

## **Syllabus Information**

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**Academic Year:** 2021/22

**Subject:** 63153 -

**Faculty / School:** 107 - Facultad de Educación

**Degree:** 573 - Master's in Lifelong Learning: Introduction to Research

**ECTS:** 3.0

**Year:** 1

**Semester:** Second semester

**Subject Type:** Optional

**Module:**

## **1. General information**

### **1.1. Aims of the course**

1. Understand the implications of oral and written language with regard to social, communicative and cognitive aspects.
2. Know the fundamental problems of research in the field of oral and written language development difficulties.
3. Know the relevant research in relation to the development of oral and written language, both in the evaluation and the educational intervention.
4. Know how to prepare a research project related to the evaluation or intervention in the field of oral and written language

### **1.2. Context and importance of this course in the degree**

Language is on the basis of our development as human beings, which is why it is one of the most attractive and, at the same time, most complex objects of study. It can be studied from diverse fields, from psychology, pedagogy, linguistics, sociology, biology ..., and from very different theoretical and methodological perspectives. The importance of the development of oral and written language is crucial for learning throughout the different stages of life. That is why it is essential to pay attention to the evolutionary and educational aspects of oral and written language, as well as to the difficulties and disorders that may arise in the process of change throughout the life cycle. Research in evaluation and intervention is essential to address the problems that may arise in this area.

### **1.3. Recommendations to take this course**

It is recommended that students who take this course have basic knowledge in some subject related to the field (for example Developmental Psychology, Language Psychology, Language and Hearing Disorders, Treatment of reading disorders and writing, etc.).

## **2. Learning goals**

## **3. Assessment (1st and 2nd call)**

### **3.1. Assessment tasks (description of tasks, marking system and assessment criteria)**

#### **Assessment tasks**

- Reading, analysis and contrasting documents. Written presentation of the critical review of the readings made.
- Participation in classroom activities and completion of tasks between sessions proposed by the faculty. Assistance and active participation in face-to-face sessions; exposition and discussion of critical reviews.
- Carrying out an evaluation test for the case that a continuous evaluation cannot be carried out.
- Assessment criteria and levels of demand

#### a) Continuous Evaluation

- Reading, analysis and comparison of documents according to the guidelines given previously by the teachers of the subject. The report of said work or works may be presented in writing or orally at the agreed time with the professors of the subject. The clarity of the writing, the level of deepening of the analysis carried out, and the contributions derived from personal reflection will be assessed. It will focus on methodological issues, on the structure of the work, on the scientific documentation used, on the comparison of results and on the conclusions obtained, as well as on the quality of expression and presentation. This will mean 50% of the evaluation.
- Participation in classroom activities and completion of tasks between sessions proposed by the faculty. Assistance and active participation in face-to-face sessions; exhibition and discussion about projects and/or problems and/or case studies presented. It will be 50% of the final grade of the subject.

#### b) Global Test according to the evaluation rules of the UZ (First and Second Call).

- In situations where continuous assessment cannot be carried out, students will have the opportunity to show the knowledge acquired through a written test centred on the content developed in the different programmed activities. It will mean 100% of the final grade.

#### \* Evaluation criteria

The degree of adequacy and accuracy in the answer to each question, reasoning and justification will be taken into account based on the content (conceptual and procedural) of the subject; structuring and organization of the exposed ideas. Likewise, presentation, spelling and punctuation, clear and grammatically correct writing, as well as the use of scientific and professional terminology will be assessed.

## 4. Methodology, learning tasks, syllabus and resources

### 4.1. Methodological overview

The methodology followed in this course is oriented towards the achievement of the learning objectives. It is based on active participation, case studies, teamwork etc. that favours the development of communicative skills and critical thinking. A wide range of teaching and learning tasks are implemented, such as lectures, practical activities, practice sessions, autonomous work, tutorials, and academic guidance.

Further information regarding the course will be provided on the first day of class.

### 4.2. Learning tasks

The main learning tasks are the follows:

- Reading and analysis of documents.
- An active methodology based on case studies.
- Management of the different evaluation tests used in research.
- Design and discussion of observation protocols.
- Analysis of intervention proposals.

The course includes 3 ECTS organized according to:

- Lectures (1.2 ECTS): 12 hours. The professor presents theoretical contents.
- Practice sessions (0.6 ECTS): 6 hours. They can involve discussion and presentation of case studies, practical work outside the classroom (field work or visits), and seminars.
- Autonomous work (0.6 ECTS): 6 hours. Students do tasks such as autonomous study, reading of the course book, preparation of practice sessions and seminars, and summative assignments.
- Tutorials (0.4 ECTS): 4 hours. Professor's office hours can be used to solve doubts and to follow-up students' work.
- Assessment (0.2 ECTS): 2 hours. Final examination.

### 4.3. Syllabus

The course will address the following topics:

Topic 1. Current perspectives and new advances in research on oral and written language development.

Topic 2. Theoretical conceptualization that underpins the research findings and points out the most important lines of research related to the development of oral and written language.

Topic 3. Evaluation and intervention in relevant techniques and procedures to research on oral and written language development.

Topic 4. Research on intervention in oral and written language development.

#### **4.4. Course planning and calendar**

For further details concerning the timetable, classroom and further information regarding this course please refer to the Faculty of Education website (<https://educacion.unizar.es/master-aprendizaje/master-aprendizaje>)

#### **4.5. Bibliography and recommended resources**

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=63148>