



UNIVERSIDAD TECNOLÓGICA DE PEREIRA
FACULTAD DE BELLAS ARTES Y HUMANIDADES
Licenciatura en Lengua Inglesa

Asignatura:	Diseño Curricular
Código:	LI723
Pre-requisito:	LI715
Intensidad:	5 horas semanales
Créditos:	3

RATIONALE

One of the most important teacher's abilities is that of designer and planner of the educational experiences that will help students accomplish the course goals. Determining what needs to be learned, what kind of activities and materials will challenge and interest the learners, what teaching strategies will scaffold their learning and help them achieve their learning goals and finally defining how learning will be assessed are issues of the utmost relevance if we want to improve the quality of the educational system and adapt it to the actual exigencies of the country.

Curriculum designers do more than write lesson plans. They apply their theoretical knowledge, experience and observation power to develop curricula that fit a particular context and students' needs; they evaluate programs and learning materials as well as assessment procedures and instruments.

The Curriculum Design Course contributes to the professional profile of the Licenciado en Lengua Inglesa by providing pre-service teachers the theoretical and practical guidance towards the production and assessment of language teaching programs appropriate for a specific teaching context.

The course seeks to develop and strengthen the pedagogical, didactic and linguistic competences that teachers to be require in order to gain awareness of the processes that take place when planning and evaluating teaching sequences and courses.

TEACHING COMPETENCES TO BE DEVELOPED:

The course will enable students to:

- Understand and appropriate concepts and terminology related to the field of foreign language curriculum design.
- Get familiar with Colombian educational regulations that influence curriculum development.
- Broaden understanding of the context in which learners are learning EFL and of the principles underlying language learning and curriculum design.
- Reflect on the impact of curriculum design on students' achievements and program quality.

- Establish correlations among the curricula used in local EFL classes and current theories of language learning
- Consider different aspects of lesson design and how they might affect students' achievements in language learning.
- Further develop the ability to design materials and activities for the classroom, integrating ICT in the educational process when appropriate.
- Extend knowledge and understandings of the language required for our professional role as well as improve the ability to use English both generally and for classroom purposes.

COURSE GOALS

- Become acquainted with the current Colombian foreign language standards that apply to specific local and national contexts (i.e., public schools in different grade levels, bilingualism project in Colombia).
- Incorporate knowledge from theoretical perspectives on language learning and teaching to the understanding of curriculum design.
- Become acquainted with key concepts in evaluation and their relation to other curriculum elements.
- Analyze and design sequences of lessons for single sessions, weeks and school periods.

COURSE CONTENTS

1. What is a curriculum?

- Concepts and Views about Curriculum Design
- What is communicative language teaching
- A learner centered curriculum: Learning styles, Multiple intelligences, Emotional intelligence

3. How do we start planning?

- Colombian Guidelines for Curriculum Design: Basic Standards of Foreign Languages Competence.
- Task Based Approach and Soft CLIL
- Linguistic demands of an activity.

4. How do we assess language learning?

- Colombian regulations about evaluation.
- Testing, assessing and evaluating.
- Summative vs formative evaluation.
- Traditional vs alternative assessment (tests vs rubrics and portfolios)

METHODOLOGY

In accordance with current pedagogical models as well as with the approach set and described by Comité Curricular of the Licenciatura Program in the PEI, this course is guided by four different pedagogical approaches:

Socio-constructivism: classroom discussions and presentations as well as team work in the development of the different projects and task carried out during the semester have as a goal to create an environment in which knowledge can be socially constructed by the participants, who cooperate with their peers and have an active role in their learning process.

Humanistic approach: The student is respected as an individual and is responsible for making decisions about his learning. The teacher role in the class is that of a facilitator that provides and guides learning experiences. Learners' expectations, abilities, interests and needs both as students and future teachers of language are explored and considered in the course in order to promote motivation and involvement in the learning process. The different activities carried out during the course and the materials and resources suggested to the students aim at developing and endorsing autonomy in students. Respect for other students opinions and views is encouraged in open discussions about different topics related to the course.

Critical Reflection: metacognition plays an important role in learning, helping students understand their own strengths and weaknesses and resulting in greater autonomy and independence as learners. Students are encouraged in the course to plan, monitor and evaluate their progress so that they may revise their learning strategies accordingly. Evaluation of materials, self- evaluation and peer evaluation will help students hone the critical skills they will need as citizens of a complex world.

Content-based approach: finally, the course provides a bilingual space of interaction and learning for students who can acquire and practice their communicative skills in English in a natural environment through the exposure to theoretical input as well as to practical activities related to the topics of the course.

Each week there will be a mixture of input sessions and reflective discussion activities related to this input and to prepared readings from the references suggested and any others relevant to the topic. Students are required to prepare themselves for class discussions and activities by having read in advance the suggested materials.

Students will also be involved in practical lesson planning sessions designed by them, involving specific topics from the syllabus. Participants will be encouraged to develop, share and analyze activities, materials and their own lesson plans.

Through classroom observation, specific written assignments and practical tasks, the teachers to be will demonstrate the development and improvement of planning skills and critical thinking.

Attendance, active participation, collaborative learning and commitment to work are essential parts of the learning process.

COURSE REQUIREMENTS

1. Demonstration of thoughtful completion of readings:

Participants are expected to complete all reading assignments prior to class and to be prepared to actively participate in group discussions.

2. Active involvement in class:

Throughout the course, participants will be involved in small group and whole class discussions. Everyone is expected to participate actively and in an informed manner through discussion and response.

2. Timely submission of projects and assignments.

COURSE EVALUATION AND ASSESSMENT

Throughout this course, teachers to be will be assessed taking into account both individual performance as well as group work. Theoretical and practical tasks and assignments and a final evaluation will be considered. Written reports and other assignments must be completed. Apart from content appropriateness and/or accuracy, language competence will be considered and graded based on a global scale of achievement with international standards (see scale below).

Participants will document their progress through their participation in class and submission of assignments. They are encouraged to keep in touch with the instructor, each other, and the course content through e-mails and making use of social media (Facebook, Twitter, Google+, etc.) In case of having provable problems with assignments, readings, or class contents, **students must design an alternative pedagogical proposal and get into agreements with the professor with awareness of time schedules and dates of submission.(The presentation of sit in exams does not follow this procedure)** Students in this course will be evaluated according to the following schema:

PARTIAL GRADE 1-- 30% of final grade. It will be calculated according to the following tasks and products:

30% of grade **Product 1:** Reflective writing. What is my role and my responsibility in the change that Colombian society needs? Máx. Length: 300 words. Aspects to be valued: Clarity of ideas/ Arguments presented /Organization / Grammar / Spelling / Vocabulary range /Appropriateness / Length

30% **Product 2:** Quiz(zes) about the topics covered in class

40% of grade **Product 3:** Initial stage of project to be developed during the course (task /contents / relation with other subjects)

PARTIAL GRADE 2 --- 25% of final grade

50% **Product 1:** Individual Exam: TKT type tests about Planning and Learners' Needs

50% **Product 2:** Lesson planning: two lessons of the project being developed. It must include materials (images/texts/ audio files...)

PARTIAL GRADE 3-- 25% of final grade

40% **Product 1:** Individual Exam (test) about evaluation concepts and situations -

50% **Product 2:** Formulation of project evaluation.
*Technical description and justification
* Tests for the 4 skills

10% **Product 3:** Self-evaluation and peer-evaluation

PARTIAL GRADE 4: INDIVIDUAL STUDY AND CLASSROOM PRESENTATION----- 15%

During the semester, students, in groups of 4 people will monitor and read articles of their choice related to one of the following topics (or others suggested by them): Professional Development, Task Design, Classroom Management or Assessment. Every week the groups belonging to one of the four topics will have 10 to 15 minutes per group to present their findings to the class.

**** Since both mastery of the language and mastery of the specific content of the course are necessary skills for the teachers to be, the language competence demonstrated in the tasks and assignments submitted by the students will be considered in the assessment. 30% of every grade will depend on your language skills.*

LINGUISTIC COMPETENCE

English is the primary language for communication in the classroom. Participation in class activities and tasks must help students advance in their learning language process and improve their communicative competence. Autonomy and self-assessment are important tools for progressing with your language development. Readings, writing tasks, discussions and listening activities must therefore be treated not only as a source of academic content but also as a valuable source of linguistic input and practice.

With this purpose, oral and written discourse will be assessed and valued in all classroom activities and will represent 30% of every grade. The starting linguistic competence expected from students is a B2 according to the CEFR. An initial self-evaluation and a plan of action for strengthening detected weaknesses will be expected from all students.

RESOURCES

Curriculum Design Virtual Environment

The course will take advantage of virtual environments to support regular classes and asynchronous interaction throughout the course. All students are required to have contacted the teacher and joined the course in Schoology by the end of the second week of classes, to visit it frequently and make use of the available materials and communication tools for sharing ideas, suggestions and problems with their classmates and the teacher. Professional language and behavior are expected from students when interacting in the Course Group. The course will be the medium for submission of most tasks.

You can also contact me through the e-mail roguiga@utp.edu.co Please, remember the appropriate netiquette for interacting in these spaces (start with a greeting, identify yourself and the subject you are taking with me, state clearly your problem or need or the issue you need to discuss, finish with a farewell). Be polite and review your spelling and grammar before sending your message. Refrain from asking me what is what we did in class day X or what is the task for tomorrow. Use the information in the Schoology course and your classmates for that purpose.

(Type in your browser plataforma.utp.edu.co, type the login of your utp mail account and your password for the "Portal Estudiantil". Find the Curriculum Design course in the list of courses of the Licenciatura en Lengua Inglesa and when asked for a password to enroll type **curriculum_2014**)

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Wilson, J.J, Harmer, J. (2008): How to Teach Listening

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Also: Handouts provided in class, websites and digital documents and resources referred to in class or made available through the Facebook Group, Box.net. Please note that additional readings may be assigned to respond to the needs of individual and/or those of the entire class.