



**Integrated Didactics of Languages
in the Spanish Educational System**
Master of Secondary Education Training,
Professional Training and Teaching of Languages
Universidad Católica de Valencia

YEAR 2023/24



COURSE GUIDE:
Integrated didactics of languages in the Spanish Educational System

	ECTS
SUBJECT: Integrated didactics of languages in the Spanish Educational System	6
Field: Activities for the extracurricular training on Language and Literature	6
Module: Specific module of Language and Literature (valencian and castilian)	24
Type of learning: Compulsory	YEAR: 1 Semester: 1
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MODULE ORGANIZATION

«Language and literature (valencian and castilian) » (24 ECTS)				24 ECTS
Duration and temporal location within the curriculum: The specific module of this specialty, in contrast to generic module, addresses the specific didactic teaching of language and literature in secondary education compulsory and post-compulsory, and language teaching.				
Fields and subjects				
Fields	ECTS	SUBJECTS	ECTS	Year/ Semester
Activities for the extracurricular training on Language and Literature	6	Integrated didactics of languages in the Spanish Educational System	6	1/1
Learning and education of the corresponding matters	12	Literary and linguistic education	6	1/1
		Didactic resources for the training of language and literature	6	1/2
Educational innovation and initiation to the educational investigation	6	Innovation and investigation in Language and Literature Didactics	6	1/2

COURSE GUIDE TO THE SUBJECT: Integrated didactics of languages in the Spanish Educational System

Prerequisite: No prerequisites, except from access to the specialty and knowledge of the languages of the Spanish educational system: Level C2 of the Common European Framework.

GENERAL GOALS

1. To know the Spanish education system in relation to Languages and Literature in Secondary Education.
2. To know the current curriculum in the area of Language and Literature in Secondary Education in the Valencian Educational System.
3. To know the levels of curricular and their relationship to educational contexts.
4. To use properly and effectively searches, if any, sources of information useful in the context of the subject.
5. To participate, to collaborate and to cooperate in group activities in an efficient and appropriate way.
6. To be critically interested in the teaching-learning process of languages and literature in multilingual areas.
7. To respect and to value the activity of the class group.



GENERAL COMPETENCES		Measuring scale			
Instrumental		1	2	3	4
G2 Capability to integrate knowledge and determine complex judgment calls based on information which incorporates, but is not limited to, reflections on social and ethical responsibilities associated with pertinent knowledge and judgments;				X	
G3 Knowledge of effectively communicating summations (and sustaining relative rational or arguments) to specialized and unspecialized audiences, in a clear and unambiguous manner.				X	
G5 To know the curriculum related to the specialization and the didactics of teaching and learning. A knowledge of the different professions will be included for vocational training.					X
G6 To plan, develop and evaluate the teaching and learning process enhancing educational activities to facilitate the acquisition of the different competences, taking into account the level and previous training of students to guide them, both individually and in collaboration, with other teachers and school professionals.					X
G8 To set the curriculum that will be established in a school. Develop and implement teaching methodologies, for both groups and individually, taking into account the diversity of students.					X
G9 To design and develop learning processes with special attention to equity, education and emotional values, equal rights and opportunities between men and women, civic education and respect for human rights that make life easier in our society, making decisions and building a sustainable future.				X	
Interpersonal		1	2	3	4
G11 To know the processes of interaction and communication in the classroom, mastering social skills necessary to promote learning and coexistence together in the classroom, dealing with problems of discipline and conflict resolution.				X	
G12 To design and carry out formal and informal activities that make the center a place of participation and culture in the environment where it is located. Perform the functions of mentoring and guiding students in a collaborative and coordinated way. Participate in the evaluation, research and innovation of teaching and learning.				X	
Systemic					
G13 To know the rules and institutional organization of the education system and models of quality in schools.					X
SPECIFIC COMPETENCES					
Conceptual		1	2	3	4
E13 To know the cultural and educational value of the specific subjects and the content that is taught.					X
E14 To know the history and perspectives of the classroom subjects in order to transmit a dynamic point of view.					X
E15 To know contexts and situations in which the various course content is used or applied.				x	
E16 To know the theoretical and practical processes in teaching and learning different classroom subjects.				X	
Proficiency		1	2	3	4
E17 To transform the educational plan in work activities.				X	
E19 To integrate in the teaching-learning process a training for the use of media studies.				X	
Professional		1	2	3	4
E23 To analyze critically the process of teaching, the practicum and the direction using quality indicators.			X		



LEARNING OUTCOMES	COMPETENCES
RA. The student recognizes the legal framework and curriculum (overall objectives, content and evaluation criteria of curriculum) area of language and literature in secondary and high schools in Valencia.	G2, G5, G13
RB. The student identifies the current view of the field of language arts curriculum of Valencia in secondary and high schools.	G5, G8, G9, E16
RC. The student formulates different examples of curricular adaptations for students of language and literature of ESO.	G8, G9, E15, E17
RD. The student is able to develop critical thinking group formation with documentation relating to design classroom curriculum in the area of language and literature in secondary and high schools from previous documentation.	G2, G3, G5, G6, G12, E15, E17, E19
RE. The student is able to efficiently provide the teacher and the rest of the group, classroom documentation prepared as a group on the curriculum of language arts area in secondary and high schools in Valencia.	G8, G9, G11, E15
RF. The student appreciates the cultural importance of language and literature in the training of students of ESO and Bachillerato in a multilingual environment of Valencia.	E13, E14, E23
RG. The student is able to make judgments and personal assessments to information supplied or sought by him in the field of language and literature in secondary and high schools in Valencia.	G3, E23

ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relation with LA	ECTS
ON-CAMPUS CLASS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.	RA, RB, RC, RD, RF	1,15
PRACTICAL CLASSES	Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line... Meaningful construction of knowledge through interaction and student activity.	RD, RE, RF, RG	1,05
SEMINAR	Supervised monographic sessions with shared participation.	RD, RE, RF, RG	0,04
OFFICE ASSISTANCE	Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, readings, papers, etc.	RD, RE, RF, RG	0,04
ASSESSMENT	Set of oral and/or written tests used in initial, formative or additive assessment of the student.	RA, RB, RC, RD, RE, RF, RG	0,12
Total			2,4
INDEPENDENT WORD ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relation with LA	ECTS
GROUP WORK	Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform.	RA, RD, RE, RG,	1,44
INDEPENDENT WORK	Student study: Group Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform.	RA, RB, RC, RE, RF, RG	2,16



Total	3,6
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SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
Assessment Tool	LEARNING OUTCOMES ASSESSED	Allocated Percentage
Group and individual tasks inside and outside the classroom (developing classroom activities, workshops and curriculum reference materials...)	RA, RB, RC, RD, RE	60%
Attitudes observed in cooperative activities outlined within the classroom and beyond, attending sessions and tutorials must-presence, respect for deadlines of tasks...	RD, RE, RF, RG	40%

MENTION OF DISTINCTION CRITERIA:

Honors will be awarded to a student who displays a remarkable acquisition of all learning outcomes of the course. The rules indicate that only a student per 20 can be granted this distinction, except in groups of less than 20 students.

DESCRIPTION OF CONTENTS Thematic grouping organization	COMPETENCES
History and recent development of the teaching of language and literature.	G2, G5, G13, E13, E14
Educational and cultural value of the area of language arts.	G5, G13, E13, E14, E11
The contents of the area of language arts: curriculum framework and legal.	G5, G6, G8, E15, E16
Mechanisms of specificity of the curriculum: Application contexts and situations of the curricula of language and literature.	G2, G6, G8, G9, G11, G12, E16, E17
Resource adaptation of curricula for language arts.	G5, G8, G9, G12, E17, E19

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Addendum to the Course Guide

(Master of Secondary Education Training, Professional Training and Teaching of Languages)

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject:

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching.



Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:



Microsoft Teams



Kaltura

Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen onsite activities described in this section of the Course Guide, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:



Microsoft Teams



Kaltura



Explanation about the practical sessions: Class sessions will be conducted online, following the class syllabus specifications. Students will follow directions in order to comply with the evaluation requirements. Moreover, students will upload their class project's on the course platform according to the course's deadlines.

2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

- ☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.
- ☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used



The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:

ONLINE WORK

Regarding the Assessment Tools:



The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.



The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.