

DATOS GENERALES

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| Curso académico | Curso 2024/2025 |
| Tipo de curso | Diploma de Especialización |
| Número de créditos | 30,00 Créditos ECTS |
| Matrícula | 850 euros (importe precio público) |
| Requisitos de acceso | This course is aimed at: 1-Current teachers of Early Childhood Education, Primary Education and Secondary Education who would like to develop their knowledge and improve their practice teaching English and fostering multiliteracies as a part of students' academic growth. 2-Students who have just finished the Degree in Early Childhood Education and/or Primary Education. 3-Any other graduate students from other disciplines interested in English teaching and learning. |
| Modalidad | Semipresencial |
| Lugar de impartición | Facultat de Magisteri |
| Horario | Tuesday, from 6 p.m. to 9 p.m. |
| Dirección | |
| Organizador | Departament de Didàctica de la Llengua i la Literatura |
| Dirección | Agustín Reyes Torres Profesor/a Titular de Universidad. Departament de Didàctica de la Llengua i la Literatura. Universitat de València Rocío Domene Benito Ayudante/a Doctor/a. Departament de Didàctica de la Llengua i la Literatura. Universitat de València |
| Plazos | |
| Preinscripción al curso | Hasta 01/10/24 |
| Fecha inicio | Octubre 24 |
| Fecha fin | Mayo 25 |
| Más información | |
| Teléfono | 961 603 000 |
| E-mail | informacion@adeituv.es |

PROGRAMA

Literacy Education and Multiliteracies: Theoretical Principles and Pedagogical Orientations.

Learning by design
Reading and Writing Workshop
The process behind Reading and Writing

Children and Young Adult Literature

Intercultural books for multilingual schools
The Universe of Picturebooks through universal and controversial themes
The origin of children's literature

Art and Multimodal Resources

- An approach to art and creativity through picturebooks as multimodal resources
- Short animated films. Drama, music, images and advertisements
- Analysis and selection criteria
- Using visual texts to teach lenses of analysis -

Approaches to Teaching and Learning: Theory-in-Use

- Student-centered teaching and learning through translanguaging
- Effective Vocabulary Instruction in Literature: How can I help students build their academic vocabulary while reading a whole class novel?

- Mentor Texts and Exemplars: What are they? How and why are they used?
- Instructional Read Alouds: What, When, How, and Why?

Curriculum Design and Assessment

- Understanding by Design (UbD) Framework: Scope & Sequence, Unit Planning, Lesson Planning
- Assessment: Pre, Post, Formative, Summative
- Rubrics

Implementation and Research Projects in School Settings

- Qualitative research
- Action Research in Primary Schools
- Implementation and research projects to foster students multiliteracies

Final Paper

Literacy Education and multiliteracies
Children and Young Adult literature
Art and multimodal resources
Implementation and curriculum design
Research-in-Action

PROFESORADO

Claudia Alonso Recarte

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OBJETIVOS

Las salidas profesionales que tiene el curso son:

Teaching English as an Additional Language in Early Childhood, Primary and Secondary Education.

Objectives:

1. To guide pre-service and current teachers to reflect and rethink "what" and "how" 21st century students need to learn in the English classrooms in Early Childhood Education, Primary Education and Secondary Education.
2. To develop an understanding of the concepts of literacy and multiliteracies in the 21st century as well as to establish the relationship between English teaching, meaning-making and knowledge production.
3. To integrate literary education and multimodality with the Pedagogy of multiliteracies (New London Group 1996) in English teaching, first, to develop what we we could call a literary-multimodality competence and, secondly, to provide students with the conceptual and practical tools that are necessary to face new educational challenges.

METODOLOGÍA

Classes take place only once a week so that the workload is manageable and stress-free. Every session would consist of theoretical and practical lessons that aim to promote active participation through reflection and dialogic encounters. Classes are taught in English by dedicated, enthusiastic and knowledgeable lecturers that cover all levels of education