



Sessió de Presentació del Màster de Formació de Professorat de Secundària

Especialitat d'anglès

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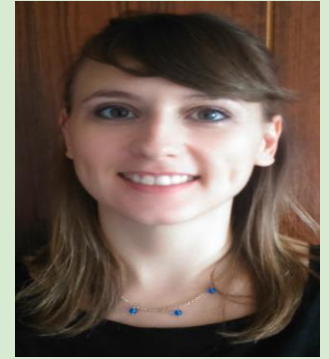


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Mòduls
UPF
25
ECTS

Ensenyament (FAE-Both for full-timers and 1st-year partimers):

- SLA in formal instruction contexts
- Content-based instruction
- Curriculum and programming
- Assessment and the CEFR
- Designing session plans

★ **Complements de formació professional (CF-Both for full-timers and 1st-year partimers):**

- ICT in the English classroom
- Literature and culture in TEFL
- English for 21st century teachers

★ **Disseny i Implementació d'Espais d'Aprenentatge Innovadors (DEA-Both for full-timers and 2nd-year partimers):**

- Teaching methodology
- Designing a didactic sequence

- Classroom research

The master's contents

Practicum
14
ECTS

- ★ Fase 1: Observació i Descoberta
- ★ Fase 2: Intervenció

Mòduls
UOC
15 ECTS
(online)

- ★ Aprenentatge i desenvolupament de la personalitat
- ★ Processos i contextos educatius
- ★ Societat, família i educació

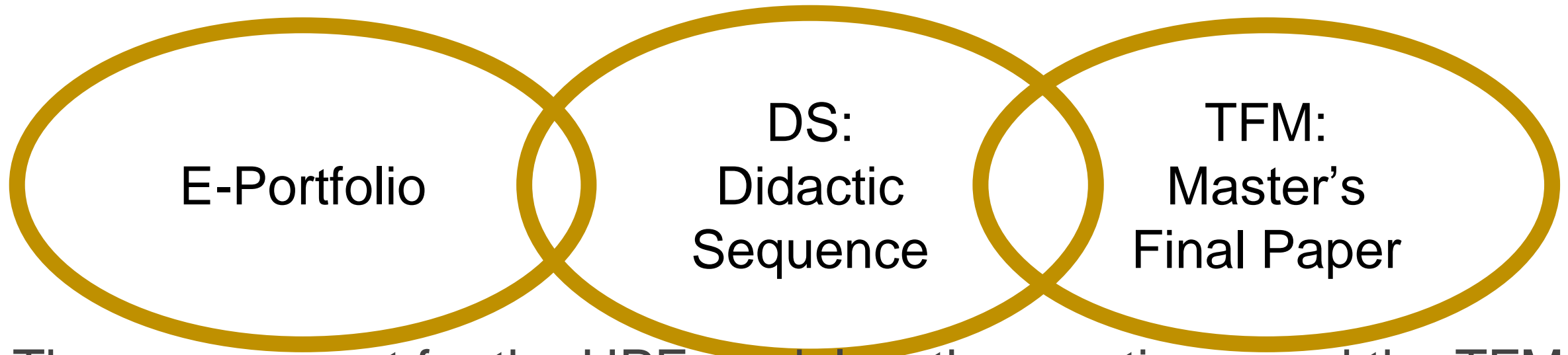
Treball final de màster
6 ECTS

- ★ Treball de recerca-acció on es descriu una intervenció a l'aula i es reflexiona sobre la pròpia pràctica docent



60 ECTS = 1,500 hours of very hard
work!

You **MUST** pass everything in order to
graduate



The assessment for the UPF modules, the practicum and the TFM is based on these three products, which you will work on throughout the year. Most tasks will be jointly assessed by the teachers from different subjects, your tutors and practicum mentors. Each of these products is designed to help you develop the seven areas of professional competence that you will need for your teaching career.

AC1. Design, management and planning of teaching/learning environments

AC3. Teaching methodology and management of diversity within the classroom.

Orientation, tutoring & assistance of learners & their families

A. Organise learning situations

A1. Diagnose and assist students' needs
A2. Promote the use of and reflection on language
A3. Plan Didactic Sequences
A4. Manage the class

B. Evaluate learning as process & performance

B1. Make use of assessment tools and procedures
B2. Guarantee proper assessment practice
B3. Promote constructive

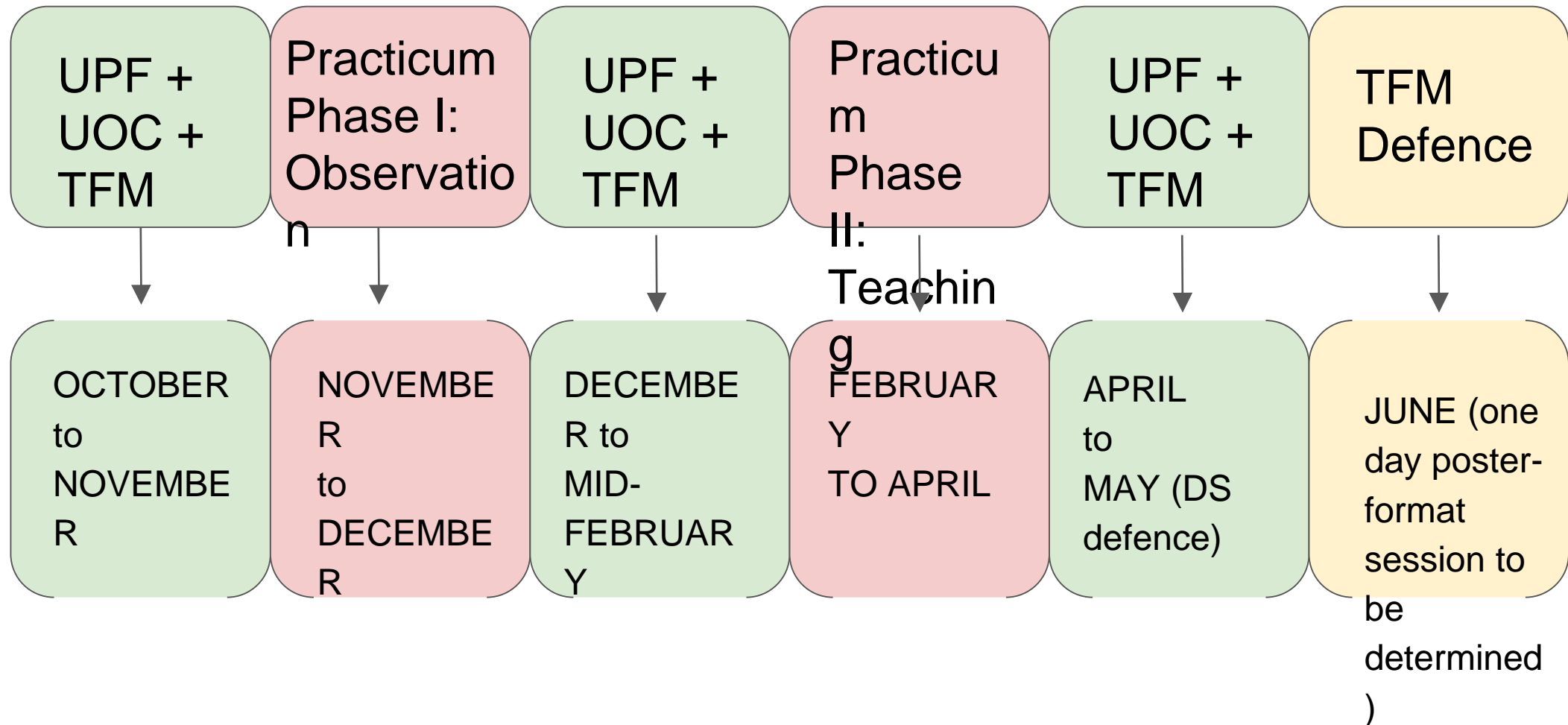
C. Involve learners in the management of their learning process

C1. Make learners handle the resources available to learn
C2. Integrate into the teaching process the tools to be able to reflect on the learning process
C3. Promote the idea that learners should define their learning project
C4. Motivate learners so that they hold responsibility for their learning feedback

D. Facilitate intercultural communication

D1. Adapt to the cultures of your teaching context
D2. Promote the development of students' intercultural competence

Timeline for full-time students





Attendance Policy to the UPF subjects and extra training such as:

- Practicum Seminars
- Dilluns del Màster

Students are not allowed to miss more than 15% of the sessions. All classes missed should be justified with an official note.



- ❑ Sessions at UPF always take place in the afternoon/evening. Most days there are 2 blocks: from 16.00 to 17.50 and from 18.00 to 19.50
- ❑ The [calendar](#) is live, and it's up to you to check it regularly
- ❑ Practicum usually takes place in the mornings (except for FOI). Make sure this arrangement is compatible with your job/other commitments!

Organisation for part-time students

First year

UOC Modules

UPF Subjects:

✓ FAE: SLA in formal instruction contexts;
Content-based instruction;
Curriculum and programming;
Assessment and the CEFR;
Designing session plans & Teaching implies Conversing

✓ CF: ICT in the English classroom,
Teaching English in the 21st

Second year

UPF Subjects:

✓ AE3: Methodology & Designing a Didactic Sequence
✓ ID: Classroom research

Practicum Phases I & II

✓ Practicum seminar sessions

Final master's paper (TFM)

✓ TFM sessions

FAQ regarding the Practicum:

What is expected from us?

How long does it take?

Who chooses the school?

- Get to know the educational context
 - Get acquainted with school docs
 - Observe teaching practice and reflect on it. Contrast with your own experience
 - Cooperate in school tasks, as a member of the staff
 - Fill in your personal teaching contract for Phase II
- **From 25 Feb. to 12 Apr. (Phase II) you will:**
 - Teach your Didactic Sequence (TBLT) and teach galore
 - Apply task-based and project-based methodologies
 - Do as teachers do

What role does English play at the Master's?

It is the vehicular language for this specialisation, and you will be expected to use English at a C2 level when you:

- ✓ Write module tasks and papers
- ✓ Plan, write and defend your final Master's paper
- ✓ Write your practicum documents & assignments (e-portfolio)
- ✓ Talk to your mentor, tutor, teachers and Master peers during class discussions
- ✓ Teach your lessons during phase II of the practicum

Why do the Master's at UPF?

1. Strong connection with the schools:

- Workshops on module-related TEFL aspects
- Visits to schools for observations by UPF tutors
- School swap
- Close contact between UPF tutors and school mentors
- UPF practicum is based on professional development through practice

Why do the Master's at UPF?

2. Close tutoring throughout the master's:

- One-to-one tutoring Practicum sessions at the UPF
- Reduced groups
- Personal support on the design of the Didactic Sequence and the TFM
- Weekly encouraging and specific feedback on your teaching by mentor and peers, alongside a demand for self-reflection

Why do the Master's at UPF?

3. We build a community:

- The Didactic Sequence and the TFM are developed in pairs
- Shared work across the subjects
- You'll be in touch with the teaching community through the Dilluns del Màster and subsidised attendance to the APAC' ELT Convention
- We email you with any job offers at our reach
- Cooperation with European institutions such as Trinity College London & The British Council

Why do the Master's at UPF?

4. We develop constantly : Friday Essentials by experts on the field

- TBLT approach by EOI teachers
- Project Work
- Designing students' worksheets
- Effective use of the classroom boards
- How to give effective instructions and minimize T talk
- The use of good visuals
- Drama techniques for the classroom
- When / How to give feedback to students
- Truly communicative ways of designing activities : speaking is not communicating
- Student-centred lessons and the development of learner autonomy

Our former 17-18 students would like to have a say:

WHY WOULD I RECOMMEND THE **UPF** MASTER'S FOR TEACHERS OF ENGLISH?

Hi! My name is Alícia and as a former student of the UPF master's for teachers of English I would like to mention some aspects of it I consider to be very interesting:

- 1.** First of all, I liked the fact that the UPF modules of the master's are taught entirely in English.
- 2.** Also, it is to be emphasised the constant communication with the student by means of emailing, reminders and useful documents throughout the year. It really helps!
- 3.** The vast amount of useful information, teacher (practical!) resources and the food for thought one takes home after each session. You'll need all these for sure!



Alicia Vilaplana
16-17 edition



Any
questions?

Thanks for attending



We would love
to have you on board in October!

<http://www.upf.edu/mastersecundaria>