



Universidad de Valladolid



feyts | facultad  
de educación y trabajo social

# INTERNATIONAL SEMESTER on Primary Education

*/February-June, 2019/*





## The International Semester on Education Faculty of Education and Social Work

This academic proposal of international semester of education is an initiative promoted by the Faculty of Education and Social Work of the University of Valladolid. This is related to initial and continuous teacher training in the field of primary school. The general aim of this proposal is centred on fostering the European key competences to be included in the following subjects offered by the educational departments. With this project we want to offer to international students a coherent pack of training. This pack will develop the strategy of teacher training as a set of subjects according to the European aims in terms of competencies for teaching.

The European Framework of Key Competences for Lifelong Learning, adopted in 2006, provides a definition of these key competences. It sets out eight key competences:

1. Communicating in a mother tongue: ability to express and interpret concepts, thoughts, feelings, facts and opinions both orally and in writing. (2,5 ects)
2. Communicating in a foreign language: as above, but includes mediation skills (i.e. summarising, paraphrasing, interpreting or translating) and intercultural understanding. (2,5 ects)
3. Mathematical, scientific and technological competence: sound mastery of numeracy, an understanding of the natural world and an ability to apply knowledge and technology to perceived human needs (such as medicine, transport or communication). (2,5 ects)
4. Digital competence: confident and critical usage of information and communications technology for work, leisure and communication. (2,5 ects)
5. Learning to learn: ability to manage effectively one's own learning, either individually or in groups. (2,5 ects)
6. Social and civic competences: ability to participate effectively and constructively in one's social and working life and engage in active and democratic participation, especially in increasingly diverse societies. (5 ects)
7. Sense of initiative and entrepreneurship: ability to turn ideas into action through creativity, innovation and risk taking as well as ability to plan and manage projects. (2,5 ects)



8. Cultural awareness and expression: ability to appreciate the creative importance of ideas, experiences and emotions in a range of media such as music, literature and visual and performing arts. (5 ects)

We add 5 credits more to develop an educational project with one lesson about project based learning (2,5 ects) and other 2,5 credits more to manage an individual educational project as intervention or educational design in different type of pedagogical contexts (formal, non-formal or informal).

According to this idea, this is the list of subjects to achieve the aims of this international semester on education.



## COMPETENCES IN COMMUNICATION

<b>Title of the course</b>	Teaching and learning languages
<b>ECTS</b>	2,5
<b>Description</b>	You will get a broad view on the process of teaching and learning languages. We will compare educational systems and approaches from different countries. You will also develop competences for guiding the learning processes.
<b>Learning outcomes</b>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Know and analyze the theoretical framework of teaching and learning languages.</li> <li>• Plan learning tasks from the communicative interaction.</li> <li>• Handle information from diverse resources.</li> <li>• Perform practical tasks related to the theoretical knowledge.</li> <li>• Prepare critical reports on the theoretical knowledge and the practices carried out.</li> <li>• Know and understand the current paradigms of the design of foreign language programs for a practical application.</li> <li>• Be able to select, adapt and design didactic materials, to be used in the development of the different communicative activities.</li> <li>• Be able to develop initiative and an attitude of innovation and creativity.</li> <li>• Design different means to evaluate: forecast of what will be evaluated, criteria and assessment instruments, introducing different strategies for each level, student typology and characteristics of the educational context.</li> </ul>
<b>Contents</b>	<ol style="list-style-type: none"> <li>1. Acquisition and Learning Processes in Foreign Languages.</li> <li>2. The development of the communicative competence in English as a Foreign Language teaching: analysis of curricular references.</li> <li>3. Developing oral communication skills in the Foreign Language classroom.</li> <li>4. Developing written communication skills in the Foreign Language classroom.</li> <li>5. The planning process in English as a Foreign Language: decision-making on program components.</li> <li>6. Ideas and organization of learning sequences: activities as a core component.</li> <li>7. Evaluation of the teaching/learning process of English as a Foreign Language: modalities and tools.</li> </ol>
<b>Methodology</b>	<p>The methodological procedure, which will be using in this course, are lectures, seminar classes, workshops, practical classes, cooperative learning and experiential learning.</p> <p>Students will be engaged in observation and analysis of didactic documents.</p>



	<p>Identification of the problems of the foreign language classroom.</p> <p>Problem-solving approach: Case study and problem solving in different situations arose in the classroom.</p> <p>Design of different sequences adapted to the education level by identifying the curricular components.</p>
<b>Evaluation</b>	<p>Lesson plan integrating all the eight key competences. Written in English, a maximum of 5000 words. Public exposition and debate.</p>
<b>Bibliography</b>	<p>Coyle, D., Hood, Ph., &amp; Marsh, D. (2010). <i>CLIL: Content and Language Integrated Learning</i>. New York: Cambridge University Press.</p> <p>Krashen, S. (1981). <i>Second Language Acquisition and Second Language Learning</i>. Oxford: Pergamon Press.</p> <p>NEWBY, D. et al. (2007). <i>European Portfolio for Student Teachers of Languages</i>. Graz: ECLM. Council of Europe. Available</p> <p>O´Malley, J.M. and Chamot, A.U. (1990). <i>Learning strategies in second language acquisition</i>. Cambridge: Cambridge University Press.</p> <p>Oxford. R. (1991). <i>Language learning strategies. What every teacher should know</i>. New York: Newbury House Publishers.</p>



<b>Title of the course</b>	<b>The intercultural dimension in language education</b>
<b>Description</b>	<p>This course is focused on education for intercultural understanding as a way to promote mutual understanding and acceptance of difference in multicultural and multilingual societies. It aims at helping learners to interact with speakers of other languages and to be aware of their own identities by developing a human relationship with people from other languages and cultures. The intercultural dimension is nowadays part of language education and it aims to develop learners an intercultural competence to help them to see the interaction as an enriching experience.</p> <p>In this course, we will discuss the implications the components of the intercultural dimension have for the practice of foreign language education. Students will compare educational systems and approaches from different countries. They will also develop an intercultural competence in language education related to the ability to engage effectively with others and to understand and accept other perspectives. It is linked with competences for democratic culture related to the ability to display solidarity and interest in solving problems affecting the wider community, that is, how to live together as democratic citizens in diverse societies.</p>
<b>Learning outcomes</b>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Acquire knowledge, skills and competences relevant to the intercultural dimension in language education.</li> <li>• Develop of intercultural awareness by exploring different cultural perspectives.</li> <li>• Develop of an international understanding of communication.</li> </ul>
<b>Contents</b>	<ol style="list-style-type: none"> <li>1. Language and intercultural communication</li> <li>2. The intercultural dimension in foreign language teaching</li> <li>3. Components of Intercultural competence</li> <li>4. Assessment of intercultural competence</li> <li>5. Decision-making on developing and supporting intercultural learning</li> </ol>
<b>Methodology</b>	<p>Participants in this course are expected to engage in and explore intercultural encounters and report on their learning processes. They are also expected to analyze and design teaching resources to develop and support intercultural learning. The methodological procedures which will be using in this course are lectures, seminar classes, workshops, practical classes, cooperative learning and experiential learning.</p>
<b>Evaluation</b>	<p>Lesson plan integrating all the eight key competences. Written in English, a maximum of 5000 words. Public exposition and debate.</p>
<b>Bibliography</b>	<p>Beacco, J-C. et al. (2016). <i>Guide for the development and implementation of curricula for plurilingual and intercultural education</i>. Strasbourg: Council of Europe.</p>



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- Beacco, J-C. y Byram, M. (2007). *From Linguistic Diversity to Plurilingual education. Guide for the Development of Language Education Policies in Europe*: Strasbourg: Council of Europe.
- Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Clevedon: Multilingual Matters.
- Byram, M., Gribkova, B. y Starkey, H. (2002). *Developing the intercultural dimension in language teaching. A practical introduction for teachers*. Strasbourg: Council of Europe.
- Candelier, M. et al. (coords.) (2012). *FREPA. A Framework of Reference for Pluralistic Approaches to Languages and Cultures. Competences and Resources*. Strasbourg: Council of Europe.
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## COMPETENCES IN MATHS EDUCATION

<b>Title of the course</b>	<b>Diversity in Mathematics Education</b>
<b>ECTS</b>	<b>2,5</b>
<b>Description</b>	Diversity must be considered both as a chance and as one of the main challenges in the field of mathematics education for the 21st challenge and this has to be done within a context of good inclusivity practices in the mathematics classrooms.
<b>Learning outcomes</b>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify diversity factors present in a maths classroom that require special treatment.</li> <li>• Establish relationships between affective, social and cognitive domains in the context of an inclusive mathematics education.</li> <li>• Describe the main features of inclusive and interdisciplinary learning environments for the mathematics classroom.</li> <li>• Select, analyze and evaluate teaching and learning maths resources with respect to their potential use to deal with diversity in the classroom.</li> <li>• Design simple maths tasks and activities based on cooperative learning to address diversity enhancing mutual enrichment.</li> <li>• Judge and recognize the main features of good innovative experiences in the framework of diversity and mathematics education.</li> </ul>
<b>Contents</b>	<ol style="list-style-type: none"> <li>1. Diversity as a chance and a challenge for mathematics education.</li> <li>2. Didactical resources and tools for dealing with diversity within the maths classroom.</li> <li>3. Mathematical games and puzzles for inclusive mathematics education.</li> <li>4. The history of mathematics as a key for integration.</li> <li>5. Solving mathematics problems as an activity for everyone.</li> <li>6. The cooperative learning in mathematics in the context of diversity.</li> <li>7. Beliefs and attitudes: hidden variables in maths education.</li> <li>8. Gender and mathematics.</li> <li>9. New perspectives and challenges in maths educational research and innovation through the eyes of diversity</li> </ol>
<b>Methodology</b>	Active and personalized learning will be at the core of the methodological proposal for this course by means of a suitable combination of student-centred teaching methods and techniques such as PBL, dialogic learning and case study.
<b>Evaluation</b>	Lesson plan integrating all the eight key competences. Written in English, a maximum of 5000 words. Public exposition and debate.





**Bibliography**

- Bishop, A., Tan, H., & Barkatsas, T. N. (Eds.). (2014). *Diversity in Mathematics Education: Towards Inclusive Practices*. Berlin: Springer.
- Robbins, B. (2000). *Inclusive Mathematics 5-11*. London: Bloomsbury Publishing.
- Boon, R., & Spencer, V. (2010). *Best practices for the inclusive classroom: Scientifically based strategies for success*. Naperville, IL: Sourcebooks, Inc.
- Fennema, E., & Leder, G. C. (1990). *Mathematics and gender*. Williston, VT: Teachers College Press.
- Gargiulo, R. M., & Metcalf, D. (2017). *Teaching in today's inclusive classrooms: A universal design for learning approach*. Belmont, CA: Nelson Education.
- Grootenboer, P., & Marshman, M. (2016). *Mathematics, Affect and Learning*. Berlin: Springer.
- Zaslavsky, C. (1996). *Multicultural Math Classroom: Bringing In the World*. Portsmouth, NH : Heinemann.



## COMPETENCES IN DIGITAL KNOWLEDGE

<b>Title of the course</b>	<b>Innovative Collaborative Learning with ICT</b>
<b>ECTS</b>	<b>2,5</b>
<b>Description</b>	<p>Designing and implementing collaborative learning with ICT is a challenge for pre-service teachers in face to face and online contexts. It requires a good understanding of social learning and hands on experience with relevant collaborative learning practices and ICT tools. This course targets primary and secondary pre-service school teachers who are interested in learning how to design and implement collaborative learning activities with the use of ICT as part of their everyday practice.</p>
<b>Learning outcomes</b>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the key elements of the digital culture: the networking, working and learning through virtual communities of practice, the new media, the open educational resources as well as the multiple literacies.</li> <li>• Know and apply well-known strategies for structuring Collaborative Learning situations.</li> <li>• Design “non-trivial” Collaborative Learning situations with the help of purpose-specific ICT tools. <ul style="list-style-type: none"> <li>• Beyond the use of a discussion forum or the collaborative writing of reports)</li> <li>• Design support tool: INTEGRATED LEARNING DESIGN ENVIRONMENT (ILDE)</li> </ul> </li> <li>• Implement (and test) Collaborative Learning situations using existing ICT tools <ul style="list-style-type: none"> <li>• Virtual Learning Environments (e.g., Moodle)</li> <li>• Web 2.0 tools (e.g., Google Drive)</li> </ul> </li> <li>• Reflect and discuss about the barriers and emerging problems that arise when trying to apply Collaborative Learning strategies using ICT tools.</li> </ul>
<b>Contents</b>	<ol style="list-style-type: none"> <li>1. • Introduction to collaborative learning</li> <li>2. • Benefits and problems of collaborative learning</li> <li>3. • Planning for “good” collaborative interactions</li> <li>4. • Designing collaborative learning</li> <li>5. • Structuring collaborative learning flow with patterns</li> <li>6. • Collaborative Learning and ICT for students</li> <li>7. • Collaboration and ICT for teachers</li> <li>8. • Designing and implementing collaborative learning with ICT using ILDE</li> </ol>
<b>Methodology</b>	<ul style="list-style-type: none"> <li>• Presence learning-Lectures: theoretical lessons held by teachers who will use different learning materials (presentations, articles, videos, multimedia).</li> </ul>



	<ul style="list-style-type: none"><li>Hands on projects and practical lessons: a block of hours will be devote to a specific topic (sub-module), at the end of which students will be assigned collaborative or individual activities and to be performed over a certain period of time. Finally, their problem-solving results will be submitted to the other students and discuss. Peer-to peer activities will also be included.</li></ul>
<b>Evaluation</b>	Lesson plan integrating all the eight key competences. Written in English, a maximum of 5000 words. Public exposition and debate.
<b>Bibliography</b>	<p>Barkley, E., Major, C. H., &amp; Cross, K. (2008). <i>Collaborative Learning Techniques</i>. New York: Jossey Bass.</p> <p>European Union (2017). <i>European Framework for the digital Competence of Educators</i>. DigCompEdu. Retrieved from : <a href="https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/european-framework-digital-competence-educators-digcompedu">https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/european-framework-digital-competence-educators-digcompedu</a></p> <p>Gillies, R. M., &amp; Boyle, M. (2010). Teachers' reflections on cooperative learning: Issues of implementation. <i>Teaching and teacher Education</i>, 26(4), 933-940.</p> <p>Unesco (2012). <i>ICT in primary education: exploring the origins, settings and initiatives</i>. Retrieved from <a href="http://iite.unesco.org/pics/publications/en/files/3214707.pdf">http://iite.unesco.org/pics/publications/en/files/3214707.pdf</a></p>



## COMPETENCES IN LEARN TO LEARN

<b>Title of the course</b>	<b>Applications of Positive Psychology and Emotional Development in Education</b>
<b>ECTS</b>	<b>2,5</b>
<b>Description</b>	<p>Positive Psychology focusses on the development of our personal resources, like strengths of character, which have a significant role in our well-being. Furthermore, hope, optimism, leadership, and so on, are very useful personal resources to be an entrepreneurship. In the other hand, emotional competence is a key aspect for the personal and professional success. The developing of these personal resources and emotional competence allows people to be more proactive, to set and develop goal (professional and personal) and be more confidence in their success possibilities.</p> <p>So, this course is targeted mainly to education students and others who are interested in learn how to develop these competences and their application in educative contexts.</p>
<b>Learning outcomes</b>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the main key concepts and research advances on the field of Positive Psychology and Emotional development.</li> <li>• Learn the strategies to improve these competences and to improve our well-being.</li> <li>• Develop positive strengths and resources in order to get well-being.</li> <li>• Develop emotional competences.</li> <li>• Learn how use these personal resources to improve our capacity of entrepreneurship.</li> </ul>
<b>Contents</b>	<ol style="list-style-type: none"> <li>1. Introduction to Positive Psychology</li> <li>2. Personal strengths: Concept, development, and functions.</li> <li>3. Emotional Competence: Conceptualization, EI models, functions of emotions (positive and negative emotions).</li> <li>4. Educative Programs of Positive Psychology and Emotional competence in educative fields.</li> <li>5. Strategies and activities to improve and use our character strengths and emotions and learn to use it in different fields.</li> </ol>
<b>Methodology</b>	<p>In the development of the course we use of different learning strategies.</p> <ul style="list-style-type: none"> <li>• Presence learning-Lectures</li> <li>• Readings and discussion the some research articles, chapters.</li> <li>• Practical activities to understand and to improve our personal resources.</li> <li>• Design of activities and programs to apply in educative fields.</li> </ul>



<b>Evaluation</b>	Lesson plan integrating all the eight key competences. Written in English, a maximum of 5000 words. Public exposition and debate.
<b>Bibliography</b>	<p>Gallagher, M. W., Marques, S. C., &amp; Lopez, S. J. (2017). Hope and the academic trajectory of college students. <i>Journal of Happiness Studies</i>, 18, 341-352.</p> <p>Feldman, D. B., Davidson, O. B., &amp; Margalit, M. (2015). Personal resources, hope, and achievement among college students: The conservation of resources perspective. <i>Journal of Happiness Studies</i>, 16(3), 543-560.</p> <p>Luthans, B.C., Luthans, K.W. and Avey, J.B. (2014). Building the leaders of tomorrow: The development of Academic Psychological Capital. <i>Journal of Leadership &amp; Organizational Studies</i>, 21(2), 191-199.</p> <p>Madden, W., Green, S., &amp; Grant, AM (2011). A pilot study evaluating strengths-based coaching for primary school students: Enhancing engagement and hope. <i>International Coaching Psychology Review</i>, 6(1), 71-83.</p> <p>Norman, S. M., Avolio, B. J., Luthans, F. (2010). The impact of transparency and positivity on trust in leaders and their perceived effectiveness. <i>The Leadership Quarterly</i>, 21(3), 350-364.</p>



## SOCIAL AND CIVIC COMPETENCIES

Title of the course	Geographic, Historical and Citizenship Education for the 21st Century
ECTS	2,5
Description	<p>Taking into account many of the significant changes that have taken place in the world in the last few decades, a new concept of citizenship has steadily acquired a distinct, but key role in modeling our concept of society. From this point of view, the way disciplines such as History and Geography are taught in schools can greatly determine these conceptions, providing a way for students to understand and critically interpret the past and their own context, but also to be actively involved in aspects such as democratic participation. Focusing on a more reflexive and a competence-based approach when teaching these disciplines can facilitate a more engaging teaching practice, always with the intention of developing students' historical and geographical thinking.</p>
Learning outcomes	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Acquire an understanding of the evolution of the idea of citizenship, and will be able to question the different meanings of the concept, as well as its evolution over time.</li> <li>• Understand the concept of citizenship education, and to distinguish it from other institutional approaches, such as civic education.</li> <li>• Consider the opportunities and challenges of citizenship education, as well as its relation with social studies disciplines such as history and geography.</li> <li>• Consider the different ways history can be used in today's society, and compare the diverse approaches to history education.</li> <li>• Be initiated to the different historical thinking concepts, in order for them to apply them critically in their lessons for a more comprehensive understanding.</li> <li>• Contrast different types of history and geography education applied methodologies, researching and proposing new ways to introduce complex concepts in their educational practice.</li> <li>• Differentiate how geography has evolved as a subject in the last decades, understanding the new approaches to geography education.</li> <li>• Design different activities that will allow them to tackle controversial or difficult topics in the classroom.</li> <li>• Discuss how to promote the idea of citizenship in primary and secondary education while also developing students' critical thinking.</li> <li>• Engage with each other, considering and discussing their ideas and proposals.</li> </ul>
Contents	<ol style="list-style-type: none"> <li>1. Rethinking the role of social studies             <ul style="list-style-type: none"> <li>○ From the 20th to the 21st century: changes and transformations</li> </ul> </li> </ol>



	<ul style="list-style-type: none"> <li>○ A new concept of citizenship in a globalized world</li> <li>○ The time for education: challenges and opportunities</li> </ul> <p>2. The role of history education</p> <ul style="list-style-type: none"> <li>○ Uses of the past: tradition, appropriation, inquiry</li> <li>○ Second-order concepts and the rise of historical thinking</li> <li>○ Critical approaches to history education</li> </ul> <p>3. The role of geography education</p> <ul style="list-style-type: none"> <li>○ The conceptualization of geography as a subject</li> <li>○ The nature of geographical thinking</li> <li>○ Critical approaches to geography education</li> </ul> <p>4. Citizenship education for the 21st century</p> <ul style="list-style-type: none"> <li>○ Curricular and institutional visions for citizenship education</li> <li>○ Examining key concepts and social issues from a citizenship framework</li> <li>○ The social studies curriculum in practice: new approaches and implications for citizenship education</li> </ul>
<p><b>Methodology</b></p>	<p>The course will be structured in such a way that students are able to attend to the lectures and participate actively in them. In order for students to prepare these theoretical lessons beforehand, they will be required to make a series of readings, including a selection of articles or book chapters that will be provided to them before each session. These materials (as well as videos, documents or any other resource) will be uploaded to the virtual learning environment offered by the University of Valladolid.</p> <p>Additionally, students will be required to take part in practical lessons, where they will work in groups in collaborative assignments. By dealing with research tasks, public debates and expositions, students are expected to approach this course with an open mind and a willingness to participate and engage with each other.</p>
<p><b>Evaluation</b></p>	<p>Lesson plan integrating all the eight key competences. Written in English, a maximum of 5000 words. Public exposition and debate.</p>
<p><b>Bibliography</b></p>	<p>Brooks, C., Butt, G., &amp; Fargher, M. (Eds.). (2017). <i>The Power of Geographical Thinking</i>. New York: Springer.</p> <p>Carretero Rodríguez, M., Berger, S., &amp; Grever, M. (Eds.). (2017). <i>Palgrave Handbook of Research in Historical Culture and Education</i>. London: Palgrave Macmillan.</p> <p>Davies, I., Ho, L.-C., Kiwan, D., Peck, C., Peterson, A., Sant, E., &amp; Waghid, Y. (Eds.) (2018). <i>The Palgrave Handbook of Global Citizenship and Education</i>. London: Palgrave Macmillan UK.</p> <p>Ross, E. W. (Ed.) (2014). <i>The Social Studies Curriculum. Purposes, Problems, and Possibilities</i> (4th ed.). New York: Suny Press.</p> <p>Seixas, P., &amp; Morton, T. (2012). <i>The Big Six Historical Thinking Concepts</i>. Toronto: Nelson.</p>



<b>Title of the course</b>	<b>Cultural dimensions of sport. Let's go to the movies</b>
<b>Description</b>	This course focuses on essential knowledge, skills and attitudes related to the social and civic competences through the study and analysis of a variety of sport movies. Cinema is used as the primary source.
<b>Learning outcomes</b>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Gain or increase awareness related to the fact that sport movies are cultural texts that explain, reproduce and/or challenge daily life issues and problems.</li> <li>• Realize that sport movies can be a very useful primary source for knowledge, together with other more “traditional” texts.</li> <li>• Become familiar with the use of sport movies extracts as teaching resources.</li> <li>• Empower participants to develop school teaching strategies, including the use of sport movies.</li> </ul>
<b>Contents</b>	<ol style="list-style-type: none"> <li>1. Resilience (in sport movies).</li> <li>2. Youth trafficking (in sport movies).</li> <li>3. Gender narratives (in sport movies).</li> <li>4. Physical Education and Physical Education teachers' representation (in sport movies).</li> <li>5. The future(present) society (in sport movies)</li> <li>6. Collective consciousness, identity and politics (in sport movies).</li> <li>7. The educator (super) coach (in sport movies).</li> <li>8. Epilogue (or Introduction): Sport, cinema and public pedagogy.</li> </ol>
<b>Methodology</b>	Combination of short lectures, screenings and analysis of sport films extracts, group discussions, debates based on papers previously read, and brief performances.
<b>Evaluation</b>	Lesson plan integrating all the eight key competences. Written in English, a maximum of 5000 words. Public exposition and debate.
<b>Bibliography</b>	<p>AAVV. (2008). Introducing sports in films. <i>Sport in Society</i>, 11(2-3). (Sixteen papers/topics of different authors.) See: <a href="http://www.tandfonline.com/toc/fcss20/11/2-3?nav=toCList">http://www.tandfonline.com/toc/fcss20/11/2-3?nav=toCList</a></p> <p>Barbero, J. I. &amp; Rodríguez, H. (2014). Youth trafficking in soccer: Diamantes Negros (Black Diamonds), a cinematographic text of public sociology. <i>Movimento</i>, 20(Especial), 197-210. DOI: <a href="http://dx.doi.org/10.22456/1982-8918.48232">http://dx.doi.org/10.22456/1982-8918.48232</a></p> <p>Lindner, K. (2009). Fighting for Subjectivity: Articulations of Physicality in Girlfight. <i>Journal of International Women's Studies</i>, 10(3), 4-17. Available at: <a href="http://vc.bridgew.edu/jiws/vol10/iss3/2">http://vc.bridgew.edu/jiws/vol10/iss3/2</a></p> <p>McCullick, B., Belcher, D., Hardin, B., &amp; Hardin, M. (2003). Butches, Bullies and Buffoons: Images of Physical Education Teachers in the Movies. <i>Sport, Education and Society</i>, 8(1), 3-16.</p>





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<https://doi.org/10.1080/1357332032000050033> (There are, at least, other two papers on the same topic.)

Pearson, D.W., Curtis, R.L., Haney, C.A., & Zhang, J.J. (2003). Sport films: social dimensions over time, 1930-1995. *Journal of Sport and Social Issues*, 27(2), 145-161. Available at: [https://www.researchgate.net/publication/238429712\\_Sport\\_Films\\_Social\\_Dimensions\\_Over\\_Time\\_1930-1995](https://www.researchgate.net/publication/238429712_Sport_Films_Social_Dimensions_Over_Time_1930-1995)



## COMPETENCES IN SENSE OF INITIATIVE AND ENTREPRENEURSHIP

<b>Title of the course</b>	<b>Teachers as researchers: Methodology in classroom action-research</b>
<b>ECTS</b>	<b>2,5</b>
<b>Description</b>	Learn to learn is the key competence to manage the uncertainty of classroom teaching. The classroom action research is the strategy that teachers have to face this challenge as the opportunity to turn ideas into action through creativity, innovation and risk taking as well as ability to plan and manage their own projects.
<b>Learning outcomes</b>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Recognize the main strategies for change in the classroom.</li> <li>• Design a process of change through classroom action-research.</li> <li>• Understand the key competence of entrepreneurship.</li> <li>• Develop a research plan focused on educational contexts.</li> <li>• Create a group of students' classroom as educators' team for challenging the paradigm shift of traditional teaching.</li> </ul>
<b>Contents</b>	<ol style="list-style-type: none"> <li>1. What is Classroom Action Research?</li> <li>2. Why do Classroom Action Research?</li> <li>3. How do you conduct Classroom Action Research? <ul style="list-style-type: none"> <li>○ Step one: Identify a question or problem.</li> <li>○ Step two: Review Literature.</li> <li>○ Step three: Plan a research strategy.</li> <li>○ Step four: Gather data.</li> <li>○ Step five: Make sense of the data.</li> <li>○ Step six: Take action.</li> <li>○ Step seven: Share your findings.</li> </ul> </li> <li>4. The quality of Classroom Action Research projects</li> </ol>
<b>Methodology</b>	<ul style="list-style-type: none"> <li>• Brief explanations on action-research</li> <li>• Reading lectures and discussion on the main topics.</li> <li>• Working groups on topics for education changing</li> </ul>
<b>Evaluation</b>	Lesson plan integrating all the eight key competences. Written in English, a maximum of 5000 words. Public exposition and debate.
<b>Bibliography</b>	Aladag, S. (2017). The Views of Class Teachers on Acquisition of Entrepreneurship Ability. <i>Journal of Education and Training Studies</i> , 5(8), 51–61.



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- Ningsih, Soetjipto, B. E., & Sumarmi. (2017). Improving the Students' Activity and Learning Outcomes on Social Sciences Subject Using Round Table and Rally Coach of Cooperative Learning Model. *Journal of Education and Practice*, 8(11), 30–37.
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## COMPETENCES IN CULTURAL AWARENESS AND EXPRESSION

<b>Title of the course</b>	<b>Music and cultural education</b>
<b>ECTS</b>	2,5
<b>Description</b>	Music as basic of a cultural identity: from traditional music and folklore to popular urban contemporary music reflects the richness of European development and make possible the expression of emotions and human identity as well in individual and collective ways, and make part of the education in formal and no formal context. Songs and tunes have travelled through the world in a multicultural global world exchange.
<b>Learning outcomes</b>	The students will be able to: <ul style="list-style-type: none"> <li>• Develop creativity and expression of emotions</li> <li>• Improve conscience of cultural identities</li> <li>• Enlarge the listening of music (through time, cultures and countries, experience...) and explore music diversity</li> <li>• Analyze and discuss about music education in modern world</li> </ul>
<b>Contents</b>	<ol style="list-style-type: none"> <li>1. The role of music and traditional songs in social identity´s conformation</li> <li>2. Using songs to learn other languages</li> <li>3. Expression of emotions through music</li> <li>4. Music in a multicultural and digital world</li> <li>5. Music education (at school, media, informal and professional)</li> </ol>
<b>Methodology</b>	<ul style="list-style-type: none"> <li>▪ Reading documents, videos and other music samples</li> <li>▪ Working together in small groups</li> <li>▪ Public debates and discussions</li> <li>▪ Music performance sharing traditional and modern tunes, songs or rhymes</li> <li>▪ Enlarging repertoires of music</li> <li>▪ Individual and/or collective creativity</li> <li>▪ Working by projects</li> <li>▪ Using songs in an interdisciplinary way</li> </ul>
<b>Evaluation</b>	Lesson plan integrating all the eight key competences. Written in English, a maximum of 5000 words. Public exposition and debate.
<b>Bibliography</b>	<p>Hunter P.G and Schellenberg (2010) Music and emotion. In M.R. Jones et al. (eds. ), <i>Music Perception</i> (p. 129-164). London: Springer Handbook of Auditory Research 36</p> <p>Juvonen, A., Ruismäki, H. &amp; Lehtonen, K. (2012) Music education facing new challenges. <i>Procedia Social and behavioral Sciences</i>, 45, 197-205 Elsevier. doi10.1016/j.sbspro.2012.06.556</p> <p>Koskarov, L. (2012) The multicultural and intercultural aspects of music and education- important dimension in the contemporary society.</p>



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<b>Title of the course</b>	<b>Cultural Heritage Education</b>
<b>Description</b>	Cultural knowledge includes an awareness of local, national and European cultural heritage. It is essential to understand the cultural and linguistic diversity in Europe and other regions of the world, the need to preserve it and the importance of aesthetic factors in daily life. Heritage Education -in formal and non-formal contexts- is necessary to get the knowledge of major cultural works, including popular contemporary culture.
<b>Learning outcomes</b>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Know and understand the concept of heritage as an identity link of a culture.</li> <li>• Develop strategies and teaching methodologies in the field of heritage education.</li> <li>• Use creativity to design projects aimed at teaching heritage in different educational contexts.</li> </ul>
<b>Contents</b>	<ol style="list-style-type: none"> <li>1. Teaching/learning models into the Knowledge of major cultural Works and contemporary culture.</li> <li>2. Educational Estrategies to preserve cultural heritage.</li> <li>3. Strategies intended to promote creative expression of ideas, experiences and emotions in a range of media and the visual arts.</li> <li>4. Programmes and training actions focusing on the acquisition of concepts, techniques and attitudes connected with Cultural Heritage, its conservation and social function.</li> <li>5. Research into heritage education and innovation in Heritage Didactics.</li> <li>6. Innovation in resources and tools for the interpretation of Heritage. Research into evaluation models.</li> <li>7. National Education and Heritage Plan: an instrument for the administration of cultural assets.</li> </ol>
<b>Methodology</b>	<ul style="list-style-type: none"> <li>▪ Works in small groups, public debates and discussions.</li> <li>▪ Individual works of project designs related to heritage education.</li> <li>▪ Relating different educational areas related to cultural heritage.</li> <li>▪ Use of visual arts such as photography, audiovisual, printmaking, painting, performance and others, to carry out the work.</li> </ul>
<b>Evaluation</b>	Lesson plan integrating all the eight key competences. Written in English, a maximum of 5000 words. Public exposition and debate.
<b>Bibliography</b>	Estepa, J.; Ávila, R. M. & Ferreras, M. (2008). Primary and secondary teachers' conceptions about heritage and heritage education: A



comparative analysis. *Teaching and Teacher Education*, 24, 8, 2095-2107.

Kuutma, K. (2012). Between Arbitration and Engineering: Concepts and Contingencies in the Shaping of Heritage Regimes. En R. F. Bendix, A. Eggert, y A. Peselmann (Eds.), *Heritage Regimes and the State* (pp. 21-36). Göttingen: Universitätsverlag Göttingen.

Lähdesmäki, T. (2016). Politics of tangibility, intangibility, and place in the making of a European cultural heritage in EU heritage policy. *International Journal of Heritage Studies*, 22 (10), 766-780, DOI: 10.1080/13527258.2016.1212386

Larouche, M. C. (2016). Using museum resources and mobile technologies to develop teens' historical thinking formative evaluation of an innovative educational set-up. In V. Gosselin and P. Livingsstone (Eds.), *Museum and the past. Constructing historical consciousness*, (122-141). Vancouver-Toronto: UBC Press.

Munjeri, D. (2004). Tangible and Intangible Heritage: From Difference to Convergence. *Museum International*, 56 (1-2), 12-20.



## EDUCATIONAL PROJECT

<b>Title of the course</b>	<b>Communication in English through Project Based Learning</b>
<b>Description</b>	The aim of this course is to help improve your communication, intercultural and interpersonal skills through project based learning activities in which English is used as a vehicular language. In addition, along this course you will learn how to plan and evaluate an educational project, and will design one basing on the contents and procedures studied in the previous courses.
<b>Learning outcomes</b>	The students will be able to: <ul style="list-style-type: none"> <li>• Use the English language in a cooperative context, understanding their peers' points of view, defending arguments, coming to agreements, etc.</li> <li>• Know how to design educational projects that embrace the long-life-learning Key Competences.</li> <li>• Produce written reports showing an adequate command of the language and attending to the different aspects developed throughout the courses of the International Semester.</li> </ul>
<b>Contents</b>	<ol style="list-style-type: none"> <li>1. What is Project-Based Learning</li> <li>2. Developing an idea, setting goals</li> <li>3. Planning and preparing</li> <li>4. Managing your project</li> <li>5. Evaluating and improving your Project</li> </ol>
<b>Methodology</b>	Project based learning
<b>Evaluation</b>	Lesson plan integrating all the eight key competences. Written in English, a maximum of 5000 words. Public exposition and debate.
<b>Bibliography</b>	<p>Boss, S. (2015). <i>Implementing Project-Based Learning</i>. Bloomington: Solution Tree Press</p> <p>Bender, W. N. (2012). <i>Project-Based Learning: Differentiating Instruction for the 21st Century</i>. California: Corwin</p> <p>Krauss, J.I., S. K. Boss. (2013). <i>Thinking Through Project-Based Learning: Guiding Deeper Inquiry</i>. California: Corwin</p> <p>Larmer J., J. Mergendoller, S.Boss. (2015). <i>Setting the Standard for Project Based Learning: A Proven Approach to Rigorous Classroom Instruction</i>. Alexandria: ASCD. Buck Institute for Education</p> <p>Larmer, J., D. Ross, J. R. Mergendollar. (2009). <i>Project Based Learning (PBL) Starter Kit</i>. California: Buck institute for Education.</p>



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<b>Title of the course</b>	<b>Integrated project</b>
<b>ECTS</b>	<b>2,5</b>
<b>Description</b>	This course consists in elaborating a paper that represents a synthesis of the contents and learning outcomes comprised in the previous courses. With this task the student can reflect on the key competences and how they may be developed in an educational project.
<b>Learning outcomes</b>	The students will be able to: <ul style="list-style-type: none"> <li>• Develop the synthesis skills.</li> <li>• Communicate and defend their arguments in written texts and in oral presentations.</li> <li>• Show an adequate command of the lifelong learning key competences.</li> </ul>
<b>Contents</b>	<ol style="list-style-type: none"> <li>1. Setting the goals of the educational projects.</li> <li>2. Literature review of the topic.</li> <li>3. Methodological approach.</li> <li>4. Educational project proposed.</li> <li>5. List of references consulted according to APA rules.</li> </ol>
<b>Methodology</b>	The students will be assigned faculty tutors that will supervise the elaboration of their educational projects.
<b>Evaluation</b>	Public defense of written paper.
<b>Bibliography</b>	<p>APA (2009). <i>Publication Manual of the American Psychological Association</i>, 6th Edition. Washington, DC: American Psychological Association.</p> <p>Bell, J., &amp; Waters, S. (2014). <i>Doing Your Research Project: A Guide For First-Time Researchers</i> (Revised edition). Maidenhead: Open University Press.</p> <p>Blaxter, L., Hughes, C., &amp; Tight, M. (2010). <i>How to Research</i> (4 edition). Maidenhead: Open University Press.</p> <p>Lester, J. D., &amp; Jr, J. D. L. (2014). <i>Writing Research Papers: A Complete Guide</i>, 15th Edition (15th edition). NY, NY: Pearson.</p> <p>Walker, M. (1996). <i>Writing Research Papers: A Norton Guide</i> (4th edition). New York: W. W. Norton &amp; Company.</p>