



Universidad Autónoma de Chihuahua
Facultad de Filosofía y Letras
Licenciatura en Lengua Inglesa



LIPT 2399: Programa y Diseño en Educación
“Education for Sustainable Development- UNESCO”
Spring 2017

Professor: Dr. Carolina López C.
Classroom: Salón 216
Class Time: M, W, Th. 11:00 – 12:00

Required Readings:

- * UNESCO. (2012). *Education for Sustainable Development in Action*. United Nations Educational, Scientific & Cultural Organization: Paris.
- * Secretaría de Educación Pública. (2011). *Plan de Estudios: Educación Básica*. SEP: México D.F.
- * Secretaría de Educación Pública. (2011). *Programa Nacional de Inglés en Educación Básica*. SEP: México DF.

Objectives:

Students will:

- Understand Education for Sustainable Development
- Know the United Nations and UNESCO resources for promoting ESD
- Gain knowledge, love, skills and a commitment to educating for a sustainable world
- Understand the Plan y Programa de Educación Básica de la Secretaría de Educación Pública for English language instruction.
- Create and implement ESD lesson plans utilizing English as the medium of instruction
- Be able to link macro and micro aspects of ESD instruction at the levels of Plan y Programa de Estudios, and at the micro level in the classroom, on the school grounds and in the local community.

Grading Scale

Students’ final grade for the course will be cumulative, and it will be based on the following criteria:

Attendance and Participation	10
Lesson Plan Development (x 6)	15
ESD Instruction in the English Language Classroom (x 6)	15
Assessing Pupil Learning with Rubrics	10
Infusing ESD into the English Language Curriculum	10
Extra-Curricular Activity	10
Midterm Exam	15
Final Exam	<u>15</u>
	100%

Attendance, Homework and Participation

Due to Dr. López’ obligations with the United Nations, she will be required to travel out of the country on occasions. For this purpose, the class has been designed using multiple modes of instruction, which include face-to-face class sessions, online and by videoconference. You are required to attend class and to participate actively in each face-to-face session as indicated in the course calendar. Furthermore, you must hand in homework and assignments to our FB page by the deadlines indicated in the course calendar. Attendance, homework and participation count for 10% of your final grade, so please fulfill these responsibilities faithfully throughout the semester.

Lesson Plan Development

Throughout the semester, you will design 6 ESD lessons. Each one of them allows you to practice a specific teaching technique as indicated in the UNESCO Sourcebook. Prof. López will provide you with a rubric which you may use for creating your lesson plan and class activities. The ESD Lesson Plan Development activities count for 15% of your final grade.

ESD Instruction in the English Language Classroom

During 6 times throughout the semester, you will teach your ESD lesson plan to your peers and to the professor in our classroom. You will also become a student for your peers as they teach their respective lesson plans. These ESD Instruction activities count for 15% of your final grade.

Assessing Pupil Learning with Rubrics

You will create and utilize a rubric designed to assess the pupils' learning and mastery of your ESD lessons. Learning Assessment Rubric design and application will count for 10% of your final grade.

Infusing ESD into the English Language Curriculum

In addition to learning about UNESCO materials for ESD instruction, you will learn about the curricular Plan and Programs designed by Secretaría de Educación Pública for English language instruction in primary and secondary schools. It is important to learn where and how to infuse ESD concepts into the national English Language curriculum in order to strengthen a) pupils' English language mastery and, b) their awareness, knowledge and skills pertaining to Education for Sustainable Development. Activities designed for Infusing ESD into the English Language Curriculum count for 10% of your final grade.

Extra-Curricular Activity

In accordance with the UNESCO Sourcebook, toward the end of the semester, we will design Extra-curricular ESD activities to which students, their families, school personnel and the whole community can be invited. On 29 and 30 May, we will have a two-day simulation of the community ESD Extra-curricular activity. This event will count for 10% of your final grade.

Midterm Exam

On Thursday, 30 March you will have an objective Mid-term Exam which counts for 15% of your final grade. The purpose of this exam is to test your knowledge of specific content learned in the first half of the semester. A review will be given prior to the exam and, if you prepare well, you should receive a high score on the Mid-term Exam.

Final Exam

On Thursday, 1 June you will have an objective Final Exam which will count for 15% of your final grade. The purpose of this exam is to test your knowledge of specific content learned in the second half of the semester. A review will be given prior to the exam and, if you prepare well, you should receive a high score on the Final Exam.

COURSE CALENDAR

Spring 2017

Week 1: 30-Jan., 1 & 2 Feb. 2017

M. Syllabus and Course Overview. What are the primary challenges facing the world today (Humanity, Environment-Economy). **HW:** 1) Read ESD UNESCO, pp. 1-3.

W. Macro examination of Plan de Estudios de la Secretaría de Educación Pública. **HW:** 1) Read ESD UNESCO, pp. 4-10.

Th. **HW:** 1) Read ESD UNESCO, pp. 11-16.

Week 2: 6, 8 & 9 Feb.

M. **No class.** **HW:** 1) Read ESD UNESCO, pp. 17-24.

W. **HW:** 1) Read ESD UNESCO, pp.25-26.

Th. **HW:** 1) Read ESD UNESCO, pp. 27-28.

Week 3: 13, 15 & 16 Feb.

M. Hand in Lesson Plan: Classroom Discussion. HW: 1) Read ESD UNESCO, pp.29-33.

W. HW: 1) Read ESD UNESCO, pp. 34-36.

Th. Teach ESD Lesson Plans: Classroom Discussion. HW: 1) Read ESD UNESCO, pp. 37-38.

Week 4: 20, 22, 23 Feb.

M. Hand in Lesson Plan: Issue Analysis. HW: 1) Read ESD UNESCO, pp. 39-41.

W. HW: Teach SQ3R using the Programa de Estudios. Prepare students to write their ongoing summary in ONE Word document as they advance in their reading day-by-day. The Summary should contain a) Main Points of the Reading, 2) What relationship do you see between the Plan de Estudios and ESD? 1) Read ESD UNESCO, pp. 42-46.

Th. ESD Lesson Plans: Issue Analysis. HW: 1) Read ESD UNESCO, p. 47. 2) Create a Power Point about the “ESD Resources from UNESCO” as seen on page 47 of the UNESCO Sourcebook. (Hand in on Wednesday, 1 March).

Week 5: 27 Feb., 1 & 2 March. (*Professor López is in India from 27 February to 15 March. You will continue to hand in your work according to the schedule on this calendar.*)

M. HW: 1) Read and summarize *Plan de Estudios*, pp. 1-9. NOTE: Use the same Word document for all Plan de Estudios Summaries. Hand in complete summary on Wednesday, 22 March.

W. HW: 1) Read and summarize *Plan de Estudios*, pp. 10-19. 2) Hand in overview of UNESCO ESD Resources in PPT (from p. 47).

Th. HW: 1) Read and summarize *Plan de Estudios*, pp. 20-29.

Week 6: 6, 8 & 9 March. (*Professor López is in India from 27 February to 15 March. You will continue to hand in your work according to the schedule on this calendar.*)

M. HW: 1) Read and summarize *Plan de Estudios*, pp. 30-39. 2) Hand in Assessing Pupil Learning with Rubrics

W. HW: 1) Read and summarize *Plan de Estudios*, pp. 40-49.

Th. HW: 1) Read and summarize *Plan de Estudios*, pp. 50-59.

Week 7: 13, 15 & 16 March. (*Professor López is in India from 27 February to 15 March. You will continue to hand in your work according to the schedule on this calendar.*) Please remember to attend class on 16 March!

M. HW: 1) Read and summarize *Plan de Estudios*, pp. 60-69.

W. HW: 1) Read and summarize *Plan de Estudios*, pp. 70-79.

Th. PROF. LÓPEZ IS BACK. WE WILL MEET IN THE CLASSROOM TODAY! HW: 1) Read and summarize *Plan de Estudios*, pp. 80-89.

Week 8: 20, 22 & 23 March

M. No Class.

W. HW: 1) Hand in your complete summary of the *Plan de Estudios*.

Th. Students present their PPTs of UNESCO materials for ESD, p. 47. HW: 1) Read *Programa de estudios*, pp. 90-94.

Week 9: 27, 29 & 30 March

M. Review for Midterm Exam. HW: 1) Read *Programa de estudios*, pp. 95-99-

W. HW: 1) Read *Programa de estudios*, pp. 100-104.

Th. Midterm Exam. HW: 1) Read *Programa de estudios*, pp. 105-109.

Week 10: 3, 5 & 6 April

M. Hand in Lesson Plan: Simulations. HW: 1) Read *Programa de estudios*, pp. 110-114.

W. Students present the Rubric they created for Assessing Pupil Learning. HW: 1) Read *Programa de estudios*, pp. 115-119.

Th. ESD Lesson Plans: Simulations. HW: 1) Read *Programa de estudios*, pp. 120-124.

Semana Santa y Vacaciones de Primavera. 9 to 23 April

Week 11: 24, 26 & 27 April

M. Hand in Lesson Plan: Storytelling. HW: 1) Read *Programa de estudios*, pp. 125-129.

W. HW: 1) Read *Programa de estudios*, pp. 130-134.

Th. ESD Lesson Plans: Storytelling. HW: 1) Read *Programa de estudios*, pp. 135-139.

Week 12: 1, 3 & 4 May

M. No class.

W. HW: 1) Read *Programa de estudios*, pp. 140-144.

Th. Hand in Lesson Plan: Freestyle. HW: 1) Read *Programa de estudios*, pp. 145-149.

Week 13: 8, 10 & 11 May

M. ESD Lesson Plans: Freestyle. HW: 1) Read *Programa de estudios*, pp. 150-154.

W. HW: 1) Read *Programa de estudios*, pp. 155-159.

Th. Hand in Lesson Plan: Living Lab. HW: 1) Read *Programa de estudios*, pp. 160-164.

Week 14: 15, 17 & 18 May

M. ESD Lesson Plans: Living Lab. HW: 1) Read *Programa de estudios*, pp. 165-170.

W. Discuss infusing ESD into the English Language curriculum. HW: Hand in “Infusing ESD into the English Language Curriculum” on 24 May).

Th. Brainstorming for ESD Community Extracurricular Activity

Week 15: 22, 24 & 25 May

M. Prepare ESD Community Extracurricular Activity

W. Prepare ESD Community Extracurricular Activity. Review Infusing ESD into the English Language Curriculum.

Th. Review for Final Exam. Prepare for ESD Community Extracurricular Activity.

Week 16: 29, 31 May & 1 June

M. ESD Community Extracurricular Activity

W. ESD Community Extracurricular Activity

Th. Final Exam