



Universidad
de Alcalá

GUÍA DOCENTE

PLANIFICACIÓN EFICAZ DE LAS ENSEÑANZAS

PLANNING EFFECTIVE TEACHING

**Máster en Formación del Profesorado
de E.S.O., Bachillerato, F.P. y
Enseñanza de idiomas**

Curso Académico 2024/2025
1er Cuatrimestre

GUÍA DOCENTE

Nombre de la asignatura:	Planificación Eficaz de la Enseñanzas
Código:	200993
Titulación en la que se imparte::	Máster en Formación del Profesorado de E.S.O., Bachillerato, F.P. y Enseñanza de idiomas
Departamento y Área de Conocimiento:	Filología Inglesa
Carácter:	Obligatoria
Créditos ECTS:	4
Cuatrimestre:	1º
Profesorado:	Verónica González Araujo
Horario de Tutoría:	A determinar
Idioma en el que se imparte:	Inglés

1.a. PRESENTACIÓN

Esta asignatura pretende ayudar a los estudiantes a diseñar, desarrollar y evaluar unidades didácticas/situaciones de aprendizaje eficaces para mejorar el proceso instruccional y las experiencias de aprendizaje. Se orienta a los alumnos para que analicen las distintas formas en que los profesores pueden ayudar a los alumnos en su aprendizaje del inglés como segunda lengua o lengua extranjera mediante una planificación y preparación cuidadosas, lo que le permitirá satisfacer una serie de necesidades, aptitudes y capacidades. A lo largo del curso, los estudiantes se familiarizarán con las herramientas necesarias para diseñar unidades didácticas/situaciones de aprendizaje adecuadas.

1.b. PRESENTATION

The course is devoted to helping students design, develop, and evaluate effective lesson plans/learning situations to improve the instructional process and learning experiences. Students are guided to analyse various ways in which teachers can assist students in their learning of English as a second language or foreign language through careful planning and preparation to meet a range of needs, aptitudes and abilities. Throughout the course, students will become acquainted with the tools to design appropriate lesson plans and didactics units.

2. COMPETENCES¹ AND LEARNING OUTCOMES

• BASIC AND GENERAL COMPETENCES

BASIC COMPETENCES

¹ Adapted from the *Memoria de Verificación* of the Master's Degree

- CB7 – Know how to apply the acquired knowledge and problem-solving skills in new or little-known environments within broader (or multidisciplinary) contexts related to their field of study.
- CB9 – Know how to communicate conclusions, knowledge and final reasoning in front of both specialist and non-specialist audiences clearly and unambiguously.
- CB10 – Acquire the learning skills that will enable the students to continue studying in a largely self-directed or autonomous manner.

GENERAL COMPETENCES

- CG1. Know the content of the curriculum in the corresponding teaching specialty, and be familiar with relevant teaching and learning processes.
- CG2 - Plan, develop and evaluate the learning and teaching process with a view towards enhancing educational processes that facilitate the acquisition of the competences of the teaching of English as a foreign language, all 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
- CG4 Make decisions on the curriculum to be taught at a school, participating in the group planning of said curriculum; develop and use teaching methodologies for groups and individuals, adapting them to student diversity.

• SPECIFIC COMPETENCES

- CE16 – Know the theoretical-practical developments of teaching and learning in the corresponding subjects.
- CE17 – Transform curricula into activity and work programs.
- CE18 – Acquire criteria for the selection and creation of education materials.
- CE 19 – Foster a climate that facilitates learning and values student contributions.
- CE20 – Integrate audiovisual and multimedia communication training into the teaching-learning process.

LEARNING OUTCOMES

- Know the theoretical-practical developments of teaching and learning English.
- Transform curriculums into activity and work programs.
- Acquire criteria for the selection and development of educational materials.
- Foster a climate that facilitates learning and values student contributions.
- Integrate audiovisual and multimedia communication training into the teaching-learning process.

3. CONTENTS

This module covers all the contents included in the verification report approved by the National Agency for Quality Assessment and Accreditation of Spain (ANECA), which are the following:

- The teaching and learning process.
- Curriculum planning instruments in the center.
- Types of programming.
- Basic principles of teacher programming.

- Teaching units.
- Classroom programming.
- Analysis of training needs.
- Objectives and contents of the program.
- Activities and methodological strategies.
- Organization of teacher work in the classroom.
- Provision of resources: teaching materials and didactic resources

These contents are structured in the following units:

Units	Credits
Analysis of contextual factors	• 0.5 ECTS
Planning for success: classroom management	• 0.5 ECTS
Materials design:	• 1 ECTS
Designing a unit of work/learning situations	• 2 ECTS

4. TEACHING AND LEARNING METHODS

4.1. Student workload (100 hours)

Class-contact hours	25
Guided independent learning	75 hours (independent study, readings, activities and assignments)
Total hours	100

4.2. Methods, materials, and didactic resources

Methodologies	Materials and didactic resources
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<p>Sessions</p>	<p>This class is designed on constructivist principles. This means that the instructor creates an environment for learning by providing focus and guidance to the content. Face-to-face sessions are designed to be learning experiences for students, and it is presumed and expected that students actively participate in the discussions through the construction of their own learning. As a postgraduate level course, the instructor expects quality work from each student supported by adequate preparation and involvement.</p> <p>Theoretical lessons will consist mainly of the teacher's presentation and group discussion of theoretical and practical issues; practical written exercises; practical work on topics from the contents.</p> <p>Given the constructivist design of the class, this course will be interactive. It is my expectation that all students participate fully for all activities in order to maximize their learning experience.</p>
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5. ASSESSMENT

Continuous assessment

- **Continuous call (convocatoria ordinaria)**

Assessment criteria:

Assessment is based on the following components:

- Attendance to the class and active participation: 20%
- Submission of activities/assignments: 40%
- Final project: 40%

Assessment procedure and criteria:

Given that this is a post-graduate course, a C1 student is required to follow the course contents and complete the course assignments satisfactorily.

By means of completing assignments, compulsory readings as well as classroom tasks, students should demonstrate they have acquired the main contents and

competences aforementioned. Thus, by the end of the course, students are expected to be able to:

- Demonstrate their ability to apply their learning in designing a lesson plan for a particular year of Secondary education.
- Understand the needs of students at different developmental levels.
- Devise a unit of work
- Plan a range of teaching activities
- Incorporate active learning strategies within a lesson plan
- Use strategies that cater for students with specific needs for educational support
- Evaluate and adapt materials

Final assessment (convocatoria ordinaria)

Due to the characteristics of this module the whole assessment process requires the continuous assessment of the student; therefore, students cannot request to be assessed by means of the final assessment option in the “convocatoria ordinaria”. This has been approved by the Master Academic committee in its ordinary session of 17th February.

Reassessment (convocatoria extraordinaria)

Those students who do not comply with the stated requirements must take the final exam in the extraordinary call. The same evaluation criteria will be applied for the extraordinary call.

Grading descriptors

- Outstanding (MH): Students display an outstanding grasp of the aims and contents of the module. All assessment criteria have been achieved to an exceptionally high level. Written assignments and the final paper show that students have read and thought at a level well beyond what is expected on the module. Students are always well-prepared for discussion in face-to-face-sessions and demonstrate highly active and well-prepared participation in all activities.
- Excellent (SS): Students display an excellent grasp of the aims and contents of the module. All assessment criteria have been achieved to a very high standard and most at an exceptionally high level. Written assignments and the final paper show all or most of the appropriate characteristics expected for this type of work. Students are practically always well-prepared for discussion in face-to-face-sessions and participate actively in all activities.
- Very Good (N): Students display a very good grasp of the aims and contents of the module. All assessment criteria have been met fully and many have been achieved at a good or very good standard. Written assignments and the final paper have a good foundation in the prescribed reading and build on ideas put forward in contents of the module. Students participate in the sessions and activities and have done most of the preparation.

- Satisfactory (A): Students show a satisfactory grasp of the aims and contents of the module. All assessment criteria have been met, but some barely exceed the threshold standard to pass the module. Written assignments and the final paper show some of the appropriate characteristics expected for this type of work. Students sometimes participate in the sessions and occasionally contribute to discussions.
- Fail (S): Students show an unsatisfactory grasp of the aims and contents of the module. Some assessment criteria do not reach the threshold standard to pass the module. Written assignments and the final paper show limited understanding of the basic principles, concepts and teaching strategies of the module. Students' participation is scarce and when they participate, they are often not prepared or they do not say much.

Students are warned that plagiarism will not be tolerated. Plagiarism consists of using someone else's ideas without acknowledging the author. The ideas from other sources, regardless of whether they are quoted, summarized or paraphrased, must be documented adequately. It is the students' responsibility to make themselves aware of the University regulation on evaluation and plagiarism (see article 34 of *Normativa de evaluación de los aprendizajes*). Any plagiarism found in the final version of a paper will be penalised and could result in the failure of the module.

Assessment activities must follow the guidelines set in the Universidad de Alcalá Regulations on Coexistence Rules. Regarding the implications of irregularities committed during the assessment, there are consequences for committing academic fraud as outlined in the Regulation of the Disciplinary Student Regime of Universidad de Alcalá.

6. BIBLIOGRAPHY

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- Richards, J. C. 2015. Materials Design in Language Teacher Education: An Example from Southeast Asia. En *International Perspectives on English Language Teacher Education: Innovations from the Field*, pp. 90-106. Palgrave Macmillan.
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