

SUBJECT TEACHING GUIDE

M1118 - Projects and Proposals for Curriculum Innovation in Spanish Language and Literature Master's Degree in Secondary Education Teacher Training

Academic year 2021-2022

1. IDENTIFYING DATA					
Degree	Master's Degree in Secondary Education Teacher Training		Type and Year	Optional. Year 1	
Faculty	School of Teacher Training				
Discipline	Subject Area: Innovation in Teaching and Introduction to Educational Research Specific Module in the Speciality of Spanish Language and Literature				
Course unit title and code	M1118 - Projects and Proposals for Curriculum Innovation in Spanish Language and Literature				
Number of ECTS credits allocated	3	Term	Semester based (2)		
Web					
Language of instruction	Spanish	English Friendly	No	Mode of delivery	Face-to-face

Department	DPTO. FILOLOGIA
Name of lecturer	MARTA GANCEDO RUIZ
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Other lecturers	ISABEL GARCIA MARTINEZ

3.1 LEARNING OUTCOMES
- Recognize different methodologies and apply them correctly. Knowing and using the theoretic and practical developments of the learning-teaching process in "Lengua Castellana y Literatura". Knowing other resources to improve the learning-teaching process.
- Identify the Secondary School Library as a dynamic space for the development of innovation projects
- Recognize the different methodologies studied and analyze their usefulness in the teaching of Spanish Language and Literature.
- Knowing and applying the theoretical-practical developments of teaching Spanish Language and Literature.
- Knowing other resources to improve teaching-learning processes

4. OBJECTIVES

<p>Knowing the actual law and the call for projects: national, international, European, Erasmus +, etc. Knowing complimentary activities about innovative practices: literarily and didactic routes, literature and cinema, interdisciplinary approaches, etc.</p> <p>Knowing and facing situations where different methodologies are apply as a tool to innovate the curriculum .</p> <p>Knowing and analyzing the PIIE.</p> <p>Knowing and analyzing alternative projects.</p> <p>Identifying school libraries in secondary education as the center of the cultural activity.</p> <p>Integrating ICT in the classroom.</p> <p>Knowing Classroom 2.0.</p> <p>Comparing the use of ICT resources: digital blackboard, webquest, blogs, wikis, etc.</p>
<p>Knowing PID developed by different foundations: Fundación Botín, Fundación Germán Sánchez Ruipérez; and other universities: University of Castilla-La Mancha, CEPLI.</p>
<p>Knowing PID announced by Ministry of Education and Professional Training-leer.es of CNIIE-; Ministry of Health -INJUVE-.</p>
<p>Knowing and facing situations in which certain methodological proposals must be included as an innovative element.</p>
<p>Knowing and analyzing the Comprehensive Educational Innovation Projects (PIIE)</p>
<p>Knowing and analyzing alternative curricular projects.</p>
<p>Identifying the Secondary School Libraries as the backbone of the cultural activity of the centre</p>
<p>Integrating TIC in a balanced, coherent and responsible way as part of self-learning.</p>

6. COURSE ORGANIZATION

CONTENTS	
1	Innovation and improvement of learning-teaching processes.
2	Obtacles to innovation.
3	Knowledge and analysis of PIIE and the Linguistic Project of the Educative Center
4	Integrate ICT in the learing of Spanish Language and Literature, self-learning.
5	School libraries as a central resource in the Secondary Education.

7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
Design a PID	Work	Yes	Yes	50,00
Oral presentations	Others	Yes	Yes	30,00
Active participation in class activities	Others	No	No	20,00
TOTAL				100,00
Observations				
<p>SPELLING: University students should have the correct linguistic and communicative skills regarding writing and speaking. It is essential, thus, the correct use of orthography, grammar, and lexicon in all assignments and during class.</p> <p>PLAGIARISM: Every assignment will follow the article 54.1 of the 'Reglamento de los procesos de evaluación en la Universidad de Cantabria: "La realización fraudulenta de las pruebas o actividades de evaluación supondrá directamente la calificación de suspenso "0" en la asignatura".</p> <p>WORKS CITED The School adopts APA norms about quotation and references for all academic papers. You can find information in the web page of our library: http://www.buc.unican.es/node/9388/.</p>				
Observations for part-time students				
<p>Part time students should do an exam and a paper established by the teacher. This will be due in the date the University as established for the final exam.</p> <p>If part time students can attend regularly to class they will have the same evaluation system as the other students.</p>				

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

Lectura y escritura en el currículo de secundaria. Encarnación Bermúdez Gómez
Tonos digital: Revista de estudios filológicos, ISSN-e 1577-6921, Nº. 19, 2010

Domingo Gallego Gil: La pizarra digital. Una ventana al mundo desde las aulas, Sevilla, MAD, 2009.

Proyectos de investigación en la educación secundaria. María Jesús Illescas Núñez
Lengua castellana y literatura: investigación, innovación y buenas prácticas / coord. por Uri Ruiz Bikandi, María Dolores Abascal Vicente, 2011, ISBN 978-84-9980-088-2, págs. 127-150

La biblioteca escolar como mediadora cultural y espacio social de integración ciudadana. Juana Ruiz Arriaza.
II Congreso Internacional de Estudios Culturales Interdisciplinarios: Culturas locales, culturas globales, Madrid, 2020 / coord. por Antonio Martín Cabello, Almudena García Manso, José Luis Anta Félez, 2020, ISBN 978-84-17387-60-0, págs. 13-21

Bibliotecas escolares abiertas, activas e imprescindibles. María Pousa, Cristina Novoa
Eduga: revista galega do ensino, ISSN-e 2171-6595, Nº. 79, 2020

Rafael Palomo López y otros: Enseñanza con TIC en el siglo XXI. La escuela 2.0, Sevilla, MAD, 2008.
Antonio Temprano Sánchez: Webquest. Aproximación práctica al uso de internet en el aula, Sevilla, MAD, 2009.

Utilización de las tabletas digitales en la educación primaria. Cristina Sánchez Martínez
Tesis doctoral dirigida por María del Carmen Ricoy Lorenzo (dir. tes.). Universidade de Vigo (2019).