

THE GUIDEWAY

Planning Template for EMI Courses

<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.

	The guiding principles found in the literature in relation to the ISSUE	What can be observed in the documentary	Your informed response to the observations
Principle 1			
Principle 2			
Principle 3			

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

UAB

Universitat Autònoma de Barcelona
Facultat de Ciències
de l'Educació