Universidad Zaragoza

26677 - Planning effective teaching

Información del Plan Docente

Academic Year	2017/18
Faculty / School	107 - Facultad de Educación
	202 - Facultad de Ciencias Humanas y de la Educación
	301 - Facultad de Ciencias Sociales y Humanas
Degree	300 - Degree in Primary School Education
	298 - Degree in Primary School Education
	299 - Degree in Primary School Education
ECTS	6.0
Year	4
Semester	Half-yearly
Subject Type	Optional
Module	---

1.General information

1.1.Introduction

This course's general objective is to provide students with the necessary skills for them to be able to select, structure, arrange and evaluate the contents that constitute a subject of the area of learning English as a second or foreign language. The student will acquire competences in several models of curricular design and will apply relevant aspects to the programming of the subject in a specific educational context.

Course contents

1. Introduction. Planning effective teaching: some key concepts and terms.
2. Historical approaches to syllabus and curriculum design. The communicative approach to syllabus and curriculum design.
3. The Common European Framework of Reference for Language Learning, Teaching and Assessment and the "Currículo Aragonés de Educación Primaria".
4. Designing aims and objectives. Identifying functions and notions. Understanding and developing competences.
5. Analysing learner needs and content. Learner characteristics. Planning for multiple intelligences and different learning styles. Understanding motivation.
6. Planning individual lessons, units of work and courses. The steps in course design.
7. Planning for bilingual education: content and language integrated learning.
8. Strategies for effective teaching of CLIL.
9. Classroom management: planning teacher and learners' roles, correcting and providing feedback.
10. Cooperative learning: grouping students and planning for cooperative work.
11. The effective use of ICT in the classroom.
12. Assessment: types of assessment activities, procedures and grading.
13. The use of portfolios. The European Portfolio of Foreign Language and its junior version. "Portafolio Europeo de las Lenguas en Educación Primaria".
14. Evaluating teaching: scope and procedures. Strategies for teacher development and improvement.

1.2.Recommendations to take this course

Regular attendance and active participation in classroom activities are encouraged. The English language level used in this course will correspond at to at least a B2 of the Common European Framework of Reference for Languages. Those students who wish to sign up for the course "PLANNING EFFECTIVE TEACHING" are strongly advised to also take the subject "English in Primary Education III".

1.3.Context and importance of this course in the degree

This subject explores curriculum resources that prospective teachers will need in order to understand and know how to plan and design effective forms of teaching. It focuses on the processes that underlie both learning and teaching the basic principles of curriculum design. Planning teaching units is an essential part of the teaching career. Consequently, this course aims at the student's exploration and development of the skills of educational planning.

1.4.Activities and key dates

Information relating to all the activities belonging to this course will be given in class as well as on the course's website on the University of Zaragoza's Virtual Campus.
Official exam dates will be announced on the website of each faculty.

2.Learning goals

2.1.Learning goals

In order to pass this course, students will show the following results...
1 The student knows the methodological history of English language learning and teaching and is able to apply different methodological trends in curricular design.
2 The student knows and understands the content of the "Currículo Aragonés" and the Common European Framework for Languages.
3 The student knows how to organise and structure lesson plans, learning units and courses in a progressive and sequential way, keeping in mind the stated objectives, material and temporal limitations of courses, the cognitive abilities of primary education students and their different intelligences and motivations, integrating the four language skills in a communicative framework of learning and teaching.
4 The student is able to design in written form the planning of lessons, learning units and whole courses, keeping in mind all the aspects that intervene in the teaching and learning process: legal and institutional frameworks, theoretical and methodological aspects, general and specific objectives, resource use, classroom activities, and student and teacher evaluation.

5 The student is capable of critically evaluating his/her own experience and practice as a teacher, as well as of finding and applying bibliography and resources that will contribute to learning and improvement.

2.2.Importance of learning goals

This subject is important for the training of future teachers because it will provide them with the tools to develop teaching units that constitute the foundation upon which the contents that will be developed are built.

3.Aims of the course and competences

3.1.Aims of the course

The subject and its expected results meet the following approaches and objectives:

- Knowledge of the main models of curriculum design and of the regulatory and institutional frameworks for their implementation.

- Knowledge and application of analysis techniques of the different needs, intelligences and motivations of students in Primary Education and of planning and curriculum strategies for these students.

- Planning of the different strategies of teaching and learning in the classroom, group and cooperative work, self-learning, student and teacher assessment.

- Design and planning of: class hours, teaching units, courses and learning phases, as part of a course of English as a foreign language in the context of primary education, or teaching any other subject in English in the context of bilingual schools.

3.2.Competences

1 Generic competences:

(GC 1) Organise teaching within the framework of the epistemological paradigms and the curricular areas of Primary Education, the interdisciplinary relations established among them, the evaluation criteria and the body of didactic knowledge regarding teaching and learning procedures.
(GC 2) Design, plan and evaluate teaching-learning processes, both individually and in collaboration with other teachers and school professionals. Consider evaluation not only in its accrediting function, but in its educational role as regulator and promoter of the improvement of teaching and learning.

2 Specific skills:

(SC 5) Know the current proposals and developments based on learning skills.

(SC 6) Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates.

(SC 7) Analyse and understand the educational processes in and out of the classroom in which children aged 6-12 are involved.

(SC 8) Know the basics of Primary Education.

(SC 44) Understand the basic principles of the sciences of language and communication.

(SC 51) Address situations of language learning in multilingual contexts.

(SC 52) Express oneself orally and in writing in a foreign language.

(SC 53) Develop and evaluate curriculum content of languages through appropriate teaching resources and promote relevant skills in students.

4.Assessment (1st and 2nd call)

4.1.Assessment tasks (description of tasks, marking system and assessment criteria)

Assessment activities

The achievement of the learning outcomes will be assessed as follows:
Students may choose between being assessed by means of ongoing assessment plus a final exam (option A) or a single final exam (option B). Students may change assessment options at any time during the course.
Option A: the following activities will be assessed:
- Collective and/or individual essays and activities related to the issues dealt with in the syllabus.
- Practical applications of the theoretical contents of the subject. Elaboration of a Unit of Work.
- A final exam, which will account for 50 % of the final mark.
An overall pass mark of 50% with a minimum of 40 % in each of the assessment activities will be required in order to pass the subject.
Option B:
A final exam, to be held on the officially appointed date. The mark obtained at the exam will account for the whole mark for the course. An overall pass mark of 50% will be required in order to pass the subject.
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September Re-sits
Re-sit exams are compulsory if students fail the subject and they take place in September on the officially appointed dates. The re-sit exam will be conducted along the same lines as the "option B" exam, and the mark obtained in the exam will account for the whole mark for the course.

Assessment criteria

The following assessment criteria will be considered:

The following assessment criteria will be considered in the essay, the learning unit and the final exam:
Rigorous and appropriate knowledge and application of the theoretical contents.
Correct application of the theoretical contents in the unit of learning. Students should show their competence to apply those contents in each specific situation of the teaching and learning process.
Stylistic and grammatical correctness.
Appropriate use of English.
Fluent, appropriate and correct proficiency in English, corresponding to the B2 level in the Common European Framework of Reference for Languages, will be required in order to successfully pass the required assessment activities.

5.Methodology, learning tasks, syllabus and resources

5.1.Methodological overview

The learning process in this module is based on the following principles:
The purpose of the module is to help students acquire the necessary competences to efficiently plan the teaching and learning processes of the main communicative skills in an EFL teaching context. It will also aim at considering the different factors which may have an influence on the selection and implementation of contents in the EFL classroom. The process of planning will be considered in an integrated way, thus focusing simultaneously on form and content.

5.2.Learning tasks

The scheduled activities that students must do in order to successfully complete the module are the following:
The following individual or team-work activities will be programmed: classroom-based activities and online distance-learning activities.
Content programme: see the corresponding section in this guide ("Contents")
Classroom activities programme: see the corresponding section in this guide ("Assessment activities").

5.3.Syllabus

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5.4.Course planning and calendar

Seminars, lectures and assignment due dates
The module will run for one semester, from September to January. The timetable for lectures and seminars will be announced at the start of each academic year. The due dates for presentations and assignments will be announced by each lecturer on the first session of the module.

5.5.Bibliography and recommended resources

[BB: Bibliografía básica / BC: Bibliografía complementaria]

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- [BB] Brown, H. Douglas. Teaching by principles : an interactive approach to language pedagogy / H. Douglas Brown . 3rd. ed. [New York] : Longman : Pearson Book, cop. 2007
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Listado de URL

- Currículo Aragonés de la Educación Primaria [http://www.educaragon.org]
- EPOSTL: European Portfolio for Students Teachers of Languages. [http://epostl2.ecml.at/]