I SEMINARIO PARA LA FORMACIÓN DEL PROFESORADO EN EL MARCO DEL PROGRAMA PLURILINGÜE DE LA UNIVERSIDAD DE CÓRDOBA

Córdoba, 26 de enero de 2012

“Bilingual Primary Education Degree at the Faculty of Education –University of Granada-: Walking the pathway”

“Bilingual Primary Education Degree at the Faculty of Education – University of Granada: Walking the pathway”

First semester
The economics of knowledge: Why education is key for Europe’s success by Andreas Schleicher

- ‘The time when Europe competed mostly with countries that offered low-skilled work at low wages is long gone.’
- ‘The challenge for Europe is clear’
- ‘The most effective modern economies will be those that produce the most information and knowledge.’

‘Success will go to those individuals and countries which are swift to adapt, slow to complain and open to change’

- ‘The task of European governments will be to ensure that European countries rise to the challenge.’
- ‘Europe’s school systems will have to make considerable headway if they are to meet the demands of modern societies’
- ‘Europe’s universities will have to evolve so that their leadership and management capacity matches that of modern enterprises.’
CONTEXT ANALYSIS: PRODUCTIVITY

<table>
<thead>
<tr>
<th>INDICADORES</th>
<th>2002</th>
<th>2008</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>UUEE</td>
<td>UGRA</td>
</tr>
<tr>
<td>TASA DE RENDIMIENTO</td>
<td></td>
<td>61.6%</td>
</tr>
<tr>
<td>TASA DE ÉXITO</td>
<td></td>
<td>78.09%</td>
</tr>
<tr>
<td>TASA DE GRADUACIÓN</td>
<td>28%</td>
<td>33.76%</td>
</tr>
<tr>
<td>TASA DE ABANDONO</td>
<td>28%</td>
<td>33%</td>
</tr>
<tr>
<td>DURACIÓN MEDIA ESTUDIOS</td>
<td>CL: 6 y 7.8 años</td>
<td>-</td>
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<td></td>
<td>CC: 3.3 y 5.7 años</td>
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</tbody>
</table>

NOTA: la tasa de abandono en el primer curso de las titulaciones representa aproximadamente el 60% de la tasa de abandono total.

% of completion rates (number of degrees awarded per 100 students enrolled) (RAND Europe, 2007)
**Inclusiveness:** The ability of a country's tertiary education system to graduate large numbers of students relative to the size of its population. To measure this, we looked at the number of graduates a country produces as a percentage of the population.

**Access:** The ability of a country's tertiary system to accept and help advance students with low levels of scholastic aptitude from secondary schools. To measure this, we compared countries based on the skill threshold of students entering universities derived from recent OECD data.

**Age-Rang:** The ability of a country's tertiary system to function as a lifelong learning institution. Here, we looked at the share of 30-39 year olds enrolled in tertiary education institutions.

**Effectiveness:** The ability of a country's educational system to produce graduates with skills relevant for the country's labour market. Here, we compared the average wage premia a university graduate can expect, after adjusting for labour-market characteristics which might affect wage premia independent of university education.

**Attractiveness:** The ability of a country's system to attract a diverse range of foreign students. To measure this, we looked at the percentage of foreign students coming to each country from their 10 top source countries, hoping to show whether a tertiary system merely attracts foreign students from neighbouring countries or whether the country has a wider appeal among the international student community.

**Responsiveness:** The system's ability to reform and change. Here, we measured the speed and effectiveness with which countries have adapted their education system to the criteria laid down in the Bologna Declaration, signed in 1999, which seeks to harmonise and improve cross-border recognition of degree courses and qualifications among its 29 signatories. Fifteen of the 17 countries surveyed in this study have formally accepted the criteria, though progress in implementing them has varied widely.

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**Table 1: University systems ranking**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Country</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Australia</td>
<td>60.0</td>
</tr>
<tr>
<td>2</td>
<td>UK</td>
<td>51.1</td>
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<tr>
<td>3</td>
<td>Denmark</td>
<td>49.1</td>
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<td>4</td>
<td>Finland</td>
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<td>5</td>
<td>USA</td>
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<tr>
<td>6</td>
<td>Sweden</td>
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<td>7</td>
<td>Ireland</td>
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<tr>
<td>8</td>
<td>Portugal</td>
<td>54.3</td>
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<tr>
<td>9</td>
<td>Italy</td>
<td>60.9</td>
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<tr>
<td>10</td>
<td>France</td>
<td>62.2</td>
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<tr>
<td>11</td>
<td>Poland</td>
<td>64.4</td>
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<tr>
<td>12</td>
<td>Hungary</td>
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<td>15</td>
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<td>72.5</td>
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<tr>
<td>16</td>
<td>Austria</td>
<td>76.4</td>
</tr>
<tr>
<td>17</td>
<td>Spain</td>
<td>79.4</td>
</tr>
</tbody>
</table>
90% of respondents were Erasmus Students, coming from:

- **Spain**: 30%
- **Italy**: 14%
- **France**: 13%
- **Germany**: 9%
- **Czech Republic**: 6%
- **Austria**: 6%
- **The Netherlands**: 6%
- **Poland**: 5%
- **UK**: 4%
- **Other**: 4%

[www.esn.org](http://www.esn.org)
most popular destinations:

- Spain: 23%
- France: 12%
- Germany: 11%
- Italy: 9%
- United Kingdom: 8%
- Netherlands: 8%
- Sweden: 7%
- Finland: 6%
- Austria: 5%
- other: 11%

www.esn.org
Dear Profesor José Luis Arco:

Many thanks for sending me the list of the courses. I am going to pass them on to our Student who wishes to apply for an Erasmus Study place at your Faculty. I am sure that she will find suitable courses for her because your course programme in English language is extremely wide. Unfortunately, we cannot propose the same for your students (we are "extremely German"!).

(E-mail from the Secretary, Comparative Education Centre & Erasmus Coordinator, Institute of Education at Humboldt-Universitaet zu Berlin. 2012.01.16 2:22 pm)

Note. Spelling errors included on the original text.
<table>
<thead>
<tr>
<th><strong>CONTEXT ANALYSIS:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HAVING REGARD TO LANGUAGE LEARNING AND EDUCATION AT THE EU:</strong></td>
</tr>
<tr>
<td>(from Council conclusions on language competences to enhance mobility - 3128th EDUCATION, YOUTH, CULTURE and SPORT Council meeting Brussels, 28 and 29 November 2011.)</td>
</tr>
</tbody>
</table>

**Barcelona European Council meeting of 15-16 March 2002**
- Which called for further action to improve the mastery of basic skills, in particular by teaching at least two foreign languages from a very early age.

**Council conclusions of 19 May 2006 on the European Indicator of Language Competence:**
- Which reaffirmed that foreign language skills, as well as helping to foster mutual understanding between peoples, are a prerequisite for a mobile workforce and contribute to the competitiveness of the European Union economy.

**Recommendation of the European Parliament and of the Council on key competences for lifelong learning**
- Which includes communication in foreign languages among the key competences necessary for personal fulfilment, active citizenship, social cohesion and employability in a knowledge society.

**Council conclusions of 25 May 2007 on a coherent framework of indicators and benchmarks for monitoring progress towards the Lisbon objectives in education and training**
- Which called on the Commission to further examine the development of indicators on language skills.

**Council Recommendation of 20 November 2008 on the mobility of young volunteers across the European Union**
- Which recommended that Member States increase awareness of the importance of intercultural competences and language learning among young people in order to reduce barriers to their cross-border mobility.

**Council Resolution of 21 November 2008 on a European strategy for multilingualism**
- Which invited the Member States to promote multilingualism with a view to strengthening social cohesion, intercultural dialogue and the European construction, the European economy's competitiveness and people's mobility and employability, as well as to promote EU languages across the world.

**Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training "ET 2020"**
- Which identified as priorities for the period 2009-2011 the need to enable citizens to communicate in two languages in addition to the mother tongue, the need to promote language teaching, where relevant, in vocational education and training (VET) and for adult learners, and the need to provide migrants with opportunities to learn the language of the host country.

**The 2010 joint progress report of the Council and the Commission**
- On the implementation of the 'Education & Training 2010' work programme, which noted that there was a need to enhance key competences in VET and adult learning and, in particular, that more attention should be given in these fields to communication in foreign languages.

**The Europe 2020 strategy adopted by the European Council on 17 June 2010**
- Which recognises the potential contribution of language competences to a more dynamic labour market.

**An Agenda for New Skills and Jobs**
- Which emphasises that better language skills will inevitably be needed in order to make mobility both possible and worthwhile.

**Youth on the Move**
- Which acknowledges the importance of language learning and acquiring intercultural competences starting at early stages of education, by encouraging quality linguistic and cultural preparation for mobility in both general and vocational education.
PROMOVER EL BILINGUISMO:

El indicador europeo de competencia lingüística Comunicación de la Comisión al parlamento Europeo y al Consejo (Agosto 2005)

Promover el aprendizaje de idiomas y la diversidad lingüística: Un Plan de acción 2004 – 2006
Comunicación de la Comisión al Consejo, al Parlamento Europeo, al Comité Económico y Social y al Comité de las Regiones (Julio 2003)

Promover el aprendizaje de idiomas y la diversidad lingüística Documento de Trabajo de los Servicios de la Comisión (Noviembre 2002)

La promoción de la diversidad lingüística y el aprendizaje de lenguas en el marco de la realización de los objetivos del Año Europeo de las Lenguas 2001 Resolución del Consejo (Febrero 2002)

Año Europeo de las Lenguas 2001 Decision No 1934/2000/CE del Parlamento Europeo y del Consejo (Julio 2000)
GOALS AND OBJECTIVES: AMBITIOUS

CORE CURRICULAR CONTENTS COMPETENCES

LANGUAGE COMPETENCES

21st CENTURY SKILLS
GOALS & OBJECTIVES: AMBITIOUS

<table>
<thead>
<tr>
<th>FROM</th>
<th>TO</th>
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<tbody>
<tr>
<td>NATIONAL EDUCATIONAL POLICIES</td>
<td>EUROPEAN COORDINATED ED. POLITICES</td>
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<tr>
<td>LOCAL MOVILITY</td>
<td>INTERNATIONAL MOVILITY</td>
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<tr>
<td>TEACHING METHODOLOGIES</td>
<td>LEARNING METHODOLOGIES</td>
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<tr>
<td>KNOWLEDGE BASED EDUCATION</td>
<td>COMPETENCIES BASED EDUCATION</td>
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<tr>
<td>EXTERNAL DRIVEN LEARNING</td>
<td>SELF-REGULATED LEARNING</td>
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<td>LECTURING</td>
<td>SEMINARS</td>
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<td>RESULTS</td>
<td>QUALITY CHANGE INDICATORS</td>
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<td>MONOLINGUAL</td>
<td>PLURILINGUAL</td>
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<tr>
<td>NON-ACCOUNTABILITY</td>
<td>ACCOUNTABILITY</td>
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</table>
PROCEDURE & INTERVENTION:

Figure 23

- Curriculum/Learning Outcomes
- Quality
- Funding
- Research
- Partners
- Guidance & Counselling
- Labour Market
- Recognition
- Access

Bozena Process

Higher Education Institutions

Life Long Learning
Grado de maestro en E. Primaria.
ESTRUCTURA DEL GRADO POR CURSOS y SEMESTRES

<table>
<thead>
<tr>
<th>Curso</th>
<th>Semestre</th>
<th>MATERIA (M)/ASIGNATURA (A)</th>
<th>Créditos</th>
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<tr>
<td>1°</td>
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<td><strong>Bases matemáticas en la Educación Primaria (M)</strong></td>
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<td><strong>Enseñanza y aprendizaje de las Artes Visuales y Prácticas (M)</strong></td>
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<td><strong>Psicología del Desarrollo (A)</strong></td>
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<td>2º</td>
<td><strong>El Patrimonio Histórico y cultural y su Didáctica (M)</strong></td>
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<td><strong>Didáctica, teoría y práctica de la enseñanza (A)</strong></td>
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<td><strong>Didáctica de la Lengua Española I (M)</strong></td>
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<td><strong>Fundamentos pedagógicos e Historia de la Escuela (A)</strong></td>
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<td><strong>Psicología de la Educación (A)</strong></td>
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<td>3º</td>
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<td><strong>Didáctica de la Ciencias Sociales (M)</strong></td>
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<td><strong>Dificultades de aprendizaje (A)</strong></td>
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<td><strong>Recursos didácticos y tecnológicos aplicados a la Educación Primaria (A)</strong></td>
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<td>4º</td>
<td><strong>Enseñanza y aprendizaje de la Matemáticas en la Educación Primaria (M)</strong></td>
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<td><strong>Idioma Extranjero y su Didáctica (M)</strong></td>
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<td><strong>Atención a la diversidad en Educación Primaria (A)</strong></td>
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<td><strong>Enseñanza de la Educación Física en Educación Primaria (M)</strong></td>
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<td><strong>Organización de Centros Educativos (A)</strong></td>
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<td>3°</td>
<td>5º</td>
<td><strong>Didáctica de las Ciencias Experimentales I (M)</strong></td>
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<td>6º</td>
<td><strong>Didáctica de las Ciencias Experimentales II (M)</strong></td>
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<td><strong>Educación Musical (M)</strong></td>
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<td><strong>Prácticum II (M)</strong></td>
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<tr>
<td>4°</td>
<td>7º</td>
<td><strong>MATERIAS OPTATIVAS (4 ó 5 materias, según centro) (M)</strong></td>
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<td>8º</td>
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<td><strong>Trabajo FIN DE GRADO (M)</strong></td>
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<td></td>
<td><strong>Prácticum III (M)</strong></td>
<td>24</td>
</tr>
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</table>
GUIDANCE & COUNSELLING: 1 DAY SESSION

**IV JORNADAS DE ACOGIDA PARA ESTUDIANTES DE NUEVO INGRESO.**

**Mañana (Aula Magna)**

9.00 / 9.45: José Antonio Delgado. (Director del Cabildote Pedagógico de la UGR)

9.45 / 10.00: José Antonio Navasero Rodríguez. (Decano de la Facultad de Ciencias de la Educación). Immaculada Aznar Díaz. (Vicedecanato de Estudiantes y Acción Tutorial de la Facultad de Ciencias de la Educación).

10.00 / 11.00: Coordinador de Educación Pedagógica (Aula 1º).

10.00 / 11.00: Coordinador de Educación Social (Andrés Manjón).

10.00 / 11.00: Coordinador de Educación Infantil (Aula Magna).

11.00 / 12.00: Coordinador de Primaria (Aula Magna).

**Gremkasa (A cargo de la Delegación de Estudiantes):**

10.00 / 11.00: Primaria

11.00 / 12.00: Pedagogía, Ed. Social e Infantil

**Tarde (Aula Magna)**

17.00 / 17.45: José Antonio Delgado. (Director del Cabildote Pedagógico de la UGR)

17.45 / 18.00: José Antonio Navasero Rodríguez. (Decano de la Facultad de Ciencias de la Educación). Immaculada Aznar Díaz. (Vicedecanato de Estudiantes y Acción Tutorial de la Facultad Ciencias de la Educación).

18.00 / 19.00: Coordinador de Educación Primaria (Aula Magna).

19.00 / 20.00: Coordinador de Educación Social (Andrés Manjón).

19.00 / 20.00: Coordinador de Educación Infantil (Aula Magna).

19.00 / 20.00: Coordinador de Pedagogía (Aula 1º).

**Gremkasa (A cargo de la Delegación de Estudiantes):**

18.00 / 19.00: Pedagogía, Ed. Social e Infantil

19.00 / 20.00: Primaria

Vicedecanato de Estudiantes y Acción Tutorial
FACULTAD CIENCIAS DE LA EDUCACIÓN
GUIDANCE & COUNSELLING 3 DAYS SESSION

WELCOME TO THE FIRST WEEK AT UGR:
GRADE IN PRIMARY TEACHER TRAINING
(DRAFT AS SEPTEMBER 25, 2011)

TUESDAY 27th. (ROOM # 1)

09:00-11:00 h. ACTIVITY 1. WHAT DO WE MEAN BY BILINGUAL EDUCATION? HOW IS IT GOING TO BE LIKED? (including a virtual visit to the bilingual group web site)

11:00-11:30 h. BREAK

11:30-12:00 h. ACTIVITY 2. ADMINISTER THE PROTOCOL ON ACADEMIC AND SOCIO DEMOGRAPHIC VARIABLES.

12:00-13:30 h. ACTIVITY 3. Syllabus presentations?

Responsible: Jose L. Arco (9:00-11:30 h); Xavier Molinet (09:00-11:00 h); Marta Molina (9:00-11:00 h); M. Consuelo Cañadas (9:00-11:00 h)

Collaborators:

WEDNESDAY 28th. (ROOM # 1)

09:00-10:00 h. ACTIVITY 1. ADMINISTER THE MOTIVATION STRATEGIES AND LEARNING QUESTIONNAIRE (MSLC).

10:00-12:30 h. ACTIVITY 2. LEARNING SELF-REGULATION: KEY STUDENTS ACADEMIC BEHAVIORS FOR SUCCESS.

12:30-13:30 h. ACTIVITY 3. Syllabus presentations: Marta Molina y M. Consuelo Cañadas

Responsible: Jose L. Arco

Collaborators:

THURSDAY 29th. (ROOM # 1)

10:00-12:00 h. ACTIVITY 1. DIGITAL LITERACY (UGR), WHERE I AM AT THE UGR AND WHAT CAN I GET FROM THE LIBRARY.

12:30-13:30 h. ACTIVITY 2. ADMINISTER THE BASE LINE ENGLISH LEVEL TEST.

Speakers: Margarita Ramírez (directora biblioteca); Lugar:
Responsible: Kádia Caballero (10:00-12:00 h)

Collaborators: Jose L. Arco (de 10-11h); Xavier Molinet (10:00-13:30; esta mañana podría acompañar y presentar el “Syllabus”, pero lo debo confirmar con Marta); idem del anterior respecto a presentar programas. Aunque al proponerlos la biblioteca el horario de 10 a 12 nos queda poco tiempo para hacer presentaciones de asignaturas, a no ser que extendamos el horario de actividades de ese día hasta las 14h o 14:30 horas. Como lo ves tu Marta? pues estabas interesada en hacer la presentación ese día... Gracias.

Note. Attendance is convenient and compulsory.
GUIDANCE & COUNSELLING:

LEARNING SELF-REGULATION
[OR HOW TO SUCCEED IN HIGHER EDUCATION]
Students from English Studies:

- Interested: +30
- Selected: 10 + 2
- Invited: 12
- Attending: 12
- Confirmed: 12
WELCOME to the website of the bilingual group in Primary Teacher Training, offered by the Faculty of Education, at the UGR. Here you will find information, resources and opportunities you will need to become a good student and a better professional in Education.
QUALITY (MANAGEMENT): FOCUS GROUP

MODERATOR GUIDE FOR ENTERING STUDENTS

Focus Group Outline and Timeline

- Participant sign in
- Read and sign consent form
- Complete the response sheet(s)
- Meeting overview
- Participant introductions
- Discussion
- Summary and close
- Distribute stipends

Approximate Total Time: 90 minutes

Outcomes for the Focus Group:

1. To better understand what students expect from higher education and how their earliest experiences compare with their expectations.

2. To understand students’ earliest and recent [four weeks] experiences with the college and how those either motivate or discourage them in their efforts to succeed in college.

3. To understand how new students perceive the college’s effectiveness in meeting their needs.

4. To understand what factors students believe would help them start right in college.
QUALITY (MANAGEMENT): FOCUS GROUP DATA

OUTCOME 2. THEIR EXPERIENCES IN COLLEGE SO FAR...

Admissions Process
What did you see?
• The online process went by correctly
• Satisfaction with the process
• Concern with the online application
• Satisfied with the admission office staff
• It was an easy process
Where did you learn to complete the admission process:
• On-line
• From my own school
• From counsellors
• From my parents
• From the Ugr information office

Academic Experiences

Positives experiences:
• Participation is encouraged and facilitated
• Thinking critically and analytically is prompted
• High expectations on us are stated
• Support materials are provide and available
• Complementary explanations are given upon request
• Repetition are available upon request too
• Adjustment of speech pace if demanded
• Utility of materials, glossaries, pwps.
• Switch to Spanish when necessary
• Flexibility with speaking in English in classroom.

Not so good experience:
• With texts' difficulty level
• With flexibility switching between languages on some courses
• With following up explanations
• With the availability, extension and use of support materials
• With the distribution of time among tasks in and out of class
• With the contents, methods and evaluation criteria
• With the amount of lecturing in class

Qualities or Characteristics that help you to learn:
• They show interest and expectations for us.
• They ask for questions continuously
• They offer tutoring sessions.
• They make us to participate
• They are available outside of class
• They transmite passion
• They use both languages according to students needs and demands
• They use and provide useful materials
• They do combine both individual and group work
• They do allocate time for individual and group tasks
• They invite you to use Tutoring hours
• They lecture clearly with many examples
• Their English is brilliant
• Their seminars are interesting and easy to follow

What work for you in those classes in relation to the following dimensions?

INTERACTION: participation, dynamic, exchange of roles, combination of individual and group work

FLUENCY: accessibility to support materials, translation of some words, use of pwps as guides, pace of speech, use of glossaries explained by everyone; use of English is desirable but not compulsory; pronunciation or grammar mistakes are not criticized, homework is propose but done freely; allocate time on class for doubts; accessible English;

OVERVIEW: glossaries, pwps full of examples, videos, brief explanations at the beginning;

ORGANIZERS: mind maps, graphs, encouraging questions; homework; blackboard explanations;

ANXIETY: rate of speech, corrections-suggestions are given, clear pronunciation;

REPETITION: main ideas are repeated several times;
OUTCOME 3. COLLEGE’S EFFECTIVENESS MEETING NEEDS.

What are the college’s strengths?
In general, students were quite positive when talking about the college. They used various words to describe their experience at the college ‘stimulating’, ‘interesting’ or ‘challenging’. All students agreed that the college has other positive features like:

- Strong academics - “I feel encouraged to do my best.”
- Good professors - “My teachers are very knowledgeable and they really make you interested in what they’re talking about because they know so much,” and “You can tell they want you to succeed.”

- Availability of activities and resources

College doing to help you to stay on track:

- Special treatment to this group
- The opportunity to speak up
- Helping us to get understand and get adapted
- Providing focus groups
- Kind and helpful Staff
- First week event

OUTCOME 3.

What are you more worried about?

- We are too many to provide individual attention
- Difficulties finding the information I need
- The standards set for (some) of the courses
- The teaching and learning methodology
- Difficulties with English
- Lack of time to do all groups assignments
- Lack of time to ‘study’
- Lack of clarity with contents
- Amount of work outside of classes
- The misuse of seminars time for working groups
- Load of group work
- Complexity of some texts

OUTCOME 4. ... TO START RIGHT IN COLLEGE.

Your turn to give advice to the college:

- Do something to prevent queuing at the registration office
- To keep the ‘Welcoming lecture’
- To provide a map of the Faculty
- To keep the orientation first week activity
- To provide a ‘help sign up’ service
- To keep ‘focus group’ and to extend the activity by courses
- To offer a book as a Text rather than Photocopies
- To provide more information in High School to help me with my transition
- To keep and extend the ‘First week’ activity

Two most important things the college could do to improve the experience for a new student

- The one resounding complaint across all students is queuing at registration. They strongly object to the inconvenience, long lines, confusion, and red tape. Comments included: “Red tape at admissions office is a waste of time”, “they should improve and facilitate the process”
- Several participants commented that they did not get as much information about college as they would have liked in high school.
Javier Villoria Prieto (IP) del proyecto de innovación docente (2010-2012)(código 09-151): “Elaboración de recursos docentes innovadores que permitan una enseñanza bilingüe en la facultad de Ciencias de la Educación apoyado en el uso de nuevas metodologías docentes como base de un programa de enseñanza bilingüe (AICLE) en la facultad de Ciencias de la Educación”

Fernando D. Rubio Alcalá (IP) del proyecto de excelencia: “Análisis y garantia de la calidad de la educación plurilingüe en la educación superior de Andalucía” (en fase de elaboración)
THANKS FOR YOUR ATTENTION

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