



DEGREE CURRICULUM

# SYLLABUS DESIGN, PROGRAMMING AND ELABORATION OF MATERIALS

Coordination: DEL ARCO BRAVO, ISABEL

Academic year 2022-23

## Subject's general information

<b>Subject name</b>	SYLLABUS DESIGN, PROGRAMMING AND ELABORATION OF MATERIALS			
<b>Code</b>	14115			
<b>Semester</b>	ANUAL CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Master's Degree in Teaching Spanish/Catalan to Immigrants	1	COMPULSORY	Semipresencial / Virtual
<b>Course number of credits (ECTS)</b>	9			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	<b>PRAULA</b>	<b>TEORIA</b>	
	<b>Number of credits</b>	4.5	4.5	
	<b>Number of groups</b>	0	1	
<b>Coordination</b>	DEL ARCO BRAVO, ISABEL			
<b>Department</b>	PEDAGOGIA			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	Catalan and Spanish			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
DEL ARCO BRAVO, ISABEL	isabel.delarco@udl.cat	0	
IRUN CHAVARRIA, MONTSERRAT	montse.irun@udl.cat	0	
SEGURA TORRES, JOAN	joan.segura@udl.cat	4,5	

## Subject's extra information

This is a year subject.

	First semester	Second semester
Start of classes	14th October	24th February
End of classes	27th January	19 st May
Re-sitting period	30 January - 8 February	29 May - 3 June
Evaluation meeting	19-17February	5-10 June
Marks publication	20 February	12 June

Publication of notes	23 February	15 June
Submission of the Master's Final Project	--	2 October 2023
	--	2nd half of October 2023

## Learning objectives

At the end of the subject, students will be able to

- know the main theories on syllabus and evaluation design.
- know the concept of competence and its application in teaching planning.
- know the concept of teacher innovation as well as the phases of the innovative process and the factors that motivate or inhibit it.
- Apply theoretical knowledge to the analysis of teaching materials.
- Design learning units and systems of evaluation by competences.
- Familiarize themselves with the Common European Framework of Reference for teaching and learning of languages, as well as with the Portfolio as an instrument in the classroom.
- Use resources related to the design, planning, and evaluating of a foreign language appropriately.
- Become familiar with the concept of educational evaluation.
- Reflect on the appropriateness of the evaluation process in relation to the learning objectives.
- Analyze the most appropriate techniques for the evaluation of the five competences, grammar and vocabulary.
- Design competencu-based assessment tools.
- Evaluate the proficiency level of Spanish and / or Catalan students based on the design of specific proficiency tests.
- Observe and evaluate one's own teaching action, reflecting on the formative process.

## Competences

### Key Competences

CB 1 Possess and understand knowledge that provides a basis or opportunity to be original in the development and / or application of ideas, often in a research context.  
 CB2 Know how to apply the acquired knowledge and ability to solve problems in new or little-known environments within broader (or multidisciplinary) contexts related to the teaching of Spanish and Catalan as foreign languages.

### General Competences

- CG1 Achieve correction in oral and written expression.
- G2 Master ICT.
- G4 Acquire the pedagogical tools and techniques for the planning and development of teaching activity in the ELE / CLE class at all levels of the language (phonetics, grammar, lexicon, and phraseology) and in different communicative situations.
- CG5 Learn to design, elaborate, edit, and implement didactic material of ELE / CLE

## Specific Competences

CE4 To become familiar with existing linguistic and cultural competence assessment models as well as the teaching and learning processes of ELE and CLE.

## Subject contents

### Contents

1. The concept of syllabus design and planning.
2. Types of curricula and sections in a syllabus design.
3. Competence based learning
4. Evaluation of competences
5. Implementation of the CEF and the ELP in the design of a learning unit.
6. Design, planning, and evaluation of a learning unit.
7. ELE or CLE Competency-based curriculum
  - Why a competency-based curriculum
  - Elements in an ELE or CLE curriculum
  - Competencies in ELE or CLE
8. Design of an ELE or CLE learning unit
  - Competency-based methodologies
  - Task-based Approach
9. Assessment in a competency-based ELE or CLE unit
  - How to give feedback in an ELE or CLE unit
  - How to assess of and for learning in an ELE or CLE unit
  - Assessment instruments
10. Syllabus design in an ELE or CLE unit
  - Syllabus design and planning of a competency-based unit

## Methodology

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### Methodology

The subject is divided in learning units that will be worked face to face, and / or virtually, debates that will be articulated through forums, chats and / or videoconferences, personalized or group tutorials. The acquisition of concepts and theoretical aspects will combine with their practical application.

**Learning units:** The teachers will guide the students in their learning process throughout the subject. Teacher will develop a topic and students will deepen on it by means of basic texts accessible online that will focus on the acquisition of theoretical and methodological foundations, and through a set of activities designed for the development of the competences assigned to this subject.

Beyond the learning units, the virtual campus will have additional resources that will allow students to expand the knowledge of each topic. The available tools will be: glossaries, links to Webpages, virtual library, video library, image gallery, bibliography, newspaper articles, etc.

**Forums, chats and videoconferences:** In the virtual mode, the interaction between faculty and students will be carried out through the virtual campus of the University of Lleida, through electronic and remote communication tools. In the blended mode, the students will have the opportunity to interact face-to-face with the faculty. For both modalities forums will be opened to exchange ideas, messages, and materials, therefore, for discussion, for collaborative learning, for consultation, for doubts solving, and for personal interaction (in the cafeteria space or in individualized spaces). In addition to the forums, whose management will be deferred, chat and videoconference will allow real time communication between teachers and students for specific sessions, depending on the nature of the teaching and the type of programmed activities. In the first case, the communication will be written and in the second case oral. The choice between a tool or another depends on the number of people interacting at that time and the structural conditions available to the student (type of connection, electrical network, type of computer, etc.).

**Tutoring:** Tutorials facilitate a direct, personalized, and private communication between the teaching staff and the students that will guide the work and the learning process. The personalized communication will be carried out, in the virtual modality, through the space of communication of the virtual campus, as well as of the videoconference. In the blended mode, the students can arrange time for tutoring with the teaching staff of the subject, within those already established at the beginning of the course. The forum and chat, as well as the videoconference, will be the tools that will be used in virtual collective tutorials. For the blended mode, face-to-face sessions can serve as a space for collective tutoring.

**Face-to-face sessions:** In the blended mode, regular class sessions will be organized to present the subject, review the most relevant contents of the subject and the specialized bibliography, solve doubts raised in the reading of the study guide or the bibliography, or the topics prepared by the faculty, to practice, if necessary, any task, debate, etc.

Case studies, problem solving activities, written exercises, project development and simulations will be used. This work will be done either individually or in groups whether the modality is face-to-face, or virtual.

In summary, this subject will apply the following teaching strategies:

Face to face	Virtual
1 – Teacher fronted classes	
2 – <i>Virtual forums</i>	<i>Virtual forums</i>
3 – <i>Written papers</i>	<i>Written papers</i>
4 – <i>Problem solving</i>	<i>Problem solving</i>
5 – <i>Case study</i>	<i>Case study</i>
6 – <i>Summaries</i>	<i>Summaries</i>
7 – <i>Mindmaps</i>	<i>Mindmaps</i>
8 – <i>Project</i>	<i>Project</i>

There will be a GUIDE to read where the basic contents are developed. The virtual subject will be carried out through the Sakai Virtual Campus of the UdL. The possibility of issuing the face-to-face sessions by videoconference will be studied so that students can follow them if it is their desire.

#### Issues to consider in case of confinement:

- In the event that face-to-face teaching is not possible due to a lockdown situation or similar, the sessions will be broadcast by videoconference respecting the same established schedule. The different options of the videoconferencing tool will be used so that the sessions can remain participatory and can perform the same tasks planned for the classroom. The sessions can be recorded.
- Recordings and data protection in audiovisual recording in the subject: in accordance with current regulations on the protection of personal data:
  - The University of Lleida - UdL - is responsible for the recording and use of your image and voice (contact details of the representative: General Secretariat. Plaça Víctor Siurana, 1, 25003 Lleida; sg@udl.cat; contact details of the data protection delegate: dpd@udl.cat).
  - Your recorded image and voice will be used exclusively for the purposes inherent in the teaching of the subject.
  - Your recorded image and voice will be kept until the end of the current academic year, and will be destroyed in the terms and conditions provided for in the regulations on conservation and disposal of administrative documents of the UdL, and the document evaluation tables approved by the Generalitat de Catalunya (<http://www.udl.cat/ca/serveis/arxiu/>).
  - Your voice and image is essential to teach in this subject, and teaching is a right and a duty of the teaching staff of the Universities, as provided in article 33.2 of the Law organic 6/2001, of 21 December, of universities. For this reason, the UdL does not need your consent to record your voice and image for this sole purpose, to teach in this subject.
  - The UdL will not transfer the data to third parties, except in the cases strictly provided for in the Law.
  - You can access your data; request rectification, deletion or portability; oppose the treatment and request its limitation, as long as it is compatible with the purposes of teaching, by writing to the address dpd@udl.cat. You can also submit a complaint to the Catalan Data Protection Authority, through the Authority's electronic office (<https://seu.apd.cat>) or by non-electronic means.

## Development plan

It may be possible to videoconference the face to face sessions.

#### Blended instruction

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Learning activity	Time devoted to learning activity (*)	Face-to-face
Theory	8	100%
Guided classroom work	8	100%
Guided work outside the classroom	16	0%
Autonomous work	193	0%
<b>TOTAL</b>	<b>225</b>	

Virtual instruction		
Learning activity	Time devoted to learning activity (*)	Face-to-face
Guided work outside the classroom	32	0%
Autonomous work	193	0%
<b>TOTAL</b>	<b>225</b>	

This subject will be taught in Spanish and Catalan. The face-to-face and virtual sessions will usually be in Spanish.

The subject resources (teaching guide, study guide, materials, bibliography, guide of activities ...) will be in the two languages.

The interaction with students will take place in the language chosen by the student. Announcements and collective messages will be bilingual.

The assessment tasks will be delivered and corrected in the language chosen by the student.

The forums and chats will be in Spanish, unless specific forums and chats are established for each language.

Type of tasks		DESCRIPTION OF THE TASKS	TIMING	WORK HOURS	
<b>Face to face sessions</b>		Resolution of doubts and summary of the most important concepts of virtual sessions. The face-to-face sessions are aimed at streamlining training and introducing study topics. In this first part of the course students will focus on the following learning outcomes: - To know the main theories on syllabus design and evaluation. - To know the concept of competence and its application in teaching planning. - To know the concept of teacher innovation as well as the phases of the innovative process and the factors that motivate or inhibit it. - To design didactic units and systems of evaluation by competences. - Familiarize themselves with the Common European Framework of Reference for teaching and learning of languages, as well as with the Portfolio as an instrument in the classroom. - Become familiar with the concept of educational evaluation. - Reflect on the appropriateness of the evaluation process in relation to the learning objectives. - To observe and to evaluate the own teaching action, reflecting on the formative process.	15/10/2022 05/11/2022 26/11/2022 16/12/2021 27/01/2023  Virtual sessions: 18.10.2022; 08.11.2022; 29.11.2022; 19.12.2022; 30.01.2023	8h	
Isabel del Arco	FORUM	<b>Activity 1</b> Reading of the subject guide Carrying out the activity: importance of the L1 in foreign language learning	03/11/2022	Guided	1
		<b>Activity 2</b> CEF Presentation: Reading the section on competences. Description of concepts and types of competences. Search of other scientific references	24/11/2022	Guided	1
		<b>Activity 3</b> Third level of curricular implementation: Learning Unit and its sections. Analysis of learning units as models	15/12/2022	Guided	2
		<b>Activity 4</b> Watching a video on evaluation: analysis of the concept of assessment by competences	18/01/2023	Guided	2
				Autonomous	20
				Autonomous	20
				Autonomous	24
				Autonomous	30

Type of tasks		DESCRIPTION OF THE TASKS	TIMING	WORK HOURS	
<b>Face to face sessions</b>		Resolution of doubts and summary of the most important concepts of virtual sessions. The face-to-face sessions are aimed at streamlining training and introducing study topics In this second part of the course students will focus on the following learning outcomes: - Apply theoretical knowledge to the analysis of teaching materials. - Design learning units and competency-based assessment. - Use the different resources to plan, and assess a foreign language appropriately. - Analyse the most appropriate techniques for the evaluation of the five skills, grammar, and vocabulary. - Design competency-based assessment tools. - Observe and evaluate the teaching performance itself, reflecting on the training process.	25/02/2023 18/03/2023 15/04/2023 06/05/2023  Virtual sessions 28.02.2023; 21.03.2023; 18.04.2023; 08.05.2023	16h	
Montse	<b>Activity 1</b>	Global approaches to learn foreign languages. Analysis of learning units as models	10/03/2023	Guided	1
	<b>Activity 2</b>	Analysis of syllabus design	30/03/2023	Guided	1
				Autonomous	16
				Autonomous	16

Irún	FORUM	Activity				
		3	Reading, analysis, and design of assessment instruments	22/04/2023	Guided	2
					Autonomous	20
		4	Design of a learning unit and its evaluation for a specific group of learners	23/05/2023	Guided	2
					Autonomous	25

## Evaluation

After passing this subject, the students:

- Know the main theories about teaching programming and evaluation.
- Know the concept of competence and its application in teaching planning.
- Know the concept of teaching innovation as well as the phases of the innovative process and the factors that motivate or inhibit it.
- They will have applied theoretical knowledge to the analysis of teaching materials.
- Will have learned to design teaching units and assessment systems by competences;
- They will have become familiar with the Common European Framework of Reference for the teaching-learning of languages, as well as with the Portfolio as an instrument in the classroom.
- Know the most appropriate use of the different existing didactic resources related to the programming and evaluation of a foreign language.
- You will have become familiar with the concept of educational evaluation.
- They will have reflected on the suitability of the evaluation process in relation to the learning objectives.
- They will have analyzed the most appropriate techniques for the evaluation of the five competences, grammar and vocabulary.
- Will have designed skills assessment instruments.
- Evaluate students' linguistic knowledge of Spanish and / or Catalan based on the design of specific achievement tests.
- Observe and evaluate their own teaching performance, reflecting on the training process

The evaluation will be continuous and will be carried out through some of the activities that are indicated in the following tables. The evaluation criteria and the percentage of each task is stated in the following table so that students know before the beginning of the course what will be assessed, how and its weight in the final mark.

Assessment tasks, except participation in face-to-face discussions and active participation in the class, will be delivered through the virtual campus in both the blended mode and in the virtual mode. Corrections and grades will also be delivered through the virtual campus in both modalities.

Identity in the assessment classroom tasks is controlled by the ID or passport. The virtual campus controls the identity of the student or student when he accesses the virtual classroom of the subject. It is there that students take exams, send the assessment tasks and receive feedback.

The final mark of the subject is distributed as follows:

Assessment of the 1st part of the subject		
Tasks	Description	Assessment Criteria
1	Reflection: importance of the L1 in Foreign Language Learning	20%
2	Concept and types of competences. Search other scientific sources	20%
3	Analysis of learning units	25%
4	Analysis of the ideas on a video based on Assessment of competences	25%
FORUM	Active participation on the FORUM	10%
<b>This part is 50% of the final mark for this subject</b>		
Assessment of the 2nd part of the subject		
Tasks	Description	Qualification
1	Module 1 learning activities	20%
2	Module 2 learning activities	20%
3	Module 3 learning activities	20%
4	Module 4 First version	10%
5	Module 4 Peer assessment	10%
6	Module 4 Final version	20%
<b>This part is 50% of the final mark for this subject</b>		
<b>THE FINAL MARK OF THE SUBJECT IS THE AVERAGE OF BOTH PARTS.</b>		
<b>As the assessment of the subject is continuous, there is no re-sitting. If you fail one activity, you can still pass if the average mark of all activities is above 5.</b>		
<b>It is an essential condition to pass the subject to hand in ALL the activities</b>		

**Further requirements**

If an activity is not handed in on the virtual campus and / or on the dateline, it must be handed in on the re-sitting period. The mark, in this case, is 5 out of 10 points.

In the face to face sessions, the rubrics for each activity will be analysed. They will also be available on the Virtual Campus.

**IMPORTANT**

THE DELIVERY OF THE ACTIVITIES WILL BE CARRIED OUT VIA SAKAI VIRTUAL CAMPUS AND IN ACTIVITIES. NO PAPER WILL BE ADMITTED OUTSIDE THIS SECTION OF SAKAI. ALL PAPERS SHOULD BE DELIVERED ON-LINE AND THE FILE WILL BE IDENTIFIED WITH THE NAME AND SURNAME OF THE AUTHOR. Exercises must be original and must not belong to any other person but the student. The bibliography, both published by traditional methods and on the Internet, must serve as a base and not be copied literally. In addition, it must be timely and conveniently referenced.

Taking into account the Regulations for the Evaluation and Qualification of Teaching in the Degrees and Masters in the UdL approved by the Governing Council on February 26, 2014, Article 1.2, paragraph 2.d:

2. The students of the degree courses and official masters of the University of Lleida:

D. You have the right to re-sit any evaluation activity equal to or greater than 30% of the final grade in a subject.

IN OUR CASE NO ACTIVITY IS ABOVE 30% OF THE FINAL MARK. THEREFORE, THERE WILL BE NO RE-SITTING.

**Bibliography****BASIC BIBLIOGRAPHY.****Compulsory Reading**

- Del-Arco, I, Irun, M (2013): Guía sobre Diseño y Desarrollo Curricular. La Planificación Educativa.
- Gimeno Sacristán (Comp) (2008) *Educación por competencias, ¿Qué hay de nuevo?* Ediciones Morata
- Irun, M (2010) Water Saving Awards. Un proyecto interdisciplinar competencial. Aula de innovación Educativa.
- Sanmartí, N. (2007) *Evaluar para aprender*. 10 Ideas Clave. Editorial Graó.
- Marco Europeo Común de referencia [http://cvc.cervantes.es/ensenanza/biblioteca\\_ele/marco/](http://cvc.cervantes.es/ensenanza/biblioteca_ele/marco/)
- Portfolio Europeo de las Lenguas <http://www.oapee.es/oapee/inicio/iniciativas/portfolios/portfolios-validados-esp.html>

**COMPLEMENTARY BIBLIOGRAPHY.****Optional reading to improve your activities.**

- Cots, J.M. et al. (2007) *La conciencia lingüística en la enseñanza de lenguas*. Barcelona: Ed. Graó
- Capítulo Irun, M. "¿Cómo se puede integrar la reflexión sobre la lengua y la comunicación en un enfoque por tareas?"
- Zabala, A. & Arnau, L. (2007) *Cómo aprender y enseñar competencias*. 11 ideas claves. BCN Ed Graó

**Audiovisual material**

[http://www.youtube.com/watch?v=FnH9q\\_cQcUE](http://www.youtube.com/watch?v=FnH9q_cQcUE)

<http://www.master-ele-o-cle-immigrants.udl.cat>