

SPECIALIZATION COURSE CURRICULUM DESIGN Año 2017

RP-01

I. GENERAL INFORMATION

Course duration	8 months	5 modules - 48 hours each
Total hours	240 hours	Term: 2017
Theoretical hours	150	Practice: 90 hours

II. COURSE DESCRIPTION:

This course has been established to offer the students a clear idea about the importance of curriculum design for the achievement of specific competences during academic instruction in different educational settings. In this case, a focus will be given to the development of curricular processes for specific purposes in English language teaching as an added value to ESP (English for Specific Purposes) also known as English at Work. It implies the analysis to diagnose problems and needs in the specific labor and social areas. Students of Curriculum Design will be guided by the study of the theoretical framework, that is, the positions and tendencies existing in the philosophical, sociological, epistemological, psychological, pedagogical and didactic references that influence the foundations of the possible curricular conception, on which the new programs will be designed. The result of the activities made during this course must be aimed to find strategies to solve the situation explored, the problems and need analysis that will determine the organization of these educational programs to solve the difficulties existing in our society and the weakness in work labor environments when English language is not spoken, offering in this way new alternatives to compete with countries much better prepared in professional settings.

III. GENERAL OBJECTIVES

- To diagnose problems and needs in specific labor and social environments following methodological processes that involve interviews or research tools to find fields where the need for developing the second language is necessary.
- To create curriculum designs based on ESP competences according to investigations made for this purpose.

IV. STUDY MODULES

MODULE 1: Curriculum Design

Objective: To introduce the students within the curricular conceptualization and its importance within the educational environment.

Methodology:

- * Students will be incorporated into the curriculum principles by offering them concepts and specialized vocabulary.
- * Academic reading will be assigned as a fundamental requirement for the development of student participation.
- * The use of the virtual platform will be important to connect them to sites that enrich their introduction to specialization.
- * They will be exposed to readings on the development of education worldwide and will foster the development of critical thinking.
- * Students will be able to develop analytical essays or participate in forums on the UFG platform, with the objective of creating the critical bases for locating El Salvador within the global context.

Contents:

1. Introduction to the subject and the methodological vocabulary.
2. Academic and labor competences.
 2. a) Setting goals for specific academic purposes
 2. b) Development of the academic profile and the incorporation of programmatic contents.
 2. c) Levels of the English Language according to the European Theoretical Framework and its competences.
3. Curriculum Design, types of design and components.
 3. a) Curriculum Design by competencies.
 3. b) The ideology of the Curriculum, establishment of curricular plans for specific purposes.
 3. c) Analysis of English Language needs in the labor market.
4. Initial proposals on the possible Salvadoran labor environments to be developed and incorporated in the curriculum designs. Elaboration of mind maps regarding areas that could be enhanced through the incorporation of English programs.

MODULE 2: Needs Analysis

Objective: To determine the needs of incorporation of the English language within the labor and academic contexts.

Methodology:

- * They will be assigned readings about the process of analysis and research of needs.

* Students will determine areas of needs where English language development is a latent need.

* The teacher will support the management processes for the investigation of needs and through the DEG, Dirección de Egresados y Graduados, the learners will be provided formal letters to support the process they develop to avoid barriers in the research process or interviews within external institutions or companies.

* Students will apply the theory within real contexts, which will allow them to develop professional competences within the area and expose them in other fields to conduct professional interviews with managers.

* Follow up, guide and review progress during the activity process in module 2.

Contents:

1. The needs analysis for the establishment of curricular designs.
 1. a) The main purpose of the needs analysis
 1. b) Users of the needs analysis and the population to be investigated.
 1. c) Steps to conduct the needs analysis.
 1. d) Formal approaches of the students to different institutions or organizations whose academic weaknesses in the English language have been detected through observations made by themselves.
2. Instruments and processes used within the needs analysis to:
 2. a) Elaboration of questionnaires to find educational needs, using open and closed questions.
 2. b) How to conduct and prepare a professional interview.
 2. c) Basic steps for the tabulation of information and graphs to show found data.
3. Analysis of results and interpretation for the establishment of curricular design.

MODULE 3: First phase for the Curriculum Design organization.

Objective: To integrate data found within the needs assessment instruments to determine the type of curriculum design to be implemented.

Methodology:

* Students will apply the theoretical bases offered by the teacher to work on the process of incorporating the information found and the organization of the curriculum project.

* The teacher's guide will be transcendental to guide students in the process of designing curriculum design and its components.

Contents:

1. Introduction to the project that might focus on professional projection to the country.
2. Planning objectives for the curriculum project
3. Rationale of the curricular project
4. Determination factors within the project, time, place, population, level of English, type of English for specific purposes, academic needs, resources and all those related to the incorporation of academic needs for its implementation.

MODULE 4: Second phase – Curriculum Design and organization of the content.

Objective: To determine the content of the proposed Curriculum Design according to the results found within the research.

Methodology:

- * Students will be advised in a personalized way regarding the development of curricular content.
- * The teacher will provide students with a follow-up guide that will allow them to establish the steps to be taken within the development of Curriculum Design.
- * The class sessions will be the opportunity in which the students will be advised and supervised about the development of the proposed activities through a specific calendar for the delivery of advances.
- * The teacher will provide the outline and format to follow which will be standardized so that all students work under shared follow-up despite working for different specific purposes.

Contents:

1. Development of curricular design modules: outline of each module and establishment of objectives, competencies, contents and necessary resources.
2. Academic connections between modules and agreement with objectives and schemes to be developed at the end of the process.
3. Proposed methodology for the development of curricular content.
4. Proposal of the teaching profile for the implementation of the Curricular Project.

MODULE 5: Integration of the Curriculum Project

Objective: To integrate all the contents of the Project and its final coordination.

Methodology:

- * Students will submit their completed Projects for the final evaluation.
- * Students will be able to actively participate and give professional opinions about what they have learned and their personal points of view about the project.
- * The teacher will made observations inside the Projects for a positive change within them.

Contents:

1. Final evaluation of contents related to curricular projects.
2. Changes and re-evaluation of the final project
3. Writing Bibliography

V. EVALUATION STRATEGIES

Theoretical evaluations on contents and readings.

- ♣ Active participation in the virtual platform

- ♣ Counseling where the individual participation of the participants or couple of participants will be determined.
- ♣ The development of individual competencies should be a priority within academic development.
- ♣ Presentation of advances and achievement of goals during the development of the Curricular Project.
- ♣ During the final stage, they will be able to present their curriculum designs and justify their elaboration in front of the jury, where they can also be questioned about theoretical knowledge learned and developed during the specialization.

VI. TIME

The full course will consist of 5 modules of 48 hours each. This makes a total of 240 hours.

VII. BIBLIOGRAPHY

- ✦ Curriculum Development in Language Teaching, Jack Richards, Cambridge University Press.
- ✦ Curriculum Design in Higher Education: Theory to Practice, Dublin: UCD Teaching & Learning. ISBN 9781905254989
<http://www.ucd.ie/t4cms/UCDTLP0068.pdf> Also available from UCD Research repository at: <http://researchrepository.ucd.ie/handle/10197/7137>.
- ✦ Chapter 1, Curriculum Design
<http://www.project2061.org/publications/designs/online/pdfs/designs/chapter1.pdf>
- ✦ Curricular Design and Development. Imprint. Editor. Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH. Human Capacity Development
https://www.giz.de/akademie/de/downloads/Lehrbrief_02_-_Curricular_Design_and_Development.pdf



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