

## **68547 - Basic instruction and learning methodology design in the speciality of Spanish Language and Literature, Latin and Greek**

### **Información del Plan Docente**

<b>Academic Year</b>	2017/18
<b>Subject</b>	68547 - Basic instruction and learning methodology design in the speciality of Spanish Language and Literature, Latin and Greek
<b>Faculty / School</b>	107 - Facultad de Educación
<b>Degree</b>	361 - University Master's in Secondary School Teaching: Spanish Language and Literature 415 -
<b>ECTS</b>	4.0
<b>Year</b>	XX
<b>Semester</b>	Indeterminate
<b>Subject Type</b>	Compulsory
<b>Module</b>	---

### **1.General information**

#### **1.1.Introduction**

The basic nature of this course is that it is grounded in distinct types of methodologies, activities and resources that are suitable for different learning contexts. Different models will be reviewed to design didactic activities and units by adapting the models and designs used in each case to the distinct learning situations that correspond to the specialities of the students who enrolled in this course (Spanish Language and Literature; Latin and Greek).

#### **1.2.Recommendations to take this course**

#### **1.3.Context and importance of this course in the degree**

#### **1.4.Activities and key dates**

### **2.Learning goals**

#### **2.1.Learning goals**

To pass this course, students should be able to:

1. Critically analyse and assess the relevance of different outstanding theories, models, concepts and criteria related to the teaching design and to different learning methodologies, such as the essential rationales of the criterion and capacity of judging needed for their competence in this theme.

Evaluate the quality of different cases of designing learning activity, and propose improvements and alternatives with the criteria developed in the analysis of the different models, theories and principles.

2. Determine the criteria and requirements to prepare a good learning environment in different educational situations.

Evaluate practical cases with the principles of student implication, accessibility, variety in the forms of information, facilitating collaboration and tutoring, promoting intense cognitive activity, the wealth of tools and learning experiences and paying attention to students' cognitive diversity.

All this by using the potential of ICT, images and audiovisual means to support the learning process.

3. Analyse the criteria and procedures to organise, manage and undertake activities by bearing in mind students' implication, tutoring activities; promoting collaborative work, expository quality and training evaluations.

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Evaluate the suitability of different cases of organising and managing activities.

### **2.2.Importance of learning goals**

### **3.Aims of the course and competences**

#### **3.1.Aims of the course**

#### **3.2.Competences**

### **4.Assessment (1st and 2nd call)**

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

### **5.Methodology, learning tasks, syllabus and resources**

#### **5.1.Methodological overview**

#### **5.2.Learning tasks**

#### **5.3.Syllabus**

The course includes the following learning tasks:

1. Principles and concepts of the teaching design in the Spanish Language and Literature area: didactic units and activities, objectives, learning results. The basic teaching design process. Different teaching design models. The key elements of designing units and activities: objectives, tasks, sequencing, evaluating. Guidelines to evaluate didactic resources.
2. The foundations of learning the Spanish Language and Literature according to the teaching design. Teaching in the Spanish Language and Literature area from the perspective of development, language and adolescents' learning patterns. Didactic methodologies and strategies that promote activity, collaborative work and autonomous and significant learning in the linguistic-communication and literary domain.
3. The socio-cultural foundations of teaching design. Teaching in the Spanish Language and Literature area from the perspective of the social, cultural and socio-linguistic characteristics of secondary education students. Linguistic and textual foundations in teaching in the Spanish Language and Literature area. The communication approach. Didactic resources and materials to develop learning in the linguistic-communication-literary domain. Analysing and preparing the curricular materials of the corresponding education stages.
4. The foundations of teaching the communication skills of oral language. Expression and oral comprehension.
5. The foundations of teaching the communication skills of written language. Reading and reading comprehension. The School Library. Writing, spelling and written expression.
6. The foundations of teaching grammar and reflecting on Language.
7. The foundations of teaching Literature.
8. Means of communication and ICT as a support to develop linguistic and literary skills.

#### **5.4.Course planning and calendar**

#### **5.5.Bibliography and recommended resources**