



Course Information					
Code:	<b>EDG51019</b>	Course:	<b>PROJECTS IN THE CLASSROOM</b>		
Coordination Area / Program:	<b>FAC. EDUCACION</b>				Mode: <b>Presencial</b>
Credits: <b>02</b>	Tipo de hora	Presencial	Virtual	H. Totales	Autonomous Learning Hours: <b>64</b>
	H.Teoria	2	0	2	
	H.Práctica	56	0	56	
	H.Laboratorio	0	0	0	
Period: <b>2024-01</b>	Start date and end of period: <b>del 20/03/2024 al 09/07/2024</b>				
Career: <b>EDUCACIÓN SECUNDARIA - EDUCACIÓN SECUNDARIA CON ESP. EN INGLÉS</b>					

Course Pre-requisites		
Code	Course - Credits	Career
FC-EDU ESLEARST	ESL: LEARNER STRATEGIES	EDU SEC ESP INGL - EDUC. SECUNDARIA

Course Coordinators			
Surname and First Name	Email	Contact Hour	Contact Site
FARRO RIVAS, ALDO	afarro@usil.edu.pe		

Instructors
You can check the timetables for each teacher in their INFOSIL in the <b>Classes Development Teachers</b> option <b>Teachers</b> .

Course Overview
The Tasks and Projects subject is of a practical nature and attributes the teaching and learning development competence. With the purpose that, in the English classroom, students are given a clear concept of work in a task and project, designing them and incorporating them in the classroom. In order for students to develop and write their opinions about teaching. The creditable product is that an activity is carried out through a forum and a conceptual map on the teaching of writing is presented.

Competencias Profesionales y/o Generales			
Carrera/Programa	Sigla/ Denominación de la competencia	Nivel de la competencia	Aprendizajes esperados
SECONDARY EDUCATION WITH A SPECIALTY IN ENGLISH	CP3: Teaching and learning development	N3 - Perform efficiently in the development of teaching and its development in its teaching identity for the good learning of students.	<ul style="list-style-type: none"> <li>• Make a progressive learning plan that is sustainable and in accordance with the educational context</li> <li>• Employ teaching tools that promote interactive and dynamic learning.</li> <li>• Implement innovative and disruptive</li> </ul>

			strategies to develop learning sessions. • Develops learning methodologies using technological tools.
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General Course Result	Unit Result
At the end of the course, the student can plan, design and present innovative projects to be carried out in English as a foreign language classrooms using technology.	1. At the end of the unit, the student develops a plan for a project based on a real-world problem situation. Additionally, select the appropriate digital tools based on the plan being developed.
	2. At the end of the unit, the student designs an innovative project collaboratively following a well-structured process and using digital tools.
	3. At the end of the unit, the student presents a final plan that uses technology and is innovative in its own right.

Development of activities		
<b>Unit Result 1:</b> <i>At the end of the unit, the student develops a plan for a project based on a real-world problem situation. Additionally, select the appropriate digital tools based on the plan being developed.</i>		
<b>Session 1:</b> <i>At the end of the session, the student recognizes basic concepts of Project Based Learning by reading and answering article comprehension questions.</i>		Semana 1 a 4
Learning Activities	Contents	Evidence
Read and write essential PBL concepts. Observe a project planner and its parts. Read about some concepts. Look at some samples. Analyze a short-term project Share opinions Perform collaborative work	Concept of a project PBL concept Why ABP? Elements of PBL Docents practices The role of students in PBL The role of teachers in PBL PBL process in the classroom Benefits and difficulties that teachers may face in implementation PBL cases in English teaching - Toolboxes Presentation of a project planner and its parts. Starting with a driving question. Learning goals project summary Summary of main products make it public Case 1: analysis of a short-term project sample. Carrying out the first part of the team project planner and presentation.	Answers in the group portfolio. Presents a summary of a project plan.
<b>Session 2:</b> <i>At the end of the session, the student presents a plan for a short-term project to be implemented in teaching English.</i>		Semana 5 a 8
Learning Activities	Contents	Evidence
Answer some questions Look at a short-term project plan: steps 2 and 3 Complete your entire short-term project plan. Review and make changes Choose the technology to use Write the rubric that students will use to evaluate the short-term project. Create any additional resources needed for the project. Completes entire project plan, rubric and resources,	Review of previous topics. Short-term project plan Steps 2 and 3 Scaffolding Case 1: analysis of the second and third part of a short-term project Completion of steps 2 and 3 of the short-term project plan. Review and make changes if necessary. First eraser Rubric Development Resource development Second draft Short-term project completion.	Share comprehension questions in your portfolio. Presentation of the first draft. Presentation of the second draft. Presentation of the final short-term project plan

and final sample product. Present the entire plan orally.	Resources Rubrics Final sample product Presentation	
<b>Unit Result 2:</b> <i>At the end of the unit, the student designs an innovative project collaboratively following a well-structured process and using digital tools.</i>		
<b>Session 3:</b> <i>At the end of the session, the student understands what innovation in education means and how the use of Artificial Intelligence can affect education.</i>		Semana 8 a 11
<b>Learning Activities</b>	<b>Contents</b>	<b>Evidence</b>
Read and write concepts about innovation in education. Research examples of innovation in language teaching. Research AI tools in language teaching and how to apply it in the classroom.	Fundamental concepts of innovation in education. Artificial Intelligence in education.	Article analysis Case study resolution
<b>Unit Result 3:</b> <i>At the end of the unit, the student presents a final plan that uses technology and is innovative in its own right.</i>		
<b>Session 4:</b> <i>At the end of the session, the student plans and creates all the resources for a long-term project in teaching English.</i>		Semana 12 a 14
<b>Learning Activities</b>	<b>Contents</b>	<b>Evidence</b>
Analyze a sample of an extensive project Complete a collaborative project plan Complete the second step of the extensive project plan Complete the third part of the project, its resources and rubrics. Presents the final project plan and sample of the expected product.	Extended project plan: An innovative project in the English classroom. Extensive project sample Project Completion Step 1 Project Completion Step 2 Step 3 of project completion and resources rubrics Extensive final presentation of the project. Expected product sample	Final plan of the innovative project and all its resources.
<b>Session 5:</b> <i>Students will be able to develop a project in the class session evidencing the learning of the course.</i>		Semana 14 a 16
<b>Learning Activities</b>	<b>Contents</b>	<b>Evidence</b>
FINAL EXAM (Creditable Product) - Evalúa	FINAL EXAM	FINAL EXAM (Creditable Product)

<b>Methodology</b>
<p>The course will be developed based on the following methodologies: Aprendizaje colaborativo , Aprendizaje participativo , Método activo , Proyectos formativos , The course will be developed based on the following methodologies:</p> <p>Case analysis and Collaborative Learning. Incorporating case analysis into English teaching enhances language learning by providing meaningful and practical opportunities for students to develop their language skills, critical thinking skills and cultural awareness in an engaging and relevant context. Collaborative work in teaching English promotes language practice, communication skills, teamwork, peer learning, cultural exchange, problem-solving skills and motivation. It enriches the learning experience, making it more interactive, engaging and applicable to real-life situations, while fostering essential skills for students' personal and academic growth.</p>

<b>Assessment System</b>				
Each of the items of the evaluation scheme and the final grade of the course are rounded to whole numbers. The final grade of the course is the weighted average of the corresponding items: permanent evaluation, partial exam and final exam.				
The averages calculated components of the item 'Permanent Evaluation' will keep your calculation with 2 decimals.				
Type Evaluation	%Weighing	Observation	Week Assessment	Rezag.
<b>Evaluación Permanente</b>	<b>60%</b>			
<b>Particip y Asistencia en Clase</b>	<b>33,33%</b>		Semana 15	No
<b>Promedio de Trabajos</b>	<b>66,67%</b>			

Trabajo 1	25%	This grade will not be eliminated.	Semana 4	No
Trabajo 2	25%	This grade will not be eliminated.	Semana 7	No
Trabajo 3	25%	This grade will not be eliminated.	Semana 10	No
Trabajo 4	25%	This grade will not be eliminated.	Semana 14	No
<b>Examen Final</b>	<b>40%</b>		Semana 16	No

<b>Attendance Policy</b>	
<b>Total Percentage Absences Permitted</b>	30%
<p>Class attendance is mandatory. The student who reaches or exceeds the limit of thirty percent (30%) of absences in the course, defined by the total of effective hours, will be disqualified from taking the final evaluation, corresponding to said evaluation with a grade of zero (0).</p> <p>In hybrid classrooms, only synchronous virtual participation (via zoom) is allowed, up to a maximum of 50% of the total course.</p>	

<b>Basic Required Reading</b>
<p>[1] Fleming, Douglas.S. (2000). <i>A Teacher's Guide to Project-Based Learning</i>. USIL: <a href="https://eric.ed.gov/?id=ED469734">https://eric.ed.gov/?id=ED469734</a></p> <p>[2] Thuan, P. (2018). <i>Project-Based Learning: From Theory to EFL Classroom Practice</i>. Hoa Lu University: <a href="https://www.researchgate.net/publication/331071691_PROJECT-BASED_LEARNING_FROM_THEORY_TO_EFL_CLASSROOM_PRACTICE">https://www.researchgate.net/publication/331071691_PROJECT-BASED_LEARNING_FROM_THEORY_TO_EFL_CLASSROOM_PRACTICE</a></p> <p>[3] OECD (2016). <i>Innovating Education and Educating for Innovation: The Power of Digital Technologies and Skills</i>. OECD Publishing: <a href="http://dx.doi.org/10.1787/9789264265097-en">http://dx.doi.org/10.1787/9789264265097-en</a></p>

<b>References Supplementary</b>

<b>Prepared by:</b>	<b>Approved by:</b>	<b>Validated by:</b>
	JIMENEZ CHUMACERO, ROSA VICTORIA	Office of Curriculum Development
<b>Date:</b>	Date: 25/04/2024	Date: 26/04/2024