VERGARA, J. (2015). *Aprendo porque quiero. El aprendizaje basado en proyectos*.
- WERBACH, K. HUNTER, D. (2013). *Gamificación*. Pearson.
- ZABALA, A. i ARNAU, L. (2007). *11 ideas clave: cómo aprender y enseñar competencias*. Barcelona: Graó.

