

Dades de l'acció formativa / Datos de la acción formativa					
Denominació (Títol de l'acció formativa) / Denominación (Título de la acción formativa)					
DIALOGIC LITERARY CIRCLES FOR BA AND MA/MS COURSES					
Modalitat formativa / Modalidad formativa					
X	Curs		Seminari		Grup de treball
	Taller		Jornada		Conferència
Modalitat d'impartició / Modalidad de impartición					
	Presencial	X	En línia		Mixta
Llengua d'impartició / Lengua de impartición					
	Català		Espanyol	X	Anglès
Duració (hores) / Duración (horas)			Edicions (nombre) / Ediciones (número)		
	6			1	

Calendari de realització / Calendario de realización			
Sessió / Sesión	Dates / Fechas	Horari / Horario	Lloc / Lugar
1	06/10/21	10:00 a 12:00	synchronous online session
2	13/10/21		
3	20/10/21		

Destinataris: perfil professional / Destinatarios: perfil profesional
University teachers.

Professorat responsable de l'acció formativa / Profesorado responsable de la acción formativa	
Nom/ Nombre	Daniel Gabaldón Estevan
Breu CV / CV breve	Senior Lecturer in Sociology at the Department of Sociology and Social Anthropology, Faculty of Social Sciences (University of Valencia). He has over 12 years of university teaching experience and two recognized five-year periods of approved teaching activity (quinquenios), having taught a considerable part of courses in English, both in graduate and master degrees. Has an extensive experience in the Erasmus Teacher program, has done stays at the Department of Teacher Education (Helsinki University), School of Educational Sciences (Tallinn University). And has been PI of the Teaching Innovation Projects TeDiGraMa and TeDiGraMa 2.0

Objectius formatius i continguts / *Objetivos formativos y contenidos*

General objectives

This introductory course is an attempt to respond in an innovative way to the challenge of updating teaching methodologies in the university environment through Dialogic Literary Circle (DLC) the main advantage of which is to facilitate learning by helping students to better understand and fix contents, keeping attention, and helping to break the routine, improve the climate in the classroom and facilitate evaluation of higher order skills.

The DLC derives from the critical communicative methodology, and the seminal contributions of Lev Vygotski. It tries to modify both the quality, the quantity, and the actors involved in the interactions in the classroom, giving more weight to the interaction of the student with each other and with the teacher. The critical communicative methodology tries to promote greater involvement and motivation, improve the development of competences, and achieve a better and more lasting acquisition of knowledge by the students.

Contents

The introductory course is organised as follows:

T1 - Introduction to the critical communicative methodology and the theoretical bases of Dialogic Literary Circles.

T2 - Planning Dialogic Literary Circles as an active learning methodology in my syllabus (appropriate topics, assigning readings, scheduling, classroom vs. observation room, pupils vs. open doors, small groups vs. all classroom).

T3 - Implementing Dialogic Literary Circles (how to conduct a session, helpful tips and things to avoid).

T4 - Evaluating Dialogic Literary Circles (reading dossiers, the use of questionnaires both for self-evaluation and session evaluation, written evaluation, recording of sessions informed consent and data protection issues).

T5 - Participation in a Dialogic Literary Circle.

Competències que es desenvoluparan / *Competencias que se desarrollarán*

Skills to acquire

The ultimate goal of this course is to give a chance for evidence-based reflection about teaching methodologies in the university environment with a focus on critical communicative methodology. For this, at the end of the course the student should be able to:

- I. Understand and get familiar with the critical communicative methodology and theoretical bases of Dialogic Literary Circles.
- II. Plan how to improve their own teaching quality through the renewal of their teaching methodologies.
- III. Elaborate a road map that should include planning, implementing and evaluating Dialogic Literary Circles.
- IV. Participate in a Dialogic Literary Circle.

Críteris i procediment d'avaluació de l'activitat / *Criterios y procedimientos de evaluación de la actividad*

Evaluation

To pass the course the student is required to:

- i. Actively participate in classroom debates.
- ii. Hand in a schematic planning of a possible implementation of the DLC methodology in one of their usual syllabus.
- iii. Read and participate in a DLC.