

PROPOSALS - ADVANCED COURSES

September 3 -November 9

REFLECTING AND INNOVATING TEACHING (20 hours)	WORKSHOP: ACADEMIC WRITING: Planning stage (8 hours) 2 face-to-face hours + 1 virtual hour
OVERVIEW In this course, teachers will be encouraged to revise and analyze their own teaching practice with the purpose of reflecting on the effective aspects as well as on the ones that can be improved. This revision and analysis will be carried out from different perspectives in order to encourage every one of the teachers to develop strategies that allow them to continue improving after the course.	OVERVIEW At the end of the workshop, participants will be able to write a complete outline for an academic composition. This workshop is aimed at developing the planning stage when writing an academic article. Participants will come up with a written product after each session. Each product will build the final outline needed to start an academic article.
CONTENT 1. Introduction to the course 2. Planning your lessons 3. Learner-centered methodology 4. Systematic reflective practice 5. Analyzing your own lessons 6. Designing an action plan 7. Keeping record of your own improvement 8. Sharing experiences with colleagues 9. Conclusion and course evaluation	CONTENT Introduction <u>Writing a paragraph</u> Creating an outline <u>Writing an abstract</u> Product: An outline for an academic composition.
CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) (20 hours)	FLIPPING YOUR CLASSES (20 hours)

<p>OVERVIEW</p> <p>This course is intended to provide you with introduction to the current state of and trends within CLIL so that you are prepared to continue exploring this approach as it continues developing in years and decades to come. It is the intention of the course to help prepare you to not only to consider how you might implement CLIL approaches within your current context, but to prepare you to analyze and prepare CLIL-oriented solutions and lead their implementation as your career and professional development continue into the future.</p>	<p>OVERVIEW</p> <p>This course aims participants from different subjects get familiar with main concepts and new trends of Flipped Learning, a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space. It is also aimed at implementing this approach in their subjects of expertise, including the four pillars, technological tools and new trends in regards to this strategy. Standards, lesson-planning formats, resources and tasks designs following the characteristics of this approach will be provided.</p>
<p>CONTENT</p> <p>Introduction to CLIL Theoretical Background Context and Curricular Variation in CLIL Unit Planning Lesson Planning Classroom Evaluation and Assessment Program Evaluation Future Directions in CLIL</p>	<p>CONTENT</p> <p>Introduction Flipped Learning pillars In-class flip Needs Analysis Planning Presentation and evaluation</p>