

Academic year	2017-18
Subject	10885 - Specific Didactics: Methodology and Educational Aids for Teaching and ...
Group	Group 1, 1S
Syllabus	W
Language	English

## Subject

<b>Name</b>	10885 - Specific Didactics: Methodology and Educational Aids for Teaching and ...
<b>Credits</b>	1.2 in-class (30 hours) 3.8 distance (95 hours) 5 total (125 hours).
<b>Group</b>	Group 1, 1S (Campus Extens)
<b>Period</b>	First semester
<b>Language</b>	English

## Lecturers

Lecturers	Office hours for students					
	Starting time	Finishing time	Day	Start date	End date	Office
Karen Lesley Jacob Abad <a href="mailto:karen.jacob@uib.es">karen.jacob@uib.es</a>	12:00	13:00	Wednesday	11/09/2017	31/01/2018	BE12
	12:00	13:00	Thursday	01/02/2018	29/06/2018	BE12
	16:00	16:45	Friday	01/02/2018	29/06/2018	BE12

## Context

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
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.	13
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 give a series of mini-presentations on the activities.  These activities will make up 60% of the final mark.	13
Assessment	Didactic unit	Large group (G)	Students will complete one of the didactic units they started in the subject 'Curricular design'. Students should prepare basic lesson plans for a complete unit and detailed lesson plans with the activities for three of the lessons.  This will be worth 40% of the final mark.	4

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 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

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### 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

#### Practical sessions

Modality	Practical classes
Technique	Oral tests ( <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 give a series of mini-presentations on the activities. These activities will make up 60% of the final mark.
Assessment criteria	Students will give six mini presentations, each worth 10%.

Final grade percentage: 60%

#### Didactic unit

Modality	Assessment
Technique	Papers and projects ( <b>retrievable</b> )
Description	Students will complete one of the didactic units they started in the subject 'Curricular design'. Students should prepare basic lesson plans for a complete unit and detailed lesson plans with the activities for three of the lessons. This will be worth 40% of the final mark.
Assessment criteria	Students will complete a didactic unit of 9 lessons.

Final grade percentage: 40% with minimum grade 5

### Resources, bibliography and additional documentation

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

#### Basic bibliography

- HALL, D. R. & HEWINGS, A. (2001). *Innovation in English language teaching*. London: Routledge.
- HUDSON, D. (2016). *Specific learning difficulties. What teachers need to know*. London: Jessica Kingsley Publishers.
- GONZÁLEZ-LLORET, M. (2016). *A practical guide to integrating technology into task-based language teaching*. USA: Georgetown University Press.
- NUNAN, D. (2004). *Task-based language teaching*. Cambridge: CUP.
- SPIRO, J. (2013). *Changing methodologies in TESOL*. Edinburgh: Edinburgh University Press.

#### Complementary bibliography

- ALART, N. (2006). Les intel·ligències múltiples a l'aula. *Àmbits de psicopedagogia*. Número 18. 22-28
- ALONSO TAPIA, J. (2003). *Motivar para el aprendizaje. Teoría y estrategias*. Barcelona: Edebé



## Syllabus

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Subject	10885 - Specific Didactics: Methodology and Educational Aids for Teaching and ...
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- ANTUNES, C. (1998). *Estimular las inteligencias múltiples. Qué son, cómo se manifiestan, cómo funcionan*. Madrid: Narcea.
- ANTÚNEZ, S.; LLUÍS, M.; IMBERNON, F; PARCERISA, A. i ZABALA, A. (1992). *Del projecte educatiu a la programació d'aula*. Barcelona: Graó, 2a ed.
- BARROSO-CABERO. (2013). *Nuevos escenarios digitales*. Pirámide.
- BLANCH, X. (1996). *Cinc cèntims sobre la reforma educativa*. Barcelona: Proa.
- BLANCO, A. (2009). *Aprender a enseñar*. Barcelona: Paidós.
- BONO, E. (2015). *Aprobar o aprender*. Ediciones Aljibe.
- CABERO, J. (2015). *Nuevas tecnologías aplicadas a la educación*. Mc Graw Hill.
- CASSANY, D.; LUNA, M. i SANZ, G. (1996). *Ensenyar llengua*. Barcelona: Graó.
- CLAYPOLE, M. (2010). *The fractal approach to teaching English as a foreign language*. Germany: Linguabooks.
- COLL, C.; MARTÍN, E; MAURI, T; RIBAS; ONRUBIA, J; SOLÉ, I; ZABALA, A; (1993). *El constructivismo en el aula*. Barcelona: Graó.
- DEL POZO, M. (2005). *Una experiencia a compartir. Las inteligencias múltiples en el Colegio Montserrat*. Altés.
- ESCAMILLA, A. (2008). *Las competencias básicas. Claves y propuestas para su desarrollo en los centros*. Barcelona: Graó.
- ESCUDERO, J. 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, C. (2015). *La inteligencia que aprende*. Santillana
- MARTÍN, J.P. (2011). *Servicios google como herramienta educativa*. Anaya
- MARRASSÉ, J. M. (2013). *La alegría de educar*. Plataforma.
- MONEREO FONT, C. i CLARIANA, M. (1993). *Profesores y alumnos estratégicos. Cuando aprender es consecuencia de pensar*. Madrid: Pascal.
- MONEREO FONT, C. i CASTELLÓ BADIA, M. (1997). *Las estrategias de aprendizaje. Cómo incorporarlas a la práctica educativa*. Barcelona: Edebé.
- MONEREO FONT C. et al. (2005). *Internet y competencias básicas. Aprender a colaborar, a comunicarse, a participar, a aprender*. Barcelona: Graó.
- MONTERO, E. (2010). *Aprendiendo con videojuegos*. Narcea.
- PARCERISA ARAN, A. (2007). *Materiales curriculares. Cómo elaborarlos, seleccionarlos y usarlos*. Barcelona: Graó (7a edició).
- PERRENAUD, P. (2008). *Diez nuevas competencias para enseñar. Invitación al viaje*. Barcelona: Graó.
- PRENSKY, M. (2015). *Enseñar a ser nativos digitales*. SM.
- RIBAS I SEIX, T. (coord.) (1997). *L'avaluació formativa en l'àrea de llengua*. Barcelona: Graó.
- SANMARTÍ, N. (2007). *10 ideas clave: evaluar para aprender*. Barcelona: Graó.
- TORRES, J. (1992). *El currículum oculto*. Madrid: Morata.
- TRUJILLO, F. (2014). *Artefactos digitales. Una escuela digital para la educación de hoy*. Barcelona: Graó.
- VERGARA, J. (2015). *Aprendo porque quiero. El aprendizaje basado en proyectos*.
- WERBACH, K. HUNTER, D. (2013). *Gamificación*. Pearson.
- ZABALA VIDIELLA, A. (1997). *La práctica educativa. Cómo enseñar*. Barcelona: Graó.
- ZABALA, A. i ARNAU, L. (2007). *11 ideas clave: cómo aprender y enseñar competencias*. Barcelona: Graó.
- ZABALZA, M. A. (1993). *Diseño y desarrollo curricular*. Madrid: Narcea.

