<COURSE TITLE>

Year: 
Semester: 
Session(s): 

<UNIT TITLE>

Introduction:
What does quality education mean to you? Is quality education possible in all contexts and under all circumstances? In this unit you will discover...

Target competencies:
1. Summarize critically what the literature says about <topic>.
2. Analyse a «case» in the light of <educational principles> and report the findings to an informed international audience visiting the faculty.
3. Argue in favour of a line of action based on <educational principles> applied to a real case.

Key words / Key concepts:
<Keyword 1>, <Keyword 2>,<Keyword 3>,<Keyword 4>, <Keyword 5>, <Keyword 6>.

TASK CYCLE

TASK 1: BECOME INFORMED

GOAL:
The goal of this first task is to obtain information about <Topic>.

SUB-TASKS:
1. Read about the Guiding Principles for <Topic> presented in <chapter reference>
2. Watch the documentary <Documentary Title> on <inequalities in Catalan schools> available at <Platform>.

TIPS:
- Refer to the glossary when in need.
- Take notes as you read or watch.
- Exchange your points of view with a partner as you read and or watch.
TASK 2: PEER DISCUSSION

GOAL:
The goal of this task is to learn to apply the analytical model by <Author> to analyse one of the cases presented in the documentary.

TASK:
Together with a partner, apply the principles outlined in <Chapter Reference> to analyse the reality as presented in the documentary. Suggested procedure:

1. While you read the article, complete the left-hand column in the table below.
2. While you watch the documentary, try to complete the middle column below.
3. Finally, in the right-hand column jot down your reactions to every relevant issue.

<table>
<thead>
<tr>
<th>The guiding principles found in the literature in relation to the ISSUE</th>
<th>What can be observed in the documentary</th>
<th>Your informed response to the observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principle 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principle 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principle 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TIP:
- In your discussion, use the words and phrases in the glossary.

TASK 3: GROUP DISCUSSION

GOAL:
Your team goal is to share the work carried out by each group member and to reach a consensual understanding of the issue and a possible action plan for improvement.

TASK:
Jointly explore the issue and jot down private notes as the discussion proceeds.

The questions below may help you:

A. According to <Author> what are the guiding principles to be followed to analyse <educational practice>?
B. What are the obstacles that seem to hinder/frustrate <quality educational practice>? Identify some indicators of <opportunities>. Are there any circumstances that facilitate the accomplishment of goals? Identify some strengths that may lead to <successful output>.
C. Suggest some solutions addressed to <educational leaders>.  

TASK 4: WRITE A CRITICAL ANALYSIS

GOAL:
Your common goal in task 4 is to write a text to inform an international audience about <problematic situation> and make appropriate recommendations to <politicians, education officials, policy-makers, teachers, etc.> so as to improve the situation.

TASK:
Write a critical analysis of the issue. Use the recommendations below to help you organize your text.

- **Introduce the topic.** State briefly what you plan to discuss and the relevance of the issue.
- **Develop the topic:**
  - Provide the reader with a brief and clear presentation of the guiding principles of <Topic> based on the article(s) you read. Remember to cite your source(s).
  - Introduce the reader to the difficulties observed in <documentary> that may be an obstacle to meet the <quality educational goals> and to achieve <successful outcome>.
  - Use the concepts you presented above.
  - Provide evidence (= some examples from the documentary).
  - Call the reader’s attention specifically to the indicators for opportunities available for changing the situation. Provide at least one example from the video.
  - Present and argue in favour of a specific plan of action.
  - Conclude by writing a general appraisal of the suitability of your proposal in order to achieve your goal

- **Length:** do not exceed 800 words.
- **Due:** to be handed in before the end of the lesson.

TIPS:
- For each bullet point from the above list, you may want to write one paragraph.
- Check assessment criteria and assessment rubric.
- Why not try and find a YouTube Tutorial on how to write a critical reflection?

TASK 5: REVISE

GOAL:
The goal of this task is to train yourself to edit your own work.

SUB-TASKS:
- In pairs, compare the text you wrote to two or three other texts written by other anonymous students.
- Make a list of items to improve, in terms of both content and expression.

TIP:
- If interested, ask the teacher for a second chance on this assignment.
ASSESSMENT CRITERIA: CRITICAL ARGUMENTATION

Taking into consideration the aims of the worksheet, the critical analysis of the issue will be assessed according to the following criteria:

A. Content-related criteria:

1. Completeness in terms of information
2. Selection of relevant information
3. Skilled interpretation of events in the light of the theory
4. Error-free in terms of the use of concepts
5. Depth of approach
6. Use of basic and supplementary sources of information
7. Etc.

B. Discourse-related criteria:

1. Appropriate terminology
2. Genre: in agreement with the academic genre required by the task; arguments supported by evidence
3. Coherence and cohesion: paragraphing, logical connections between ideas
4. Addressee-related criteria: reader-friendly; implicit or explicit awareness of addressee
5. Acceptably correct spelling and morphosyntax
6. Academic conventions: citing, other.

TIP:
- Ask the instructor for the assessment rubric.

RESOURCES

- Glossary available HERE.
- Advice on writing an analytical essay available HERE.
- Assessment rubric HERE.
- On ethical issues and plagiarism HERE.

English-Medium Primary Teacher Education Degree