



Course Syllabus

Course	Communication in English through Project Based Learning		
Module	MODULE # 08: Integrated Project		
Degree	International Semester on Education		
Plan Code	904	Course Code	75050# 11
Teaching period	Second semester	Type	Compulsory
Level	Degree	Academic Year	2019/20
ECTS	2 ECTS		
Language	English		
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1. General scope

The development of key competences, their validation and the provision of competence-oriented education, training and learning should be supported by establishing good practices for better support of educational staff in their tasks and improving their education, for updating assessment and validation methods and tools, and for introducing new and innovative forms of teaching and learning.

Key competences are those which all individuals need for personal fulfilment and development, employability, social inclusion, sustainable lifestyle, successful life in peaceful societies, health-conscious life management and active citizenship. They are developed in a lifelong learning perspective, from early childhood throughout adult life, and through formal, non-formal and informal learning in all contexts, including family, school, workplace, neighbourhood and other communities.

The key competences are all considered equally important; each of them contributes to a successful life in society. Competences can be applied in many different contexts and in a variety of combinations. They overlap and interlock; aspects essential to one domain will support competence in another. Skills such as critical thinking, problem solving, team work, communication and negotiation skills, analytical skills, creativity, and intercultural skills are embedded throughout the key competences.

1.1 Context

The EU Council Recommendations play especial emphasis on the multilingual dimension of education, which means educating in the use of literacy skills for evolving in different intercultural social contexts. As multilingual-multicultural contexts have become increasingly common in the EU, language education necessarily implies the training of interpersonal social skills that permit the learner to participate in multilingual social groups



communicating through English. In this sense, through the implementation of the PBL approach, the course will provide the student with opportunities to use the English language as a lingua franca (both in the written and oral dimensions) in multicultural work teams.

1.2 Relation with other courses

This course is included in the “set of courses” oriented by the European Council Recommendation on key competences for lifelong learning (2018). The courses developed in this semester are interlinked, and everyone of them contributes to the integrated project that the student needs to develop to complete the International Semester programme. In this sense, the course “Communication in English through Project Based Learning” plays an important role, as it intends to integrate the 8 key competences developed along the previous modules through the elaboration of team projects in English, thus, preparing the student for the design of their own final Integrated Education Project.

1.3 Prerequisites

Fluency in English is expected (B2 Level).

2. Competences

2.1 General

The course mainly focuses on competences 2. “Communication in foreign languages” and 5. “Learning to learn”, as described by the European Framework of Key Competences for Lifelong Learning (2006). According to the Council Recommendation on Key Competences (2018), the course will develop especially the “Literacy competence”, “Multilingual competence”, and “Personal, social and learning to learn competence”.

Also the other key competences will be put to work throughout the development of the course.

2.2 Specific

The aim of this course is to help improve your communication, intercultural and interpersonal competences through project based learning activities in which English is used as a vehicular language. In addition, along this course students will learn how to plan and evaluate an educational project, and will design one basing on the contents and procedures studied in the previous courses.

3. Learning Outcomes

The students will be able to:

- To use the English language in a cooperative context, understanding their peers’ points of view, defending arguments, coming to agreements, etc.
- To know how to design educational projects that embrace the long-life-learning Key Competences.



- To produce written reports showing an adequate command of the language for academic purposes and attending to the different aspects developed throughout the courses of the International Semester.

4. Contents

- What is Project-Based Learning
- Developing an idea, setting goals
- Planning and preparing
- Managing your project
- Evaluating and improving your Project
- Writing for academic purposes

5. Methodology

The course will be structured in such a way that students are able to attend to the lectures and participate actively in them. In order for students to prepare these theoretical lessons beforehand, they will be required to do some reading, including a selection of articles or book chapters that will be provided to them before each session. These materials (as well as videos, documents or any other resource) will be uploaded to the virtual learning environment offered by the University of Valladolid.

Additionally, students will be required to take part in practice lessons, where they will work in groups in collaborative assignments. While dealing with research tasks, designing team projects and doing presentations, students are expected to approach this course with an open mind and an engaging attitude.

6. Student dedication to the course

Classroom activities	Hours	Outside the classroom	Hours
Lectures	6	Autonomous work.	30
Practice sessions	14		
Total in the classroom	20	Total outside the classroom	30

7. Grading criteria

Evaluation	Percentage	Comments
Participation in class dynamics	25	Attendance is compulsory.
Practice activities	50	
Contribution to the integrated project	25	

Spanish Scale	ECTS Scale	Definition
9.0-10.0 Matrícula de honor	A+	Excellent with Honours



Spanish Scale		ECTS Scale	Definition
9.0-10.0	Sobresaliente	A	Excellent
8.0-8.9	Notable	B	Very Good
7.0-7.9	Notable	C	Good
6.0-6.9	Aprobado	D	Satisfactory
5.0-5.9	Aprobado	E	Sufficient
0.0-4.9	Suspenso	FX/F	Fail

8. Basic references

- Bailey, S. (2015). *Academic Writing: A Handbook for International Students*. London and New York: Routledge.
- Bender, W. N. (2012). *Project-Based Learning: Differentiating Instruction for the 21st Century*. California: Corwin
- Boss, S. (2015). *Implementing Project-Based Learning*. Bloomington: Solution Tree Press
- Crene, P. and M. Lea. (2008). *Writing at University: A guide for students*. Berkshire: Open University Press.
- Hamp-Lyons, L. and Heasley, B. (2006). *Study Writing*. Cambridge: Cambridge University Press.
- Krauss, J.I., S. K. Boss. (2013). *Thinking Through Project-Based Learning: Guiding Deeper Inquiry*. California: Corwin
- Larmer J., J. Mergendoller, S. Boss. (2015). *Setting the Standard for Project Based Learning: A Proven Approach to Rigorous Classroom Instruction*. Alexandria: ASCD. Buck Institute for Education
- Larmer, J., D. Ross, J. R. Mergendollar. (2009). *Project Based Learning (PBL) Starter Kit*. California: Buck institute for Education.
- Lenz B., J. Wells, S. Kingston. (2015). *Transforming Schools Using Project-Based Learning, Performance Assessment, and Common Core Standards*. USA: Jossey Bass

9. Final considerations

As said above, this semester is a cluster of training modules for initial or permanent teachers interested in introducing a complementary strategy to be put into practice in education contexts. Therefore, the main purpose of the final project is to integrate all the courses' contents in a comprehensive way.