UCD School of Languages, Cultures and Linguistics

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Module Descriptors for Language Modules at SLCL

Introduction

This document sets out to help Module Coordinators finalise their language modules for the next academic year. It looks at the following sections:

- Starting with your Module Descriptor
- Content/Learning Outcomes
- Assessment
- Assessment Feedback Strategy
- Remediation Strategy
- Final Considerations

Eva Kilar-Magdziarz and Charo Hernandez

This document is set to help and guide you through reviewing your Module Descriptors for language modules for next academic year. Below you will find some guidelines and comments on what to include in your Module Descriptor.

You need to be an assigned Module Coordinator to be able to access the Module Descriptors via SiSWeb.

Once you are into CMS for a given module, you will find the following Menu tasking you to focus on the following areas that can be chosen from the drop down menu of your module:

Eva Kilar-Magdziarz and Charo Hernandez
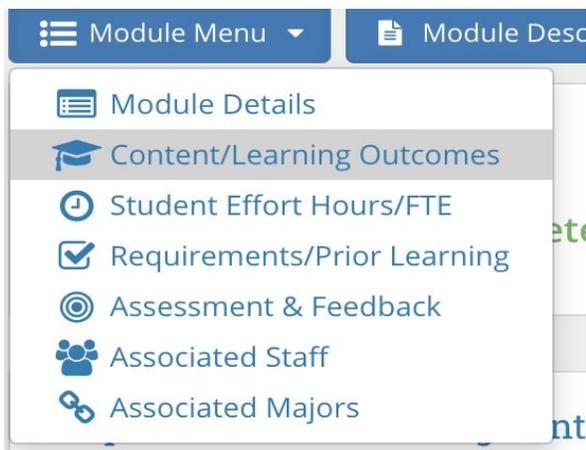
1. Staring with your Module Descriptor

Once you start working on your module descriptor you will be asked to focus on the following areas that can be chosen from the drop down menu of your module:

In the below Quick Facts and Additional Characteristics make sure you select the VLE set up and Mode of Delivery from: Blended/ Face-to-Face and Online - please note that currently we deliver all our modules Face-to-Face enhanced with technology. However, due to Covid-19 changes we might be moving to blended delivery or online purely (to be confirmed).

Quick Facts for SPAN20220 —

Trimester	Spring
VLE Setup	Module in Brightspace
Mode of Delivery	Face-to-Face

Additional Characteristics for SPAN20220 —

Please complete as applicable:

| Internship Module | No |
| Clinical/ Fieldwork/ Placement Module | Other |

2. Content/Learning Outcomes

Purpose and Overarching Content space to fill in with free text

Purpose and Overarching Content for SPAN20220   −

A broad abstract of what the module is about, including its purpose and content.

When writing this section consider the following:

- Reference to CEFR with the entry and exit level so that students are aware of these when they choose the module
- Technology - be upfront about what type of educational technology do you use and how
- How many hours they are expected to spend on the self study and in class (face-to-face/online instructor driven classes)
- Describe how does the module look like so that you manage students' expectations - be open and ensure you are explicit
- Make reference to students reaching the appropriate level of the CEFR by achieving a **B grade** (This is currently under revision).

This is a high-intensity language module aimed at ab-initio language learners. It is primarily recommended for students wishing to take Spanish to degree level. It is also suitable as an elective for those students who are willing to engage in an intensive study of the language. It seeks to develop independent learners who are prepared to devote 6 hours a week of personal study time outside the classroom focusing on grammar and written and aural skills to complement the 33 hours of class time. It also provides: a) an integrated approach to learning Spanish in which learners are required to actively use the four language skills: writing, reading, speaking and listening in the context of the classroom and to be able to practise writing, reading and listening autonomously, and b) a solid foundation in the grammar of the language. At the end of this module students should have covered the key linguistic elements of level A1 of the Common European Framework. They should demonstrate an ability to manage their own learning through the completion of specified learning activities in class and in the exam: written exercises, aural tests, grammar tests. Students who have achieved at least a B grade in this module are deemed to be successfully progressing towards level A1 of the Common European Framework of Reference in the competencies of writing, reading and aural comprehension.
PLEASE NOTE that this module focuses on practising and improving linguistic competence so participation in language classes is essential. Classes focus on the four language skills, and students should devote 6 hours a week autonomously outside class in order to achieve the learning outcomes.

In this section you will be requested to comment to **Learning Outcomes** of the module

Learning Outcomes for SPAN20220

Indicates what students should be able to do on completion of the module.

Please consider the following:

- Using active verbs and make sure your Learning Outcomes are measurable
- Avoid verbs such as understand - as these are not measurable
- Refer to Bloom's taxonomy if unsure of which verbs to use
- Refer to CEFR and CEFR Companion Volume for language skills; you can use the reference to skills in brackets (like shown below)
- Say what is it that you do in the module and try to ensure that the learning outcomes reflect that
- Ideally keep to 5-6 Learning Outcomes and then expand on these within Brightspace

Good Practice Example - A1 module in Spanish

Learning Outcomes:

On successful completion of this module students should be able to:

1) Write short descriptive and narrative texts employing an appropriate range of vocabulary to introduce themselves. (Production)

2) Describe people and places, both orally and in writing, and accurately convey basic information about daily routines and everyday activities, orally and in writing. (Production)

3) Engage with basic Spanish aural and written material, measured through class exercises and online tests, and be able to understand their overall meaning and specific details relevant to the contents of this module. (Reception)

4) Communicate in basic interactions in a grammatically accurate way. (Production)

5) Display a precise command of verb morphology (present, perfect and preterite tenses). (Production)

It is recommended that you provide some details about the content or themes to be covered in this module and about the pedagogical style that you will be using to deliver the module.

Eva Kilar-Magdziarz and Charo Hernandez

3. Assessment

Assessment is an integral part within your module and it should be always mapped with the Learning Outcomes. In the below space please ensure the following:

- There are 3 main Grade Scales at UCD: linear pass 40%; standard pass 40% and standard pass 50% - more info how these translate numbers to letters [here](#).

- At this stage it is important to decide on one main grading scale for the whole module as well as the module components for **assessment transparency and coherency.**
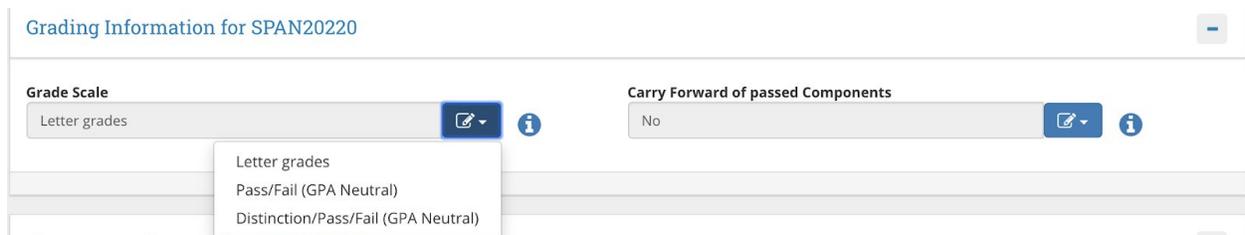
If using a subcomponent, make sure Brightspace reflets the division.

An Assessment Type i.e. Continuous assessment, may be divided into a number of sub-components, perhaps graded by different scales.

- Ensure that you may clear to students what scale is used for each sub-component as you cannot indicate it on the Module Descriptor.

Assessment Strategy for SPAN30020 −

All modules require at least one component and all fields within that component are mandatory.

Assessment Type	Details	Timing	Open Book	% of Final Grade	Component Scale	Must-Pass	In-module Component Repeat Offered	Last Modified		
Assignment	Reflective essay (1000 words approximately) on student's learning process.	Coursework (End of Trimester)		15.00	Graded	No	No	24 Jan 2020	✎	🗑
Continuous Assessment	1 oral presentation in groups and discussions in class plus online weekly peer feedback of the group presentation. 1 written task that will be produced in draft form and then re-written.	Varies over the Trimester		35.00	Alternative linear conversion grade scale 40%	No	No	24 Jan 2020	✎	🗑
Examination	2-hour written examination	2 hour End of Trimester Exam	No	30.00	Graded	No	No	24 Jan 2020	✎	🗑
Oral Examination	1 oral examination and discussion in groups	Unspecified		20.00	Alternative linear conversion grade scale 40%	No	No	24 Jan 2020	✎	🗑
Total				**100.00**						

No

To ensure smooth transition from Brightspace to Grade centre please make sure you use the correct Component Scale for each component.

Component Scales

Graded ▲
Graded
Pass/Fail Grade Scale
Standard conversion grade scale 40%
Alternative linear conversion grade scale 40%
Alternative non-linear conversion grade scale 50%
Alternative linear conversion grade scale 60% (Chinese modules)
Other

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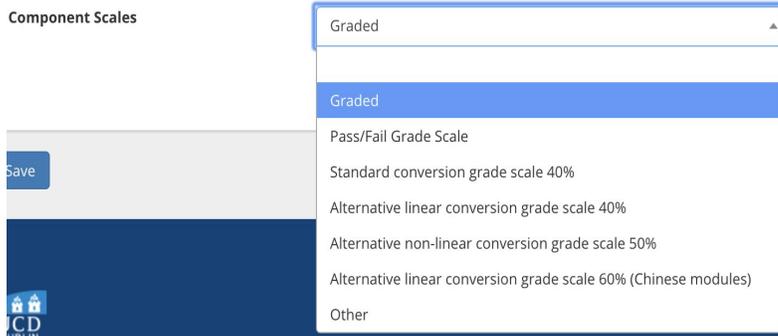
4. Assessment Feedback Strategy

A new addition to the system since last year. In Feedback strategy/strategies consider the following:

- Types of feedback
- How will the students be provided with the feedback

Assessment Feedback Strategy/Strategies for SPAN20220

Indicate here how feedback will be delivered to students on this module. ℹ

Feedback Strategy/Strategies:	- Feedback individually to students, post-assessment - Group/class feedback, post-assessment - Online automated feedback - Peer review activities
Sequence of Feedback:	Students will receive written feedback individually on their class tests, followed by class feedback. Quizzes will be graded as students complete them and an online automated feedback will be provided, followed by class feedback. Peer-feedback will be used for specific tasks where students are required to engage on peer review activities. Further Individual feedback will always be available on request by the students who can avail of the Office Hours provided by the teacher for consultation.

☑ Update

In the Sequence of feedback include the following:

- Consider how will the feedback be provided to students so that it closes the learning loop and ensures students learn
- You can start here with your module assessment components and how will that be followed by feedback.
- It is advisable that you provide specific details about feedback strategies to students in Brightspace when you design each assignment.
- Remember that we need to provide feedback to students within 20 working days as per the new Regulations.

5. Remediation Strategy

The remediation strategy menu is quite limited, at the moment.

Remediation Strategy for SPAN20220

All modules require a remediation strategy. Please identify the initial remediation opportunity that will be offered to students from the drop down. The remediation options visible in the drop-down are dependent on the delivery trimester and duration of the module. ⓘ

Remediation Type	Remediation Timing	Resit In	Terminal Exam	Last Edited		
Resit	Within Two Trimesters	Summer	Yes - 2 Hour	24 Jan 2020	🖉	🗑

If you need students to take oral or aural exams, you will need to communicate that to them as soon as they register for the re-sit.