

Degree	Type	Year
4310486 Teaching in Secondary Schools, Vocational Training and Language Centres	OT	0

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

None.

Objectives and Contextualisation

The goal is to train future secondary school teachers to be able to teach the contents of the language as well as teach literature by integrating disciplinary and didactic knowledge. It includes the Teaching and Learning Blocks of the Language and Literature (9 cr) and Initiation of Research Skills (6 cr).

Competences

- "Design and conduct formal and no-formal activities that help make the center a place of participation and culture in the environment where it is located; develop the functions of mentoring and guiding students in a collaborative and coordinated manner; participate in the evaluation, research and innovation in teaching and learning"

- "Determine the curriculum that will be implanted in a school participating in the collective planning thereof; develop and implement both group and personalized teaching methodologies adapted to the diversity of students."
- Acquire strategies to encourage student effort and enhance their capacity to learn by himself and others, and develop thinking skills and decision-making to facilitate autonomy, confidence and personal initiative.
- Communicate effectively both verbally and non-verbally.
- Design and develop learning spaces with special attention to equity, education and emotional values, equal rights and opportunities for men and women, civic education and respect for human rights that facilitate life in society, decision making and building a sustainable future.
- Generate innovative and competitive professional activities and research.
- Interpret the different educational needs of students in order to propose the most appropriate educational activities.
- Know the curricular content of the matters relating to the appropriate teaching specialization and the body of didactic knowledge around the respective teaching and learning.
- Make effective use of integrated information and communications technology.
- Own the learning skills necessary to carry out continuous training, both in content and teaching specialty, as in the general aspects of teaching.
- Plan, develop and evaluate the teaching and learning process enhancing educational processes that facilitate the acquisition of the competences of the respective teachings, based on the level and previous training of students as well as the orientation of the same, both individually and in collaboration with other teachers and school professionals
- Search, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia), transform it into knowledge and apply it in the teaching and learning in their own areas of specialization.
- know the processes of interaction and communication in the classroom, mastering social skills and abilities necessary to encourage learning and coexistence in the classroom, and address problems of discipline and conflict resolution.

Learning Outcomes

1. Communicate effectively, both verbally and non-verbally.
2. Create a climate that facilitates interaction and values the contributions of students to promote the learning of Catalan and Spanish in the classroom.
3. Demonstrate knowledge and knows how to apply innovative teaching proposals in the field of Catalan and Spanish.
4. Demonstrate knowledge of Catalan and Spanish curricula of Secondary Education and Baccalaureate.
5. Demonstrate knowledge of contexts and situations in which it is used and handled Catalan and Spanish to secondary education, emphasize the functional character.
6. Demonstrate knowledge of cultural and educational value of the Catalan and Spanish content of the discipline taught in Secondary Education and Baccalaureate, and integrate this content in the framework of science and culture.
7. Demonstrate knowledge of the history and recent developments of the Catalan and Spanish, and his perspectives to convey a dynamic view of the same.
8. Demonstrate that it is aware of the theoretical and practical developments in the teaching and learning of Catalan and Spanish.
9. Design and develop learning spaces with special attention to equity, education and emotional values, equal rights and opportunities between men and women, civic education and human rights that facilitate life in society, decisions and building a sustainable future.
10. Generate innovative and competitive proposals for research and professional activities.
11. Identify problems related to teaching and learning Catalan and Spanish and propose possible alternatives and solutions.
12. Interpret the different educational needs of students in order to propose the most appropriate educational activities.
13. Know the processes of interaction and communication in the classroom, mastering social skills and abilities necessary to encourage learning and coexistence in the classroom, addressing issues of discipline and conflict resolution.
14. Possess learning skills necessary to carry out continuous training in both content and didactics of Catalan and Spanish language and literature, as well as general aspects of teaching.

15. Search, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia) to transform it into knowledge and apply it in the teaching-learning materials specific to the specialization studied.
16. Select, use and develop materials for teaching in Catalan and Spanish.
17. Transform the catalan and spanish curriculum in sequences of learning activities and programmes of work.
18. Understand evaluation as an instrument of regulation and to encourage the effort, and meet and develop strategies and techniques for the assessment of learning the Catalan and Spanish.
19. Use information and communications technology and integrate them into the teaching and learning of Catalan and Spanish.

Content

The specific module of Catalan and Spanish Language and Literature and its didactics is articulated in 2 blocks: Teaching and learning of language and literature (9 cr) and Teaching innovation and educational research (6 cr). Each block is composed of the subjects detailed below:

Block 1. Teaching and learning language and literature (9 cr)

Teaching and learning literature and reading (4,5cr)

The evolution of literary education. The function attributed to literary education, the composition of the corpus of works and school activities over time.

The evolution of students' literary competence.

The axes of literary education. Access to the text. The learning of literary functioning. Cultural interpretation. The relationships between texts and fictional systems.

Literary and fictional production specific to teenagers.

The formation of reading habits.

The school library and reading plans.

The evolution of the concept of reading and its teaching methods.

The development of reading competence. Reading as an interpretive system. The reading processes and the knowledge involved.

Teaching reading comprehension. School reading practices. Reading multimodal texts and hypertexts.

Language teaching and learning (4,5cr)

Conceptions about writing. Characterization of the written language.

Writing as a social and situated activity. Discursive genres and knowledge involved in the domain of writing.

General criteria for programming the teaching of written composition. Activities to learn to write.

The role of spelling in written composition.

The evaluation of and in the learning of written composition.

The teaching and learning of grammatical reflection and the use of languages

Grammar and multilingualism

Students' grammatical concepts.

Didactic transposition: the contents of grammar teaching

Grammar teaching programming and methodology.

The teaching and learning of the formal oral language.

Talk to learn.

The formal oral discursive genres (monological and dialogic).

Oral language assessment

Block 2. Teaching innovation and educational research (6 cr)

Observation and interaction in the classroom (1,5cr)

Interaction in the classroom as a way of learning.

The classroom as a social learning space: work dynamics and teaching strategies

Classroom observation techniques.

Classroom observation as an instrument for teacher reflection and self-training: action research and the community of discourse.

Teaching innovation and school programming (4cr)

The disciplinary field of Didactics of language and literature.

Introduction to the forms of language and literature programming.

Didactic sequences for teaching and learning language and literature: theoretical foundations and criteria for their implementation in classrooms

Preparation phases in the design of didactic Sequences of language and literature.

Assessment in the area of language and literature: objectives, foundations, functions and instruments.

Multilingualism (0,5 cr)

The organization of language and literature teaching in multilingual contexts.

From curriculum to classroom programming.

The center's linguistic project.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Face-to-face classes and directed	97.5	3.9	
Type: Supervised			

Supervised activities	97.5	3.9
Type: Autonomous		
Autonomous activities	180	7.2

Type: Directed activities

Master class / Expositive class. Case analysis and presentation of examples. Comment of texts. Analysis and discussion of didactic proposals.

Type: Supervised

Collective and individual tutorials.

Type: Autonomous

Personal study Readings and work on readings. Practical activities and didactic proposals (individual and in group).

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Teaching Innovation and Educational Research	40%	0	0	5, 6, 7, 10, 12, 13, 15
Teaching and learning of language and literature	60%	0	0	1, 2, 3, 4, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19

General considerations

The secondary school master's degree at the UAB is done face-to-face given that the activities that take place in class, and the attitude of listening and active participation, are indispensable for learning.

To pass the Didactics of the Catalan and Spanish Language and Literature module, you must have passed each of the subjects. To be able to make an average, you must have passed each of the retrievable subjects (E-a in literature, Innovation and programming). In the event that, after the recovery, any subject is suspended, the module will be suspended. In exceptional cases, the teaching team and the coordination will assess whether the average can be taken even if a subject has been suspended.

In the written activities (individual or in groups), linguistic correction, drafting and formal aspects of presentation will be taken into account. Likewise, you must express yourself orally with fluency and correctness and you must show a high degree of understanding of academic texts. An activity may be ungraded, returned or suspended if the faculty deems that it does not meet the above-mentioned requirements.

The details of the evaluation of each subject will be provided with the program at the beginning of the course.

Throughout the part of the module taught by each teacher, additional tasks can be requested without necessarily being considered assessment tasks, but mandatory delivery.

Assignments must be handed in in the module's moodle classroom. Assignments submitted incorrectly, which do not include the name of the authors or which are submitted after the deadline will not be accepted. Students are responsible for ensuring that the format of the files is compatible with the delivery in the moodle classroom.

According to UAB regulations, plagiarism or copying of any work will be penalized with a 0 as a qualification, losing the possibility of recovering it, whether it is an individual or group work (in this case, all members of the group will have a 0). If, during the performance of individual work in class, the teacher considers that a student is trying to copy or discovers some type of document or device not authorized by the teaching staff, the same will be graded with a 0, with no recovery option

Continued evaluation

The continuous assessment consists of the following tests and activities:

Reflection paper on language teaching at secondary school (individual). Elaboration of a video presentation reflecting on what has been done and what has been learned in this subject based on a guideline given by the teacher. Delivery one month after the last session of the E-a block of the language. Non-recoverable activity. 30% of the overall mark.

Design of two literary reading activities (pairs). Written works of analysis and elaboration of the script of the literary conversation about a literary work and analysis and creation of activities for the interpretation of literary texts established by the teacher. Recoverable activity. 20% of the overall mark.

Participation in the 3 LIJ reading forums (individual). Reading narratives for teenagers and active participation in the forum throughout the year. (individual). Non-recoverable activity. 10% of the overall grade.

Evaluation with evidence of a class session taught (individual). Non-recoverable activity. 10% of the overall mark.

Textbook unit adaptation (individual test. May 7. Recoverable activity. 30% of the overall grade.

The results of the delivered exercises and tests will be published on the virtual campus with a maximum of 20 working days following their delivery. The student will have 5 days to request the revision of the tests from the date of their publication.

For the recovery of the suspended activities marked as recoverable on May 14, the following will be done:

Written test on the adaptation of the textbook.

Written test on the analysis and creation of activities on a literary text.

The maximum mark for the recovery will be 5.

UNIQUE ASSESSMENT

Students who opt for single assessment must hand in or take the following tests on May 7:

Written test on the contents of the Innovation and educational research subjects. 30%

Learning portfolio about language teaching at secondary school. 30%

Delivery of the design of two literary reading activities and three reviews of works from the forum, one from each forum. 30%

Oral interview. 10%

The same recovery system will be applied as for students assessed as part of continuous assessment. In order to take the retake, you must have submitted a set of activities whose weight is equivalent to a minimum of

two-thirds of the subject's total grade. The recovery for single assessment students will be on May 14 and will consist of a summary test.

Students who opt for the single assessment will not deliver or receive assessment or qualifying feedback from the continuous assessment activities carried out during the development process of the subject. The delivery will be unique and concentrated on the same day.

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Software

There is no specific software in this subject

Language list

Information on the teaching languages can be checked on the CONTENTS section of the guide.