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|----------------|---|
| Academic year  | 2016-17   |
| Subject        | 10885 - Specific Didactics:<br>Methodology and Educational Aids for<br>Teaching and ... |
| Group          | Group 1, 1S   |
| Teaching guide | U   |
| Language       | English   |

## Subject identification

|                          |   |
|--------------------------|---|
| <b>Subject</b>           | 10885 - Specific Didactics: Methodology and Educational Aids for Teaching and ...       |
| <b>Credits</b>           | 1.2 de presencials (30 hours) 3.8 de no presencials (95 hours) 5 de totals (125 hours). |
| <b>Group</b>             | Group 1, 1S (Campus Extens)   |
| <b>Teaching period</b>   | First semester  |
| <b>Teaching language</b> | English   |

## Professors

| Lecturers   | Horari d'atenció als alumnes |                |          |            |             |                     |
|---|------------------------------|----------------|----------|------------|-------------|---------------------|
|   | Starting time                | Finishing time | Day      | Start date | Finish date | Office              |
| Karen Lesley Jacob Abad<br><a href="mailto:karen.jacob@uib.es">karen.jacob@uib.es</a> | 09:00                        | 11:00          | Thursday | 15/02/2017 | 02/06/2017  | Ramon<br>Llull BE12 |

## Contextualisation

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.

## 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 required by the local education authorities to teach English at secondary school level.

## Skills



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### Specific

- \* Dissenyar i desenvolupar espais d'aprenentatge que, integrant el treball individual i cooperatiu, facilitin l'aprenentatge de la matèria i fomentin l'educació en valors, la igualtat de drets, la ciutadania, el respecte pels drets humans i la contribució individual i col·lectiva a la sostenibilitat social i ambiental.
- \* Conèixer els recursos educatius, amb especial atenció als relacionats amb les TIC, i l'ús com a suport a les activitats d'ensenyament i aprenentatge.
- \* Cercar, seleccionar, processar i comunicar informació (oral, impresa, audiovisual, digital o multimèdia), adaptar-la i utilitzar-la en els processos d'ensenyament i aprenentatge de les matèries pròpies d'especialització.

### Generic

- \* Concretar el currículum, desenvolupar, planificar i aplicar diferents metodologies didàctiques tant grupals com personalitzades adaptades a la diversitat dels estudiants.
- \* Adquirir estratègies per estimular l'esforç de l'estudiant i promoure la seva capacitat per aprendre per ell mateix i amb altres, i desenvolupar habilitats de pensament i de decisió que facilitin l'autonomia, la confiança i la iniciativa personals.
- \* Conèixer els processos d'interacció i comunicació a l'aula, dominar les destreses i habilitats socials necessàries per fomentar l'aprenentatge i la convivència a l'aula i tractar problemes de disciplina i resolució de conflictes.

### 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/](http://estudis.uib.cat/master/comp_basiques/)

## Content

### Theme content

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 (TICS)
4. Didactic planification  
This block will be dedicated to the didactic unit and will concentrate on:

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- 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

| 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.<br><br>Class attendance and participation will count for 10% of the final mark..  | 10    |
| 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 keep a portfolio of these activities which will be assessed by the tutor at the end of the course.<br><br>Students will also include the coursebook/teaching methodology evaluation report that will be presented in the subject 'Complement 1' in this portfolio.<br><br>The portfolio will make up 20% of the final mark. | 10    |
| Assessment        | Didactic unit presentations | Large group (G) | Students will complete the didactic units they started in the subject 'Curricular design'. They will add the activities and the evaluation strategies. This will be worked on in collaboration with the subject 'evaluation' and students will give presentations (2 classes in each subject will be set aside for this) with the overview of their completed syllabus.<br><br>The presentation will be worth 20% of the overall mark.  | 4     |
| Assessment        | Individual presentations    | Large group (G) | Students will choose an article based on a specific approach to teaching or an example of innovation in teaching and give a short five minute presentation to the rest of the group.<br><br>This will count for 20% of the final mark.  | 4     |
| Assessment        | Written exam                | Large group (G) | Students will have to complete a lesson plan for a specific topic/age group given by the tutor. They will have to take into account the aims/objectives of the lesson and the type of activities used to reach those aims.<br><br>This will make up 30% of the final mark   | 2     |

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

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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 Campus Extens platform.

### Distance education work activities

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

### 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

#### Theoretical premises

|             |   |
|-------------|---|
| Modality    | Theory classes  |
| Technique   | Other methods ( <b>non-retrievable</b> )  |
| Description | 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. Class attendance and participation will count for 10% of the final mark.. |

Assessment criteria

Final grade percentage: 10%

#### Practical sessions

|             |   |
|-------------|---|
| Modality    | Practical classes   |
| Technique   | Learning file ( <b>retrievable</b> )  |
| 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 keep a portfolio of these activities which will be assessed by the tutor at the end of the course. Students will also include the coursebook/teaching methodology evaluation report that will be presented in the subject 'Complement 1' in this portfolio. The portfolio will make up 20% of the final mark. |

Assessment criteria

Final grade percentage: 20%

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### Didactic unit presentations

|                         |   |
|-------------------------|---|
| Modality                | Assessment  |
| Technique               | Oral tests ( <b>non-retrievable</b> )   |
| Description             | Students will complete the didactic units they started in the subject 'Curricular design'. They will add the activities and the evaluation strategies. This will be worked on in collaboration with the subject 'evaluation' and students will give presentations (2 classes in each subject will be set aside for this) with the overview of their completed syllabus. The presentation will be worth 20% of the overall mark. |
| Assessment criteria     |   |
| Final grade percentage: | 20%   |

### Individual presentations

|                         |   |
|-------------------------|---|
| Modality                | Assessment  |
| Technique               | Oral tests ( <b>non-retrievable</b> )   |
| Description             | Students will choose an article based on a specific approach to teaching or an example of innovation in teaching and give a short five minute presentation to the rest of the group. This will count for 20% of the final mark. |
| Assessment criteria     |   |
| Final grade percentage: | 20%   |

### Written exam

|                         |  |
|-------------------------|--|
| Modality                | Assessment   |
| Technique               | Objective tests ( <b>retrievable</b> )   |
| Description             | Students will have to complete a lesson plan for a specific topic/age group given by the tutor. They will have to take into account the aims/objectives of the lesson and the type of activities used to reach those aims. This will make up 30% of the final mark |
| Assessment criteria     |  |
| Final grade percentage: | 30%  |

### Resources, bibliography and additional documentation

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

#### Basic bibliography

ANTÚNEZ, Serafi; Lluís M. DEL CARMEN; Francesc IMBERNON; Artur PARCERISA i Antoni ZABALA (1992): Del projecte educatiu a la programació d'aula. Barcelona: Graó, 2a ed.  
COLL,C; MARTÍN, E; MAURI, T; RIBAS; ONRUBIA,J; SOLÉ, I; ZABALA, A; (1993): El constructivismo en el aula. Barcelona: Graó.  
MONEREO, C. et al. (2005): Internet y competencias básicas. Aprender a colaborar, a comunicarse, a participar, a aprender. Barcelona: Graó.  
PERRENAUD, Philippe (2008): Diez nuevas competencias para enseñar. Invitación al viaje. Barcelona: Graó.  
SANMARTÍ, N. (2007). 10 ideas clave: evaluar para aprender. Graó.  
VERGARA, J: Aprendo porque quiero. El aprendizaje basado en proyectos. SM 2015

#### Complementary bibliography

ALART, N. (2006): Les intel·ligències múltiples a l'aula. Àmbits de psicopedagogia. Número 18. 22-28



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- ALONSO TAPIA, Jesús (2003): Motivar para el aprendizaje. Teoría y estrategias. Barcelona: Edebé
- ANTUNES, C. (1998): Estimular las inteligencias múltiples. Qué son, cómo se manifiestan, cómo funcionan. Madrid. Narcea.
- BARROSO-CABERO. Nuevos escenarios digitales. Pirámide. 2013
- BLANCH, Xavier (1996): Cinc cèntims sobre la reforma educativa. Barcelona: Proa.
- BLANCO, Antonio (2009): Aprender a enseñar. Barcelona: Paidós.
- BONO. Aprobar o aprender. Ediciones Aljibe. 2015
- CABERO. Nuevas tecnologías aplicadas a la educación. Mc Graw Hill 2015
- CASSANY, Daniel, Marta LUNA i Glòria SANZ (1996): Ensenyar llengua. Barcelona: Graó.
- DEL POZO, M. (2005): Una experiencia a compartir. Las inteligencias múltiples en el Colegio Montserrat. Altés.
- ESCAMILLA, Amparo (2008): Las competencias básicas. Claves y propuestas para su desarrollo en los centros. Barcelona: Graó.
- ESCUADERO, Juan 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
- HERNÁNDEZ, F Y VENTURA, M. (2002): La organización del currículum por proyectos. El conocimiento es un calidoscopio. Barcelona. Editorial Graó.
- MARINA, J.A, PELLICER, Carme. La inteligencia que aprende. Santillana 2015
- MARTÍN. Servicios google como herramienta educativa. Anaya 2011
- MARRASSÉ. J.M, La alegría de educar. Plataforma. 2013
- MONEREO FONT, Carles i M. CLARIANA (1993): Profesores y alumnos estratégicos. Cuando aprender es consecuencia de pensar. Madrid: Pascal.
- MONEREO FONT, Carles i Montserrat CASTELLÓ BADIA (1997): Las estrategias de aprendizaje. Cómo incorporarlas a la práctica educativa. Barcelona: Edebé. MONTERO, E. Aprendiendo con videojuegos. Narcea. 2010
- PARCERISA ARAN, Artur (2007): Materiales curriculares. Cómo elaborarlos, seleccionarlos y usarlos. Barcelona: Graó (7a edició).
- PERRENAUD, Philippe (2008): Diez nuevas competencias para enseñar. Invitación al viaje. Barcelona: Graó.
- PRENSKY. Enseñar a ser nativos digitales. SM 2015
- RIBAS I SEIX, Teresa (coord.) (1997): L'avaluació formativa en l'àrea de llengua. Barcelona: Graó.
- TORRES, Jurjo (1992): El currículum oculto. Madrid: Morata.
- TRUJILLO, F. Artefactos digitales. Una escuela digital para la educación de hoy. Graó 2014
- WERBACH, K. HUNTER, D. Gamificación Pearson 2013
- ZABALA VIDIELLA, Antoni (1997): La práctica educativa. Cómo enseñar. Barcelona: Graó.
- ZABALA, Antoni i ARNAU, Laia: (2007): 11 ideas clave: cómo aprender y enseñar competencias. Barcelona: Graó.
- ZABALZA, Miguel A. (1993): Diseño y desarrollo curricular. Madrid: Narcea.