

68515 - Curriculum design for specialised subjects: Foreign Languages

Información del Plan Docente

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| Academic Year | 2016/17 |
| Academic center | 107 - Facultad de Educación |
| Degree | 415 - Master's in Teacher Training for Obligatory Secondary Education, Sixth Form, Professional Training and Language, Arts and Sports Teaching 363 - University Master's in Secondary School / Language Teaching: Foreign Languages - English/French |
| ECTS | 3.0 |
| Course | --- |
| Period | Indeterminate |
| Subject Type | Compulsory |
| Module | --- |

1. Basic info

1.1. Recommendations to take this course

Since the course is taught in either French or English (depending on the language of specialization), a level of both oral and written competence in the corresponding language of between B2+ and C1 of the CEFR is mandatory.

1.2. Activities and key dates for the course

Activities and key dates will be publicized at the start of the course. They will take into account the first placement period in which there are no classes. Students will be required to hand in assignments and complete reflection and practice activities in due time.

2. Initiation

2.1. Learning outcomes that define the subject

Learners can

1:

Define curriculum design and identify, describe and evaluate its elements, its theoretical principles and the different concretion levels

2:

Critically analyse different models of curriculum design for Foreign Language teaching, taking into account key theoretical principles and relevant theories

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3:

Describe national and regional curricular specifications for Foreign Language teaching at the stages of Compulsory Secondary Education (ESO), and non-compulsory Secondary Education (Bachillerato and EOI), as key reference frameworks for course planning; critically evaluate curricular specifications, identifying the key principles in the field of education on which they are based, the choices that are made and the role that the agents at the different curricular concretion levels play in developing such specifications.

4:

Apply the knowledge and skills acquired and developed in order to design a course plan for Compulsory Secondary Education (ESO) or non-compulsory Secondary Education (Bachillerato or EOI), built around a sequence of learning units, as well as to justify its main learning outcomes.

2.2.Introduction

In this course, students will explore the Foreign Language (English or French) curriculum for Compulsory Secondary Education (ESO), and non-compulsory Secondary Education (Bachillerato and EOI).

They will be required to become familiar the different elements of the curriculum and with the structure of the different stages in Secondary Education.

This course is the first of other courses in which students will acquire the knowledge and develop the necessary skills for planning the teaching and learning process of a Foreign Language at Secondary Education level.

3.Context and competences

3.1.Goals

- 1.- Identify the different models of curriculum design and its elements.
- 2.- Know the official curriculum and understand the structure of the different stages of Secondary Education.
- 3.- Know the specific competences for the for the Foreign (English or French) Language area
- 4.- Design course plans
- 5.- Develop a critical thinking attitude towards the curriculum

3.2.Context and meaning of the subject in the degree

In conjunction with 68548 Fundamentos de Diseño Instruccional , this course provides students with the necessary theoretical principles to transform the official curriculum into a coherent plan for learner activity, prioritising collaborative work as well as task-based and project-based learning.

3.3.Competences

1. Identify, describe and apply all the elements of the curriculum in course planning
2. Critically analyse different course plans for Foreign language (English or French) teaching and learning using relevant concepts and theories for teaching and lesson planning.
3. Design a course plan for a year in ESO, Bachillerato, or EOI from the perspective of key and/or specific competences development, taking into account the specific curricular context and its sequencing.

3.4.Importance of learning outcomes

The design of a course plan is a keystone for the planning of the teaching and learning process. It allows students to adopt a global perspective of the process of course planning and of the knowledge and skills that need to be acquired

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and developed along the stage of Secondary Education.

4.Evaluation

A) **Regular attendance** to classes allows students to opt for a continuous evaluation, which will consist of the following activities:

1.- Individual or group activities in class to apply the acquired knowledge and theoretical principles (the elements of the foreign (English or French) curriculum, official curricular documents, and the different models of curriculum design for foreign languages)

Marks: 30% of the total marks.

2.- Written assignment that consists in the design of a course plan for the teaching of the foreign language (English or French) in Secondary Education (ESO, Bachillerato or EOI). The course plan will include the following: context, key competences, objectives, contents, evaluation criteria, methodological principles, evaluation, differentiation, structure of the learning units.

Evaluation criteria for the course plan:

• Theoretical foundations

• Curricular suitability of the plan

• Relevance of bibliographical references

• Coherence between aims and resources

• Academic quality (discourse organization, citation, accuracy)

Marks: 50% of the total marks.

3.- Viva presentation of the written assignment before the teacher of the course. The following aspects will be evaluated:

• Correspondence between the oral presentation and the assignment submitted

• Identification of key ideas

• Ability to explain, exemplify and justify arguments

• Order and clarity of presentation

• Clarity of communication: fluency, accuracy, intonation, energy

• Originality and use of resources

• Timing and coordination between group members

Marks: 20% of the total marks

Plagiarism (in the form of unacknowledged paraphrases or direct reproduction of ideas) will be heavily penalised and will result in failure of the assignment.

Students must get a minimum of 5 marks out of ten in each of the three activities (class activities, written assignment, and viva presentation) to get a pass mark.

B) Prueba global:

As articles 8.1 and 9.3 of the Reglamento de Normas de Evaluación del Aprendizaje de la Universidad de Zaragoza (Regulation of evaluation of students of the University of Zaragoza), students can complete a final evaluation, which will take place on the date specified in the official exam calendar. Final evaluation will consist of the following activities:

1.- A written test with three short answer questions and an essay type question in which students will have to demonstrate the knowledge acquired in the course as well as their capacity to apply theoretical contents and for critical reflection.

Marks: 50% of the final mark

2.- Design, development and oral presentation of a course plan for the teaching of the foreign language (English or French) in Secondary Education (ESO, Bachillerato or EOI)

La evaluación tendrá en cuenta los siguientes criterios:

Evaluation criteria for this activity:

• Structure of the assignment

• Curricular suitability of the plan

• Theoretical foundations

• Relevance of bibliographical references

• Clarity of objectives and contents

• Coherence between aims and resources

• Effective communication

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• Order and clarity of presentation

• Originality and use of resources

• Academic quality (discourse organization, citation, accuracy)

The course plan must be handed in a week before the date of the written test (date specified in the official exam calendar). The viva presentation will take place after the written test.

Marks for the course plan and its viva presentation: 50% of the total mark.

A pass mark for the course requires at least a 50% mark in both activity 1 and activity 2.

5. Activities and resources

5.1. General methodological presentation

The main classroom practice is critical discussion of the key theoretical principles for course planning in Foreign Language (English or French) teaching and learning. Students will have to read, study and discuss key materials. All this will allow students to analyse and design different course plans for the teaching and learning of the Foreign Language (English or French).

5.2. Learning activities

1:

Activities:

• Lectures and reading of selected bibliography on the principles for curriculum design

• Group activities to identify the elements of the curriculum: objectives, competences, methodology, activities, evaluation criteria and coherence of all these elements

• Seminars for critical analysis and evaluation of the current curricula

• Design of a course plan for a Foreign language (English or French) course

5.3. Program

1.- Linguistic, psychological, and methodological principles for curriculum design in Foreign Language (English or French) teaching and learning. Curriculum models and current curricula.

2.- Epistemological framework for curriculum design in Secondary Education (ESO, Bachillerato, EOI). Implications for course planning.

3.- Structure and contents of a course plan: current regional curriculum and regional regulations, contextualisation, development and evaluation.

5.4. Planning and scheduling

First stage: Lectures and reading of selected bibliography (October-November)

• Second stage: Design and development of a course plan in the context of the student's placement (November-December)

• Third stage: Viva presentation of the course plan (December-January)

5.5. Bibliography and recommended resources

The On-Campus library has a service to keep bibliography updated and accessible at biblioteca.unizar.es (search for recommended bibliography).