

**Course Syllabus and addenda**

<b>Course</b>	INTEGRATED PROJECT		
<b>Module</b>	MODULE # 12: Integrated project		
<b>Degree</b>	International Semester on Education		
<b>Plan Code</b>	904	<b>Course Code</b>	75051
<b>Teaching period</b>	Second semester	<b>Type</b>	Compulsory
<b>Level</b>	Degree	<b>Academic Year</b>	2021/22
<b>ECTS</b>	2,5 ECTS		
<b>Language</b>	English		
<b>Lecturers</b>	José Ignacio Barbero, Ph.D. Natalia Barranco, Ph.D. Luis Carro, Ph.D. Valle Flores, Ph.D. José María Marbán, Ph.D. Diego Miguel, Ph.D.		
<b>Departments</b>	Department of Didactics of Experimental Sciences, Social Sciences and Mathematics, Department of Didactics of Language and Literature, Department of Didactics of Music Education, Artistic Education and Physical Education. Department of Pedagogy, Department of Psychology		
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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, neighborhood 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, teamwork, communication and negotiation skills, analytical skills, creativity, and intercultural skills are embedded throughout the key competences.

### 1.1 Context

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This course consists in producing a paper that represents a synthesis of the contents and learning outcomes comprised in the previous courses. With this task the student can reflect on the key competences and how they may be developed in an educational project. The Integrated Project is a summary report which integrates the eight key competences in a didactic proposal to be implemented in a primary or secondary school.

### 1.2 Relation with other courses

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This course is included in the “set of subjects” oriented by the European Council Recommendation on key competences for lifelong learning (2018). The list of courses developed in this semester are interlinked, and everyone is part of the integrated project that every student must develop as a whole. In this sense, the integrated project is related into the international semester as a sum up of competences to be taught in the context of primary or secondary schools or other educational context.

### 1.3 Prerequisites

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Fluency in English is expected (B2 Level).

## 2. Competences

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### 2.1 General

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Be able to develop a synthesis report which proposes an integrated project with didactic aims to promote the development of the eight key competences

### 2.2 Specific

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- Be able to communicate and defend their proposal in written texts and oral presentations.
- Be able to show personal argumentation skills for the key competences of lifelong learning.

## 3. Learning Outcomes

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The students will be able to:

- Develop the synthesis skills.
- Communicate and defend their arguments in written texts and in oral presentations.
- Show an adequate command of the lifelong learning key competences.

## 4. Contents

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1. Setting the goals of the educational projects.
2. Literature review of the topic.
3. Methodological approach.
4. Educational project proposed.
5. List of references consulted according to APA rules.



## 5. Methodology

The students will be assigned faculty tutors that will supervise the elaboration of their educational projects.

Submission contents:

- An infographic showing how the 8 competences have been developed and integrated in the project.
- A brief written educational project in PDF format. The document should be written in Times New Roman 12, 1,5-spaced, and a maximum word limit of 3500-4000 words (in case of a team project, 800-1000 extra words per each extra member of the group will be further required).

Project contents: 10 teaching sessions to be developed addressing one particular education level (in case of team project, the project should be planned for and adapted to different teaching levels depending on the number of members: for example, if we have a team of 3 people, each of its members will have to choose and work on a different level).

## 6. Student dedication to the course

online activities	Hours	Outside the classroom	Hours
Online sessions	10	Autonomous work.	40

Deadline submission: 15 June at 14:00 on the Integrated Project Moodle Course.

Project oral presentation (and discussion with an evaluation committee): 17 June at 10:00 through WebEx.

## 7. Evaluation and Grading criteria

### COMPONENTS OF THE WRITTEN PAPER

1. Rationale (Synthesis of the education context and how the 8 competences have been integrated in the project)
2. Synthesis (A planning chart showing the relation between activities and the competences to be worked on in each of them)
3. Project plan based on Project Based Learning or any other integrating education approach (10 sessions)
4. Conclusions
5. References (using APA style)

Evaluation	Percentage	Comments
Participation in online classes	15	
Written Integrated Project	65	
Defense of integrated project	20	

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

- APA (2020). *Publication Manual of the American Psychological Association*, 7th Edition. Washington, DC: American Psychological Association.
- Bell, J., & Waters, S. (2014). *Doing Your Research Project: A Guide For First-Time Researchers* (Revised edition). Maidenhead: Open University Press.
- Blaxter, L., Hughes, C., & Tight, M. (2010). *How to Research* (4<sup>th</sup> edition). Maidenhead: Open University Press.
- Lester, J.D., & Lester, J.D.Jr. (2014). *Writing Research Papers: A Complete Guide* (15<sup>th</sup> Ed.). NY, NY: Pearson.
- Walker, M. (1996). *Writing Research Papers: A Norton Guide* (4<sup>th</sup> ed). New York: W. W. Norton & Company.

## 9. Final considerations

This semester is a cluster of training modules for initial or permanent teachers interested in introducing a complementary strategy of teaching within the core curriculum of primary and secondary schools. Therefore, the main purpose of the final project is to integrate all the courses' contents in a comprehensive way.

