

## 63253 - Design of Learning Activities for Spanish Language and Literature

### Syllabus Information

**Academic year:** 2024/25

**Subject:** 63253 - Design of Learning Activities for Spanish Language and Literature

**Faculty / School:** 107 - Facultad de Educación

**Degree:** 584 - Master's Degree in Teaching Compulsory Secondary Education

597 - Master's Degree in Teaching, specializing in Spanish Language and Literature. Latin and Greek

**ECTS:** 8.0

**Year:** 1

**Semester:** Second semester

**Subject type:** Optional

**Module:**

### 1. General information

The main objective of this compulsory subject is the acquisition of the necessary competences to design, manage and develop activities for the teaching of Spanish Language and Literature and to develop strategies and resources suitable for the educational context.

It combines a theoretical part focused on the concepts and mechanisms of teaching and learning of language and literature of ESO and Bachillerato, and a more practical part of design of activities, both individual and group, of reflection and application of contents. Such activities will involve the analysis, contextualization and evaluation of the curricular contents of Spanish Language and Literature, of materials and textbooks of this discipline, as well as the analysis of the possibilities offered by ICT with the final objective of the elaboration of a Didactic Unit that can be applied in the classroom of the Practicum II.

To this end, the following objectives are proposed:

1. Analyse the specific characteristics and difficulties of teaching and learning of the Spanish language and Literature in ESO and Bachillerato.
2. Describe and critically comment on a wide repertoire of activities and resources for the learning of Spanish Language and Literature, related to different types of objectives, methodologies and learning styles.
3. Describe the main assessment tools and procedures and comment critically on their suitability for different types of educational objectives.
4. Design, implement and evaluate teaching proposals (didactic units) of Spanish Language and Literature for ESO and Bachillerato, following the principles and criteria previously established in the theoretical framework of specific didactics.

### 2. Learning results

1. Explain the specific characteristics and difficulties of learning Spanish Language and Literature in ESO and Bachillerato, establishing their relationship with the characteristics of the content to be taught and with the teaching processes followed
2. Describe and critically comment on a wide repertoire of activities and resources for the learning of Spanish Language and Literature, related to different types of objectives, methodologies and learning styles.
3. Describe the main assessment tools and procedures and comment critically on their suitability for different types of educational objectives.
4. Design teaching proposals (didactic units) of Spanish Language and Literature for ESO and Bachillerato, following the principles and criteria previously established in the theoretical framework of specific didactics

The learning results obtained in the subject are central to achieve the profile of good teaching practices in Spanish Language and Literature to the extent that this subject of the Master's degree involves the implementation of the *Curricular* and *Instructional Design*. Finally, it provides the most appropriate concrete means to develop the linguistic and literary education of students of ESO and Bachillerato, potential recipients of the teachings acquired in the Master.

### 3. Syllabus

1. The text, its properties and textual typologies from a didactic and communicative perspective.
2. Teaching-learning of oral communication skills, reading and reading comprehension, written expression, spelling and vocabulary
3. The role of grammar in language learning.
4. Literary education. Methodological paradigms. Sequencing and programming of the contents of literary education.
5. The formative canon for different stages and contexts. Criteria for text selection. The classics of the Spanish and

universal literature. Contemporary literature. Aesthetic currents and most relevant authors in the literature aimed at adolescents.

6. Design of didactic units in the linguistic, communicative and literary fields.

#### 4. Academic activities

**Practical face-to-face classes:** Individual and/or group activities for reflection and application of contents. Presentations and collective evaluation of the programmed Didactic Units.

**Non-face-to-face activities:** Reading of documentation and reference bibliography. Elaboration of essays and critical commentaries from the didactic point of view of texts and literary works. Design of specific interventions, as well as of a complete Didactic Unit for its possible subsequent implementation in the classroom of the Practicum II educational center.

The realization of external trips will be contemplated, as well as the organization of conferences or seminars with guest speakers that facilitate the acquisition of the competences of the subject

The schedule of face-to-face sessions and presentation of work, as well as the recommended date for delivery of the Didactic Unit and each of the activities that make up the portfolio will be communicated through Moodle during the first weeks of class

Tutorial follow-up and work management may be carried out telematically.

#### 5. Assessment system

**It will be evaluated through a global test that will consist of two parts.**

##### MODEL 1

1. **Portfolio:** It will include group work and individual reports. It will have a weight of 50% in the final grade, which will be obtained from the arithmetic mean of the three parts that constitute it.

1.1 Individual activity of reading, review and critical analysis of a text related to the contents of the subject, among those proposed by the teacher.

1.2 Reading work, analysis and didactic proposal based on a text to be decided in agreement with the faculty. It will be carried out in small groups. The presentation of this project will be specified by the faculty at the beginning of the subject and may be of various types (oral presentation, written work, recording or a combination of the above)

1.3 Participation in face-to-face activities

The specific aspects referred to the extension and rules of the written assignments, as well as the oral expositions, will be specified in class by the teachers of the subject.

Participation in face-to-face activities is considered of great importance.

Assessment criteria: Justification and argumentation used. Adequacy, clarity, richness and depth of critical analysis. Originality. Involvement in the development of the referred tasks. In-depth study of the most relevant theories, models and principles. Existence of bibliographic and any other type of references, correctly referenced according to APA norms and indicating their importance in the formative course. If it is a group presentation, coordination between the different members involved.

2. **Design and oral defense of a Didactic Unit:** it will have a weight of 50% in the final grade, of which 35% will correspond to the written work and 15% to the oral defence.

The student must design a complete Didactic Unit adapted to the level and context in which they are going to develop the Practicum II, with a length between 30-40 pages (not including annexes).

Evaluation criteria for written work: Clear, realistic and adequate structure. Coherent articulation of the various sections. Quality of documentation, indicating the sources used correctly referenced according to APA standards. Spelling and presentation. Clarity in the definition and communication of objectives. Originality. Justification and argumentation of the decisions made. Adaptation of the didactic proposal to the Aragonese reality.

In the oral defense, which may be carried out in class, or electronically, either live or recorded, at the discretion of the teaching staff, an assessment of the planned design will be provided.

Evaluation criteria oral presentation: Justification and argumentation of the decisions made. Use of communication skills. Enthusiasm and conviction of the ideas presented.

##### MODEL 2

When students cannot participate in class activities and a single test is requested, it will be carried out individually and will consist of 2 parts:

1. **Written works (50%)**

On the dates recommended for model 1 or, where applicable, on the day of the final exam call, the following must be submitted:

1. **Portfolio of readings completed** (10% of the overall grade), which will consist of:

Individual activity of reading, review and critical analysis, on a text related to the contents of the subject, from among those proposed by the teaching staff.

Individual work of reading, analysis and didactic proposal based on a text that will be decided in agreement with the teaching staff.

2. **Didactic Unit**, will have a weight of 40% of the overall grade, of which 30% will correspond to the written work and 10% to the oral defense, also according to the rules indicated in Model 1. The defense of the Didactic Unit will be carried out orally. The duration of the defense, date and time will be agreed with the corresponding teaching staff.

The evaluation criteria for both works will be the same as for Model 1.

2. **Written exam** (50%)

An individual test will be carried out based on the subject program, which may consist of: an essay-type test without material; an objective test; oral exam; test with material or case resolution or combinations of the above.

In any case, as part of the evaluation, the teaching staff may request, at random, the oral defense of the test or task submitted in writing, to verify the grade.

Both in the case of model 1 and model 2, all sections must achieve the grade of Pass (5/10), to be able to mediate between them and pass the subject.

This evaluation mode will also be applied for second and subsequent calls.

## 6. Sustainable Development Goals

4 - Quality Education

5 - Gender Equality

10 - Reduction of Inequalities