LICENCIATURA EN BILINGÜISMO CON ÉNFASIS EN INGLÉS
FACULTAD DE BELLAS ARTES Y HUMANIDADES
UNIVERSIDAD TECNOLÓGICA DE PEREIRA

Course: CURRICULUM DESIGN FOR BILINGUAL EDUCATION
Code: LB814
Prerequisite: LI715 Desarrollo Profesional
Course dedication: 9 (Autonomous work-4 hours / Class: 5 hours)
Credits: 4
Professor: Rosa María Guilleumas García
E-mail: roguiga@utp.edu.co
Office Hours: By appointment

Nadie educa a nadie y nadie se educa solo,
todos nos educamos en conjunto.
Paulo Freire

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 B.A in Bilingualism: English-Spanish 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 current 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 and curriculum design.
- 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 understanding of the language required for our professional role and improve the ability to use English both generally and for classroom purposes.

LEARNING COMPETENCES

- Become autonomous and self-regulated.
- Collaborate efficiently with other classmates in the development of group projects and activity.
- Self-evaluate their own performance and results in the course.

LANGUAGE COMPETENCES

Use oral and written skills appropriate to different registers and academic domains

Strengthen L1 and L2 communicative skills

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, teaching and assessment to the understanding of curriculum design.
- Become acquainted with key concepts in evaluation and their relation to other curricular elements.
- Analyze and design tasks, materials and sequences of lessons for single sessions, weeks and school periods.

COURSE CONTENTS

1. **Module 1: Background to curriculum design**
   - Elements of the curriculum
   - Approaches to Curriculum Design.
   - Laws, decrees and other documents regulating Colombian Curriculum
2. **Module 2: Supporting learners' needs.**
   - Universal Learning Design
   - Multiple Intelligences and learning styles. Emotional intelligence
   - Learning strategies
   - High order thinking skills
3. **Module 3: Methodologies in Language Learning and Teaching**
   - Communicative language teaching
   - Escuela Nueva
   - Cognitive and Academic Language Learning Approach
   - Project Based Language Learning and Teaching
4. **Module 4: Planning a didactic unit**

- Designing a Project to enhance bilingual learning
  - ✓ Planning lessons with a focus on reading
  - ✓ Planning lessons with a focus on listening
  - ✓ Planning lessons with a focus on speaking
  - ✓ Planning lessons with a focus on writing
  - ✓ Designing and adapting materials

METHODOLOGY

In accordance with current pedagogical models as well as with the approach set and described by Comité Curricular of the BA in Bilingualism: English-Spanish 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. Work with the required text must include exploring vocabulary, grammar and pronunciation as well as the connections of the text with students' previous knowledge, experiences and insights and with other related texts or ideas.

The texts selected, though relevant and updated, are just a provocation for students, who will benefit from autonomous exploration of topics surging from the text.

Texts should be printed and annotated or at least, students' should bring to class their notes on them.

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. It is also expected that students engage in an online update via mail, or any other learning management system or social network that the group decides to use for the course. Students are expected to take notes of the developments of the class as a strategy for developing language competences and synthesizing ideas.

3. 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. Formative and summative assessment will be provided to the students.

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 scheme:

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

40%	**Product 1**: Test in relation to the topics and resources of the first module (videos/readings)
40%	**Product 2:** Reflection on language results and metacognitive action plan for individual linguistic development.
20%	**In and out of class activities**

PARTIAL GRADE 2 => 25% of final grade

60%	**In and out of class activities**

50%	Exam

PARTIAL GRADE 3 => 25 % of final grade
Process of design of a didactic unit.

PARTIAL GRADE 4: COOPERATIVE LANGUAGE STUDY => 20%
Students will organize themselves in groups to study and work in the development of their language skills (reading/writing/speaking and listening). The groups must meet at least once every week.
They will document the group sessions as well as the individual progress of each student from the group. With that purpose the group will complete a form created by the professor to facilitate the report of the information. Oral interviews may be required to present results and challenges.

*** *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.*

ETHICAL CONSIDERATIONS

The students of this program are to be education professionals, and therefore, must consider the ethical principles of the teaching profession. The four main maxims that underline ethical and moral behavior are:

PERSONAL AND ACADEMIC GROWTH

"A teacher affects eternity; he can never tell where his influence stops." - Henry Brooks Adams. As future teachers, participants in this course will have the responsibility of guiding the future generations towards their academic and personal development. Awareness and acceptance of that responsibility entails embracing the task of becoming the best possible teachers, committed to professional and personal development that may enrich their lives and the educational experiences of those in their care.

RESPECT

This classroom honors human dignity, emotional wellness and cognitive development of both, the students and the professor. The students and the professor are human beings deserving respect, understanding and tolerance. As models of spiritual and cultural values, students are encouraged to respectfully bring to the teacher's attention their concerns and disagreements in relation with course events, applying the wise principle of treating others as we would like ourselves to be treated and understanding that learning is a path that we are all walking.

TRUST

In the search of social justice, the students and the professors must establish a professional relationship of fairness, openness, and honesty. Thus, communication is essential. The constructive discussion and solution of problems with each other must strengthen the connection between the members of the classroom. Students should rest assured that the teachers of this course are aware of the importance that the correct assessment of students' competences and performance may have for their academic development as well as for their working future. The teachers will endeavor to implement assessment methods that are valid, open, fair and congruent with course objectives.

HONESTY

Integrity is defined as "adherence to moral principles; honesty". Honesty is one of the values we expect our students to be guided by. Honesty must be employed when reflecting on self-performance and on how we are facing our commitments and responsibilities because only an honest assessment will help us to grow both academically and as human beings. In relation with projects and assignments, honesty is of the utmost importance, since the purpose of collecting and assessing a task is to collect information about students' achievements and weaknesses so that the teacher may help to overcome those difficulties. If the work submitted is not done by you, this assessment fails to fulfill its purpose.

Any collaborative work must have been previously discussed with the professor to be approved.
Plagiarism or dishonesty of any kind will not be accepted and will bring about the disciplinary process foreseen in the UTP regulations.

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. With this purpose oral and written discourse will be assessed and valued in all classroom activities and will represent 30% of every grade. Students are required a B2+ level of communicative competence according to the CEFR.
Criteria to manage the linguistic performance of students will be defined for each particular task to be submitted.

RESOURCES

Curriculum Design Virtual Environment

The course will take advantage of virtual environments to support regular classes. We will keep a Schoology course that will be the channel for submission of most tasks. All students must have enrolled it by the end of week 2.
Professional language and behavior are expected of students when interacting in the virtual platform.

Important note: The professor and students will commit to use Schoology as a learning platform for the course. In case unexpected situations come about during the semester, Schoology will be used as the means of communication and for development and submission of tasks.

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Videos
Learning
El cerebro digital: cómo piensa y siente https://www.youtube.com/watch?v=rc-wnsI8MuU&feature=youtu.be

Multiple Intelligences

http://andrewwales.blogspot.com.co/2009/08/curriculum-comics-multiple.html

http://farm4.static.flickr.com/3145/2778405832_5eb202a634_o.jpg

These comic books are made of images. Click on Ctrl and + simultaneously to make the image bigger.

Emotional intelligence

Educación emocional

https://www.youtube.com/watch?v=PQE4WqQSOcQ

Daniel Goleman explains Emotional intelligence

https://www.youtube.com/watch?v=ZsdqBC1tHTA

REDES: El Aprendizaje social y emocional. Las habilidades para la vida

https://www.youtube.com/watch?v=Vsg48QC1HJ8

REDES: Educar para fabricar ciudadanos

https://www.youtube.com/watch?v=fO128CStJRY

Aprender a gestionar las emociones

https://www.youtube.com/watch?v=g2RQkTjKks4

Lesson planning

Richards, J. (2011) Take Away Value of a Lesson https://www.youtube.com/watch?list=PL29EFEBBC48DA9B67&v=XeV9ognfvq4

Richards, J. (2012) Lesson plans   https://www.youtube.com/watch?list=PL29EFEBBC48DA9B67&v=IHV-73BwzOg

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

Attendance and completion of assigned readings are mandatory to ensure successful class activities. There are no exceptions.
No work shall be received after the appointed date for completion unless there is a previous arrangement between the student and the teacher.

Only in cases of verifiable illness will students be allowed to sit an exam or submit an assignment at a different time or day than the group they belong to. A medical certificate must be presented to the teacher.