

## DATOS GENERALES

## Curso académico

<b>Tipo de curso</b>	Diploma de Especialización
<b>Número de créditos</b>	30,00 Créditos ECTS
<b>Matrícula</b>	850 euros (importe precio público)
<b>Requisitos de acceso</b>	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.

<b>Modalidad</b>	Semipresencial
<b>Lugar de impartición</b>	Facultat de Magisteri
<b>Horario</b>	Tuesday, from 6 p.m. to 9 p.m.

## Dirección

<b>Organizador</b>	Departament de Didàctica de la Llengua i la Literatura
<b>Dirección</b>	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

<b>Preinscripción al curso</b>	Hasta 10/10/2024
<b>Fecha inicio</b>	Octubre 2024
<b>Fecha fin</b>	Mayo 2025

## Más información

<b>Teléfono</b>	961 603 000
<b>E-mail</b>	<a href="mailto:informacion@adeituv.es">informacion@adeituv.es</a>

## 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

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

#### Implementation and Research Projects in School Settings

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

#### Final Paper

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

## PROFESORADO

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### **Claudia Alonso Recarte**

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### **Amanda Rose Bird**

Curriculum Coordinator. English Department Head, and High School English Teacher. American School of Valencia

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Professor and Director of the Department of Communication. Saint Louis University Madrid

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### **Marta Gasso Ferris**

High School Social Studies teacher. American School of Valencia

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Assistant Director of Teaching and Learning & Instructional Coach. American School of Barcelona

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### **KyleAnne Danielle Kiraly**

International Baccalaureate English Teacher. American School of Valencia

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Catedrático/a de Universidad. Departament de Filologia Anglesa i Alemanya. Universitat de València

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### **Alyssa Morgan Martinez**

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Profesora titular. Universitat Jaume I

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Profesor/a Permanente Laboral PPL. Departament de Didàctica de l'Educació Física, Artística i Música. Universitat de València

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**Luis Sebastian Villacañas de Castro**

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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 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