Universida_{de}Vigo

Subject Guide 2023 / 2024

IDENTIFYIN Becepteb a	• =	of foreign language a	nd literature /F	nalich / Eronch	1
Subject	nd innovation in didactics of Research and	of foreign language a	na literature (E	nglisn / French)
Subject	innovation in				
	didactics of foreign				
	language and				
	literature (English /				
	French)				
Code	P02M178V01213				
Study	Máster				
programme	Universitario en				
	Investigación e				
	Innovación en				
	Didácticas				
	Específicas para				
	Educación Infantil y				
	Primaria				
Descriptors	ECTS Credits		Choose	Year	Quadmester
	3		Optional	1st	2nd
Teaching	French				
language	Galician				
	English				
Department					
Coordinator	Valcárcel Riveiro, Carlos				
Lecturers	Valcárcel Riveiro, Carlos				
E-mail	carlos.valcarcel@uvigo.es				
Web					
General description	Review of innovative method	ologies in the field of fo	reign language ar	nd literature teac	hing (English/French).

Training and Learning Results

Code

A1 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

A2 Know how to apply ones own acquired knowledge and ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to ones area of study

A3 Be able to integrate ones own knowledge and face the complexity of making judgements on the basis of incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of ones knowledge and judgements

A4 Know how to communicate ones own conclusions and the ultimate knowledge and reasons behind them to specialised and non-specialised audiences in a clear and unambiguous manner

A5 Possess the learning skills that will enable one to continue studying in a largely self-directed or autonomous manner

B2 Be proficient in speaking, listening, reading and writing in a foreign language

B3 Use the basic tools of information and communication technologies (ICT) required for the exercise of ones profession and for lifelong learning

B4 Develop oneself for the exercise of an open, educated, critical, committed, democratic and supportive citizenship, capable of analyzing reality, diagnosing problems, formulating and implementing knowledge-based solutions aimed at the common good

B6 Assess critically the available knowledge, technology and information to solve the problems faced

B7 Take on the importance of lifelong learning as a professional and citizen

B8 Appreciate the importance of research, innovation and technological development in the socio-economic and cultural progress of society

C4 Develop foreign language skills for teaching in specific areas

C7 Ability to apply theoretical knowledge in specific didactics to research, innovation and evaluation

C8 Ability to defend and justify both orally and in writing the research and/or innovation work carried out, using audiovisual support tools when necessary

- C10 Conocer los fundamentos teóricos que sustentan la investigación e innovación en el ámbito de las Didácticas Específicas
- C11 Know, understand and use scientific language and apply it correctly in its different forms of expression and communication
- C12 Identify the main lines of research and innovation and their evolution in the Specific Didactics

C13 Analyze and assess critically researches and innovation projects in specific disciplinary areas

- C14 Know different methodological approaches used in educational research, considering their pertinence for solving specific problems
- C15 Identify quality and control criteria both in research and in teaching practice, fostering a critical, reflective and innovative attitude
- C16 Design, justify, organise and assess proposals for research and innovation in the field of Specific Didactics
- C17 Select, adapt and apply ICT materials and resources and of other kinds to improve teaching and learning in the different discipline areas
- C18 Acknowledge research and innovation applied to the education sciences as a permanent tool for educational and social innovation and improvement
- D1 Ability to analyse and synthesise
- D2 Ability to adapt to new situations
- D4 Work collaboratively
- D5 Organizational and planning skills in disciplinary and interdisciplinary educational fields
- D6 Ability to innovate (creativity) within school and non-school educational contexts
- D7 Behave ethically and with social and environmental responsibility as a teacher and/or researcher
- D8 Ability to communicate with peers, the educational community and society in general in ones areas of knowledge D9 Integrate ICT into research processes and information management, data analysis and dissemination and
- communication of results
- D10 Ability to update knowledge, methodologies and strategies in teaching practice
- D11 Ability to understand the meaning and application of gender mainstreaming in different fields of knowledge and in professional practice to achieve a fairer and more equitable society
- D13 Sustainability and environmental commitment. Equitable, responsible and efficient use of resources

Expected results from this subject	
Expected results from this subject	Training and Learning Results
Value the importance of innovation and research as strategies to improve the quality of education in the	A1
area of foreign language and literature in Preschool and Primary Education.	A3
5 5 5 7	A5
	B3
	B4
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	B8
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	D13

Develop key aspects of initial	training for L2 teachers.
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A3 A4 A5 B2 B3 B4 B6 B7 B1 D2 D4 D1 D2 D3 D4 D5 D6 D7 D8 B7 B8 B7 B8	Develop key aspects of million training for E2 teachers.	Δ2
A4 A5 B2 B3 B4 B6 B7 B8 C1 C2 C3 C10 C11 C12 C13 C14 C15 C16 C17 C18 C19 C10 C11 C12 C13 C14 C15 C16 C17 C18 D1 D2 D4 D5 D6 D7 D8 D9 D10 D11 D12 D2 D4 D5 D6 D7 D8 D8 C7 C18 C19 C11 C12 C13		A3
A5 B2 B3 B4 B4 B6 B7 B8 C4 C1 C1 C1 C1 C1 C1 C1 C1 C1 C1		A4
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B4 B6 B7 B8 C4 C7 C7 C8 C10 C11 C12 C13 C14 C15 C16 C17 C18 D1 D1 D2 D4 D5 D6 D7 D8 D9 D10 D1 D11 D2 D4 D5 D6 D7 D8 D9 D10 D11 D11 D13		B3
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87 88 64 67 67 67 67 68 61 62 63 64 65 66 68 86 88 87 66 88 70 71 72 73 74 75 76 77 78 77 78 77 73 74		B6
A C4 C7 C8 C10 C11 C12 C13 C14 C15 C16 C17 C18 D1 D2 D4 D5 D6 D7 D8 D9 D10 D11 D2 D8 D9 D10 D11 D2 A3 Ass B6 B7 C12 C13 C1 C14 C1 C15 C1 C16 C1 D1 D3 D2 D4 D5 D6 D7 D8 D8 D9 D10 D13 D13 C1 C15 C1 C16 C1 C17 C13 C18 D1 D2 D4 D5 D6 <tr tr=""></tr>		B7
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C7 C12 C13 C14 C15 C16 C17 C18 D1 D2 D4 D5 D6 D8 D9		B8
C13 C14 C15 C16 C17 C18 D1 D2 D4 D5 D6 D8 D9		C7
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C16 C17 C18 D1 D2 D4 D5 D6 D8 D9		C14
C17 C18 D1 D2 D4 D5 D6 D8 D9		C15 C16
C18 D1 D2 D4 D5 D6 D8 D9		C10 C17
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Formulate proposals for educational research and innovation in school and out-of-school contexts in the area of foreign language teaching.	A1 A2 A3
	A4
	A5
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	B6 B7
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Contents	
Торіс	
Research in foreign language and literature - Conceptualization, characteristics and paradigms.	

Research in foreign language and literature	- Conceptualization, characteristics and paradigms.		
teaching.	- Main lines and areas of research.		
Innovation in the educational processes of fore	ign- Basics of educational innovation.		
language and literature teaching in Preschool and - Models and trends.			
Primary School.	 Analysis of effective practices. 		
	 Design of tools and resources for innovation. 		

Planning				
	Class hours	Hours outside the	Total hours	
		classroom		
Previous studies	7	7	14	
Introductory activities	1	2	3	
Project based learning	4.5	10	14.5	
Project based learning	4.5	10	14.5	
Project based learning	4.5	10	14.5	
Project based learning	4.5	10	14.5	
*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
	Description
Previous studies	At the beginning of the course, the teacher will present and discuss bibliography and online resources useful for reaching the objectives of the course.
Introductory activities	In the first session, the teacher will present the goals, contents, teaching planning and methodology, evaluation and procedures for personalized attention.

Project based learning	In a classroom session and later in tutorial sessions with the teacher, students will carry out a project where they must define a specific school context for methodological application (class, school, subject, curricular implementation, etc.). These projects will be presented on the official exam date, they will be of a group basis and the instructions for their realisation will be given by the teacher during the presentation of the subject. During tutorial and classroom sessions, the teacher will guide students in the implementation of the projects through group and collaborative activities and the review of the drafts prepared by the teams.
Project based learning	In a classroom session and later in tutorial sessions with the teacher, students will carry out a project in which they will have to design and develop a pedagogical sequence for the school context defined in the first project. This second project will be presented on the official exam date, it will be of a group basis and the instructions for its realisation will be given by the teacher during the presentation of the subject. During tutorial and classroom sessions, the teacher will guide students in the implementation of the projects through group and collaborative activities and the review of the drafts prepared by the teams.
Project based learning	In a classroom session and later in tutorial sessions with the teacher, students will carry out a project in which they will have to design and elaborate the scaffolding strategies and the audio and video contents for the learning sequence designed in the previous project. This third project will be presented on the official exam date, it will be of a group basis and the instructions for its realisation will be given by the teacher during the presentation of the subject. During tutorial and classroom sessions, the teacher will guide students in the implementation of the projects through group and collaborative activities and the review of the drafts prepared by the teams.
Project based learning	In a classroom session and later in tutorial sessions with the teacher, students will carry out a project in which they will have to design and elaborate an evaluation system for the learning section designed in the second project. This fourth project will be presented on the official exam date, it will be of a group basis and the instructions for its realisation will be given by the teacher during the presentation of the subject. During tutorial and classroom sessions, the teacher will guide students in the implementation of the projects through group and collaborative activities and the review of the drafts prepared by the teams.

Methodologies	Description
Previous studies	Personalized attention can be provided in different ways: 1. During the office hours detailed by the teacher at the introductory session of the course. Students must make an appointment by e-mail with the teacher within these hours. In these tutored sessions, students will be able to resolve doubts, make suggestions and reinforce practical aspects of the course. The teacher will not be available to students without an appointment or outside the scheduled office hours. 2. Using the online working group. 3. By videoconference (by appointment) or e-mail.
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A	
Assessment Descr	iption Qualification Training and

Project based learning	Organised in work groups, students will develop a project on school contextualisation. It will be submitted on the learning platform on the official date of the exam and assessed according to an evaluation grid proposed by the teacher in the first classroom session.	25	A1 B2 C4 D1 A2 B3 C7 D2 A3 B4 C8 D4 A4 B6 C10 D5 A5 B7 C11 D6 B8 C12 D7 C13 D8 C14 D9 C15 D10 C16 D11 C17 D13 C18
Project based learning	Organised in work groups, students will develop a learning sequence. It will be submitted on the learning platform on the official date of the exam and assessed according to an evaluation grid proposed by the teacher in the first classroom session.	25	A1 B2 C4 D1 A2 B3 C7 D2 A3 B4 C8 D4 A4 B6 C10 D5 A5 B7 C11 D6 B8 C12 D7 C13 D8 C14 D9 C15 D10 C16 D11 C17 D13 C18
Project based learning	Organised in work groups, students will produce the audiovosual content for a learning project. It will be submitted on the learning platform on the official date of the exam and assessed according to an evaluation grid proposed by the teacher in the first classroom session.	25	A1 B2 C4 D1 A2 B3 C7 D2 A3 B4 C8 D4 A4 B6 C10 D5 A5 B7 C11 D6 B8 C12 D7 C13 D8 C14 D9 C15 D10 C16 D11 C17 D13 C18
Project based learning	Organised in work groups, students will develop an evaluation system for a specific learning sequence. It will be submitted on the learning platform on the official date of the exam and assessed according to an evaluation grid proposed by the teacher in the first classroom session.	25	A1 B2 C4 D1 A2 B3 C7 D2 A3 B4 C8 D4 A4 B6 C10 D5 A5 B7 C11 D6 B8 C12 D7 C13 D8 C14 D9 C15 D10 C16 D11 C17 D13 C18

Other comments on the Evaluation

The dates and deadlines for the evaluations will be posted from the beginning of the term on the learning platform and on the master's website.

1. First call evaluation.

1a. Continuous evaluation

In collaboration with the teacher both in the classroom and in tutorial meetings, students will have to carry out four group projects, which will consist of the development of a teaching sequence. The projects will be evaluated by the teacher according to rubrics available on the learning platform. Projects will be submitted on the date set out in the official examination calendar.

1b. Final evaluation

Students who are unable or unwilling to complete the continuous evaluation should ask the teacher to take the final evaluation during the first two weeks of the course. Final evaluation will consist of a written examination on 100% of the course contents. The exam will take place on the official date set by the Faculty. It will be scored from 0 to 10 according to

an evaluation rubric established by the teacher. The exam will have a theoretical question and a hypothetical scenario that the students will have to solve. Details information on the type of exam and the evaluation rubric used by the teacher will be available on the course website.

2. Second call evaluation.

Students not attending any evaluation (continuous or final) at the first call will be graded as no-shows. Students attending the second call must take a written exam on 100% of the syllabus contents. The examination will take place on the official date set by the Faculty. It will be scored from 0 to 10 according to an evaluation rubric provided by the teacher. The exam will have a theoretical question and a hypothetical scenario that the students will have to solve. Details information on the type of exam and the evaluation rubric used by the teacher will be available on the course website. Any work carried out during the course will not be considered at the second call.

3. Working languages

The working languages of the course will be English and French. At all times, the teacher will communicate with the students, in French or English, both orally and in writing. Unless otherwise indicated by the teacher, students may use any of the working languages. Examination documents will be written in French and English, but students may take the exam in any of these languages.

The use of automatic translators in any learning activity of this course, as well as to communicate with the teacher, is not allowed. Repeated use of machine translation in a project or in an examination may constitute an invalidation.

4. Students with special educational needs (SEN)

Students with special educational needs due to specific learning difficulties may benefit from an adaptation of the evaluation system. This adaptation, agreed between the teacher and the students concerned, will seek to ensure that all necessary means are made available for students with SEN to demonstrate the achievement of the learning objectives.

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Recommendations