

JURADOS Y TEMARIOS PARA CONVOCATORIA CATEDRÁTRICOS A2024

INGLÉS

JURADOS	ASIGNATURA	TEMARIOS
	Portugues Nivel I a IV	Los aspirantes no cumplieron con el perfil.
	Francés Nivel I a IV	Los aspirantes no cumplieron con el perfil.
DESIERTA	Italiano Nivel I a IV	DESIERTA
Deyssi Acosta Rubiano Consuelo Cedano Pineda	Curriculum	<p>Choose one topic to prepare your microteaching and AVA component:</p> <p>Context: 5th-semester students</p> <p>Topic 1: For this class you will introduce the main nature and elements of the curriculum for ELT.</p> <p>Topic 2: For this class you will introduce Needs Analysis design for ELT.</p> <p>Topic 3: For this class you will introduce the types of syllabus for English language courses.</p> <p>Take into account the following:</p> <ul style="list-style-type: none"> a. Check the II ETAPA in detail. b. Have your lesson plan ready to be handed in to the juries. c. The microteaching session should last 20 minutes (50 points). Include the AVA component into the microteaching (10 points). See II ETAPA for detailed information. d. Be prepared to support your decisions (in both your microteaching and lesson plan) in terms of methodology, didactics and evaluation.

Adriana Morales Consuelo Cedano	Práctica Pedagógica Primaria	<p>Choose one topic to prepare your microteaching and AVA component:</p> <p>Topic 1: Deliver an online 20-minute session focused on how to foster reading skills in 4 -5 graders primary from public schools. You can base your decisions on the corresponding mallas curriculares.</p> <p>Topic 2: Develop an online, 20-minute presentation centered on an overview of the mallas curriculares regarding structure, components and activities, for teaching English primary. Make your presentation as visual and didactic as possible. This class is intended for future teachers.</p> <p>Topic 3: Develop an online 20-minute presentation on main principles for classroom management in the primary classroom aimed at student teachers from the Teacher Education Program .</p> <p>Take into account the following:</p> <ul style="list-style-type: none"> a. Check the II ETAPA in detail. b. Have your lesson plan ready to be handed in to the juries. c. The microteaching session should last 20 minutes (50 points). Include the AVA component into the microteaching (11 points). See II ETAPA for detailed information. d. Be prepared to support your decisions (in both your microteaching and lesson plan) in terms of methodology, didactics and evaluation.
Sandra Lastra James Zwisler	Inglés de I a VI para la Licenciatura en Lenguas Extranjeras con Énfasis en Inglés	<p>Choose one topic to prepare your microteaching and AVA component:</p> <p>Topic 1: Plan a class for preservice teachers in which you integrate processes of reading understanding and writing as a response to reading. You may pick a text suitable for students of the two first semesters of the program. Make sure you incorporate elements of critical literacies.</p> <p>Topic 2: Design a class including multimodal resources and discussing a text in which listening and speaking might be the main focus of the class. Please include principles and processes of critical pedagogy.</p> <p>Topic 3: Plan a class initiating the process of picking the topic for the project of the semester. Remember you are working with students from I to VI semester of the BA in Foreign Language program, The “Provocaciones”are essential in this first moment of the project based learning methodology.</p> <p>Take into account the following:</p> <ul style="list-style-type: none"> a. Check the II ETAPA in detail. b. Have your lesson plan ready to be handed in to the juries. c. The microteaching session should last 20 minutes (50 points). Include the AVA component into the microteaching (11 points). See II ETAPA for detailed information. d. Be prepared to support your decisions (in both your microteaching and lesson plan) in terms of methodology, didactics and evaluation.

James Zwisler Deyssi Acosta	Fonética y Fonología I	<p>Choose one topic to prepare your microteaching and AVA component:</p> <p>Topic 1: Give a class to teach the pronunciation of ð and θ</p> <p>Topic 2: Give a class demonstrating techniques that can be used in phonetics teaching to teach fine-grained differences in (i,ɪ), (u,ʊ) and (æ,a,ɒ).</p> <p>Topic 3: Give a class differentiating between fine-grained differences between phones used in English and Spanish eg. [t] and [t̪]</p> <p>Take into account the following:</p> <ul style="list-style-type: none"> a. Check the II ETAPA in detail. b. Have your lesson plan ready to be handed in to the juries. c. The microteaching session should last 20 minutes (50 points). Include the AVA component into the microteaching (11 points). See II ETAPA for detailed information. d. Be prepared to support your decisions (in both your microteaching and lesson plan) in terms of methodology, didactics and evaluation.
Sandra Lastra Adriana Morales	Didáctica de la Lengua Extranjera: Enseñanza a Niños	<p>Choose one topic to prepare your microteaching and AVA component:</p> <p>Topic 1: These pre-service teachers (6th semester) are familiar with the suggested curriculum for primary (MEN). Thus, using the suggested curriculum, plan a class through which pre-service teachers realize that meaningful learning is what teachers must do and what children in elementary school need. NOTE: by meaningful learning we refer to reviewing, recycling, practicing, and anchoring new knowledge to previous knowledge.</p> <p>Topic 2: Plan a class where pre-service teachers can see, experience, and understand clearly how a) the productive and b) the receptive skills must be taught to elementary school children. NOTE: select one receptive and one productive skill for your microteaching if you prefer.</p> <p>Topic 3: Let's pretend English has been taught to first and second graders; thus, instruct your pre-service teachers on diverse techniques or strategies (at least 5) that they can use in order to assess their children's English language learning progress, regardless of the function, notion, or content studied; that is, strategies or techniques than can be easily adapted.</p> <p>Take into account the following:</p> <ul style="list-style-type: none"> a. Check the II ETAPA in detail. b. Have your lesson plan ready to be handed in to the juries. c. The microteaching session should last 20 minutes (50 points). Include the AVA component into the microteaching (11 points). See II ETAPA for detailed information. d. Be prepared to support your decisions (in both your microteaching and lesson plan) in terms of methodology, didactics and evaluation.
		<p>Choose one topic to prepare your microteaching and AVA component:</p>

Sandra Lastra Norma Durán	<p>Práctica Observación en el Aula Primaria</p> <p>Topic 1: Integrate pedagogical, didactic aspects and learning environment techniques to explain the future English teachers how to plan a reading class where they are taught to recognize the sequence of events (Basic Competence Standards in English as a Foreign Language).</p> <p>Topic 2: Plan a class to teach future English teachers how to appropriate the Suggested Curriculum to a Rural 4th grade context. also, include elements of virtual Learning Environments</p> <p>Topic 3: Include virtual techniques and Multimodal resources to instruct students in developing critical and reflective skills in writing a short and simple narrative text of an event or anecdote (Basic Learning Rights. 5th Grade)</p> <p>Take into account the following:</p> <ul style="list-style-type: none"> a. Check the II ETAPA in detail. b. Have your lesson plan ready to be handed in to the juries. c. The microteaching session should last 20 minutes (50 points). Include the AVA component into the microteaching (11 points). See II ETAPA for detailed information. d. Be prepared to support your decisions (in both your microteaching and lesson plan) in terms of methodology, didactics and evaluation.
Deyssi Acosta Consuelo Cedano	<p>Choose one topic to prepare your microteaching and AVA component:</p> <p>Topic 1: Needs Analysis Context:</p> <ul style="list-style-type: none"> - First practicum course at (Básica secundaria y media) - Students of 7th semester and (different grades at the school) - The emphasis of the work at the school is on observation of school dynamics and assistantship - They will teach a full lesson at the school by the end of the course <p>In this class, you need to start the process for your students to design and implement a Needs Analysis with their corresponding courses. Note: these students are already familiar with the topic</p> <p>Topic 2: Context: Considering that one of the main emphasis of this practicum course is the observation of the classroom dynamics, which demands students to undergo a thorough process of reflection based on what they observe, you need to: Design a lesson that raises awareness on the importance of this process and set up the mechanics for the observation process to be systematic and effective.</p> <p>Topic 3: Plan Educativo Institucional y Manual de Convivencia Context: Students need to know what is the epistemic and educational identity of the school assigned. Introduce students to the study of these important documents</p> <p>Take into account the following:</p> <ul style="list-style-type: none"> a. Check the II ETAPA in detail. b. Have your lesson plan ready to be handed in to the juries. c. The microteaching session should last 20 minutes (50 points). Include the AVA component into the microteaching (11 points). See II ETAPA for detailed information. d. Be prepared to support your decisions (in both your microteaching and lesson plan) in terms of methodology, didactics and evaluation.

<p>James Zwisler Milena Castellanos</p>	<p>Inglés de nivel I a VI para otros programas de pregrado.</p> <p>Choose one topic to prepare your microteaching and AVA component:</p> <p>Topic 1: Introduce the topic of the 2nd conditional (B1 level) Context: You may have students from different academic programs.</p> <p>Topic 2: Introduce the topic of ‘job interviews’ (A2 level) Context: You may have students from different academic programs.</p> <p>Topic 3: Present an activity to develop critical literacy skills (B1 level) Context: You may have students from different academic programs.</p> <p>Take into account the following:</p> <ul style="list-style-type: none"> a. Check the II ETAPA in detail. b. Have your lesson plan ready to be handed in to the juries. c. The microteaching session should last 20 minutes (50 points). Include the AVA component into the microteaching (11 points). See II ETAPA for detailed information. d. Be prepared to support your decisions (in both your microteaching and lesson plan) in terms of methodology, didactics and evaluation.
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ESPAÑOL		
JURADOS	ASIGNATURA	TEMARIO
Luz Elena Batanelo - Erika Ramirez	Lenguaje y Pensamiento	<p>Elija un tema para preparar su componente de clase y AVA:</p> <p>Tema 1: La importancia de la verbalización en la relación lenguaje y pensamiento. Tema 2: Importancia del lenguaje y el pensamiento desde la investigación en educación. Tema 3: Modelos pedagógicos y didácticos para problematizar la cognición y el lenguaje en la formación de Licenciados en Literatura y Lengua Castellana.</p> <p>Tenga en cuenta lo siguiente:</p> <ul style="list-style-type: none"> a. Consultar detalladamente la II ETAPA del concurso. b. Tenga listo suplan de clase para entregarlo a los jurados. c. La sesión de clase tiene una duración de 20 minutos (50 puntos), donde debe incluir el componente AVA (10 puntos). Ver II ETAPA para información detallada. d. Preparese para sustentar la sesión en términos de metodología, didáctica y evaluación.

Kelita Vanegas - Jorge Ladino Gaitán	Taller de Creación Literaria	<p>Elija un tema para preparar su componente de clase y AVA:</p> <p>Tema 1: La creación poética Tema 2: La creación de minicuentos o minificciones Tema 3: Importancia de la lectura para la creación literaria</p> <p>Tenga en cuenta lo siguiente:</p> <ol style="list-style-type: none"> Consultar detalladamente la II ETAPA del concurso.. Tenga listo suplan de clase para entregarlo a los jurados. La sesión de clase tiene una duración de 20 minutos (50 puntos), donde debe incluir el componente AVA (10 puntos). Ver II ETAPA para información detallada. Preparese para sustentar la sesión en términos de metodología, didáctica y evaluación.
Leonardo Monroy - Kelita Vanegas	Didáctica de la Literatura	<p>Elija un tema para preparar su componente de clase y AVA:</p> <p>Tema 1: Estado de discusión de la didáctica de la literatura en Colombia. Tema 2: Propuestas didácticas universitarias para el desarrollo de la asignatura Didáctica de la literatura. Tema 3: Discusión en torno al tipo de lecturas literarias y expresiones audiovisuales que replanteen el canon escolar acostumbrado.</p> <p>Tenga en cuenta lo siguiente:</p> <ol style="list-style-type: none"> Consultar detalladamente la II ETAPA. Tenga listo suplan de clase para entregarlo a los jurados. La sesión de clase tiene una duración de 20 minutos (50 puntos), donde debe incluir el componente AVA (10 puntos). Ver II ETAPA para información detallada. Preparese para sustentar la sesión en términos de metodología, didáctica y evaluación.
Jorge Ladino Gaitán - Leonardo Monroy	Literatura Infantil y Juvenil	<p>Elija un tema para preparar su componente de clase y AVA:</p> <p>Tema 1: Las corrientes recientes de la literatura infantil y juvenil. Tema 2: Literatura infantil y juvenil y otros sistemas semióticos. Tema 3: Literatura infantil y juvenil en relación con la violencia y la paz.</p> <p>Tenga en cuenta lo siguiente:</p> <ol style="list-style-type: none"> Consultar detalladamente la II ETAPA. Tenga listo suplan de clase para entregarlo a los jurados. La sesión de clase tiene una duración de 20 minutos (50 puntos), donde debe incluir el componente AVA (10 puntos). Ver II ETAPA para información detallada. Preparese para sustentar la sesión en términos de metodología, didáctica y evaluación.

Luz Elena Batanelo - Erika Ramirez	Análisis Sociolingüístico	<p>Elija un tema para preparar su componente de clase y AVA:</p> <p>Tema 1: Relación lenguaje y sociedad. Teóricos y perspectivas.</p> <p>Tema 2: Importancia de la gramática de la lengua y la gramática social desde la investigación en educación.</p> <p>Tema 3: Diseño pedagógico y didáctica para los estudios sociolingüísticos de un Licenciado en Literatura y Lengua Castellana.</p> <p>Tenga en cuenta lo siguiente:</p> <ul style="list-style-type: none"> a. Consultar detalladamente la II ETAPA. b. Tenga listo suplan de clase para entregarlo a los jurados. c. La sesión de clase tiene una duración de 20 minutos (50 puntos), donde debe incluir el componente AVA (10 puntos). Ver II ETAPA para información detallada. d. Preparese para sustentar la sesión en términos de metodología, didáctica y evaluación.
Clara Lucía Pradilla - Elsa María Ortiz	Procesos Lectoescriturales en el Niño	Los aspirantes no cumplieron con el perfil.
Clara Lucía Pradilla - Elsa María Ortiz	Temas y Problemas de Investigación en Lenguaje	<p>Elija un tema para preparar su componente de clase y AVA:</p> <p>Tema 1: Aproximación al estudio del estado del arte de la investigación en didáctica del lenguaje(lectura y escritura).</p> <p>Tema 2: Didáctica del lenguaje e inteligencia artificial (retos y desafíos).</p> <p>Tema 3: La investigación en la formación de docentes de lenguaje.</p> <p>Tenga en cuenta lo siguiente:</p> <ul style="list-style-type: none"> a. Consultar detalladamente la II ETAPA. b. Tenga listo suplan de clase para entregarlo a los jurados. c. La sesión de clase tiene una duración de 20 minutos (50 puntos), donde debe incluir el componente AVA (10 puntos). Ver II ETAPA para información detallada. d. Preparese para sustentar la sesión en términos de metodología, didáctica y evaluación.