

English Studies Matter!

UCM Teaching innovation Project n.287- 2020/21

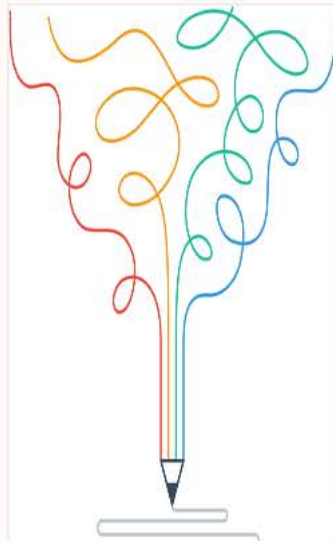
Profesora Xiana Sotelo (coordinadora)

Profesora Marta Silvera-Roig

Alumnado Grado de Estudios Ingleses 2ª y 3r curso



**TALKING
LITERATURE**



Transferable Skills for Students and Early-Career Researchers

The 21st century confronts us with a new paradigm of knowledge, complex and variable. This challenge must be addressed effectively and is leading us to question educational systems. Our future requires co-creation mechanisms to re-conduct ideas differently. Co-creation is a collaborative process that transforms visions and requirements into high-potential social innovation concepts.

The project offers a methodology and a toolkit to implement Transferable Skills at various levels of the EU education framework. It follows along the following steps in a feedback cycle ([please see description](#))

- Diagnose the problems at a local, national and European level (Spain, educational institutions, Eurobarometer, EU policy)
- Showcase the latest advances in policy in the EU and Spain.
- Explore and create Models of Good Practice in education
- Create a toolkit to support educators to introduce transferable skills in their classroom practice
- Promote interdisciplinary dialogue among scientific fields; academia, industry, society and policy
- Stimulate public interest and engagement in making 'change'.
- Connect the European science community with global partners and perspectives.

Co-creation
methodology:
Human
Centered
Design Process



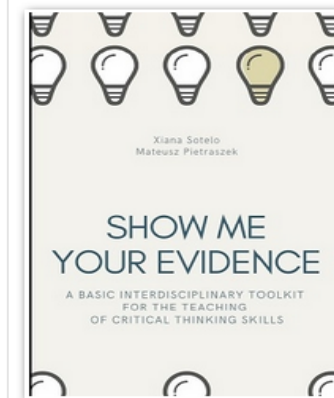
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Show me your evidence. A Basic Interdisciplinary Toolkit for the Teaching of Critical Thinking Skills

ISBN

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OUR PREVIOUS MODELS OF GOOD PRACTICES

- CRITICAL THINKING + DIGITAL SKILLS Transmedia Stories of Social Intervention (since 2017)



UNIVERSIDAD
COMPLUTENSE
MADRID

Estudios Ingleses

Grado y Doble Grado. Curso 2021/2022.

LITERATURA DE LOS ESTADOS UNIDOS HASTA 1850 – 802211

- **COMPETENCES:**

CE 17 (Module of Literature in English, Core Subject 11). [Literature of the United States until 1850; History of the United States from 1850 to 1900]. The student will be able to identify and analyze the aesthetic elements that make up the literary canon of the United States, to entertain critical judgments on the literary corpus in the United States in relation to its historical context, and assess its influence on the contemporary literary context.

- **OBJECTIVES:**

1. Students must be able to locate and to evaluate the literary production of the United States of the given historical period.
2. Students must be familiar with the most significant scholarly works used to study the literature of the United States
3. Students must be able to articulate their own critical readings of texts, so as to consider and explore the geographical, temporal, social and cultural contexts within which the literature of the United until 1850 is created.

Source: <https://www.ucm.es/estudios/grado-estudiosingleses-plan-802211>

What does it mean..?

To identify and analyze aesthetic elements?

To entertain critical judgements?

To articulate own critical readings?





Xiana Sotelo
Mateusz Pietraszek

SHOW ME YOUR EVIDENCE

A BASIC INTERDISCIPLINARY TOOLKIT
FOR THE TEACHING
OF CRITICAL THINKING SKILLS

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Madrid

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Relevancia y funcionalidad del contenido curricular

1. Pre-colonial and colonial literature in North-America: selection of texts produced by British and Spanish explorers and the tradition of Native-American narratives
2. Puritanism and Puritan traditions of New England, from William Bradford and John Winthrop to Cotton Mather and Jonathan Edwards, from Ann Bradstreet's poetry to Captivity Narratives.
3. The Enlightenment and the fiction, political and autobiographical prose of the new republic until 1820: selection of texts produced by Benjamin Franklin, Thomas Paine, Thomas Jefferson, Charles Brockden Brown, James Fennimore Cooper and Washington Irving.
4. The literature of the American Renaissance: selection of literary texts produced by Edgar Allan Poe, William Cullen Bryant, Nathaniel Hawthorne and Herman Melville. Study of Transcendentalism (Raph W. Emerson and Henry D. Thoreau), early feminism (Margaret Fuller), y the Underground Railroad towards the Civil War: Frederick Douglass and Harriet Beecher Stowe.











OBJETIVOS:

- Que el alumnado **adquiera habilidades de pensamiento crítico** para **contribuir a debates sociales** actuales proporcionando una **opinión contrastada** y objetiva sobre el origen de estas divisiones sociales.
- Que el alumnado aborde los **contenidos de la asignatura** reconociendo su **relevancia**, no solo para el grado específico de **Estudios Ingleses**, sino para la **sociedad en general**, poniendo sus conocimientos a su servicio a través de sus propios resultados de aprendizaje.

Representaciones artístico-literarias intermediales: herramientas para la expresión de opiniones objetivas y contrastadas

- <https://sites.google.com/ucm.es/satan-and-satans>
- <https://sites.google.com/ucm.es/facultadfilologiaucm/inicio/shakespeare-in-the-elizabethan-england?authuser=0&pli=1>

+

Verified Infographics

Talking Literature Podcasts

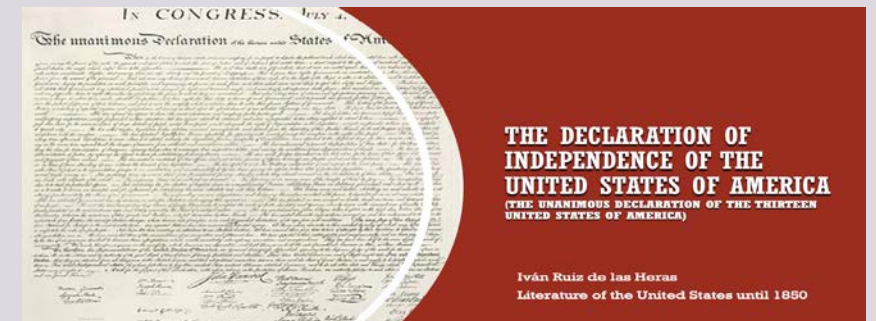
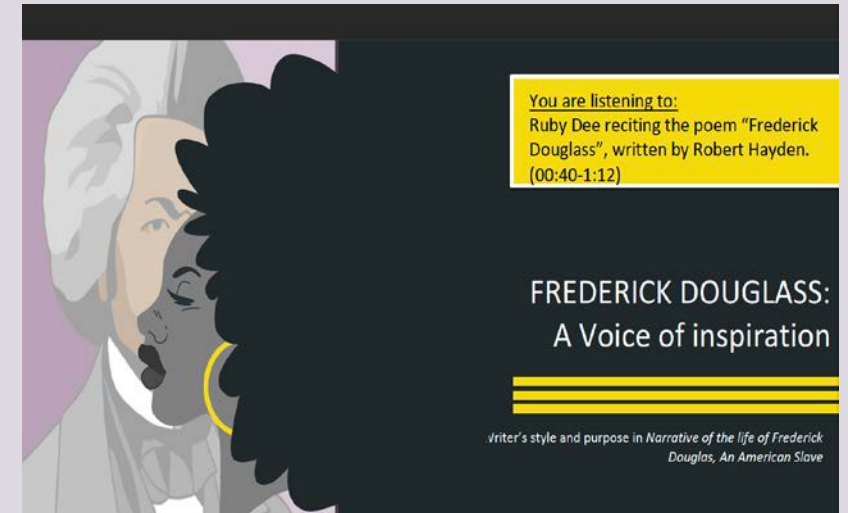
Academic articles published in open-access platforms

Talking Literature Podcasts-verified infographics

<https://sites.google.com/ucm.es/talkingliteratureucm/podcasts-and-verified-infographs>



TALKING LITERATURE



PaperLab Initiative:

Training en edición y publicación en circuitos académicos competitivos según los pasos proporcionados en Publons Academy (Web Of Science) <https://sites.google.com/ucm.es/talkingliteratureucm/paperlab-iniciative?authuser=0>



PaperLab:

The basics of academic research and writing

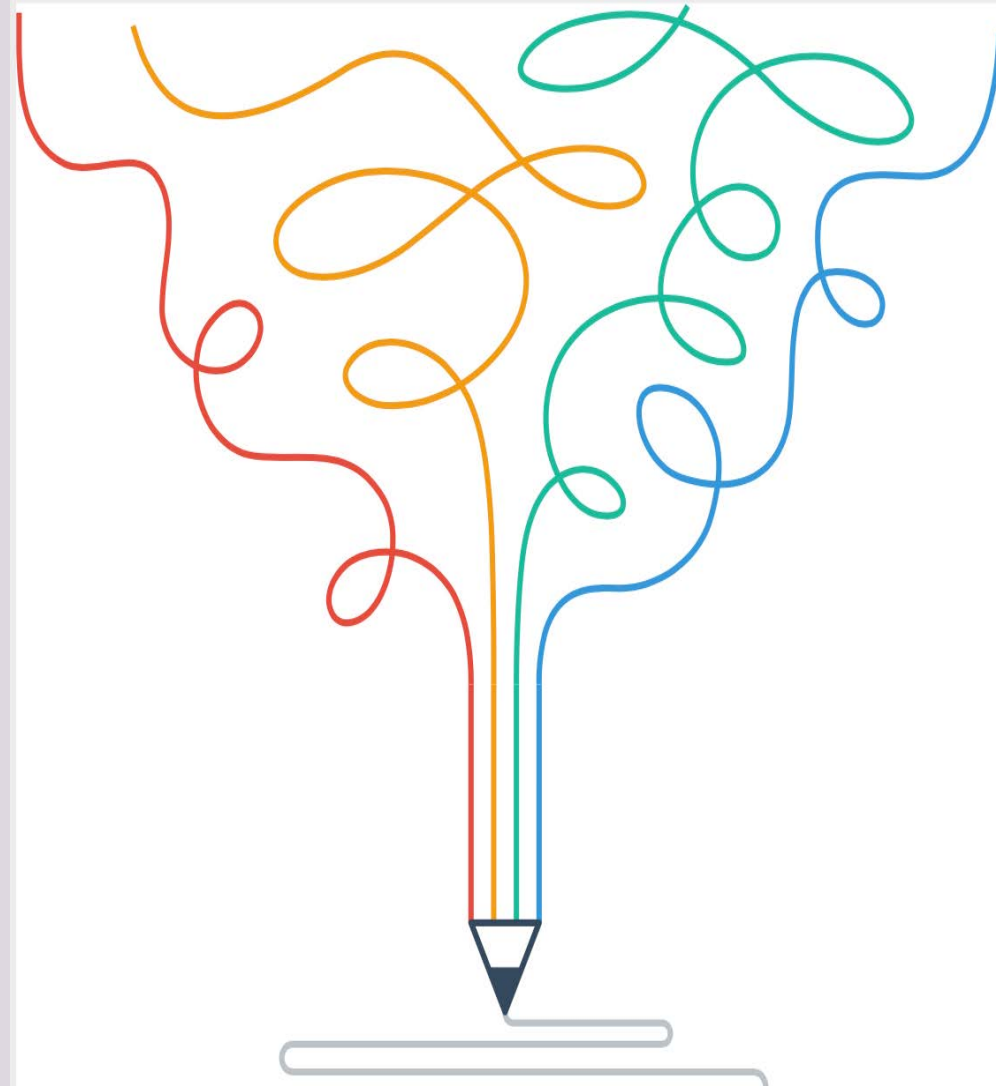
Workshop I: December 14, 2020
December 21, 2020

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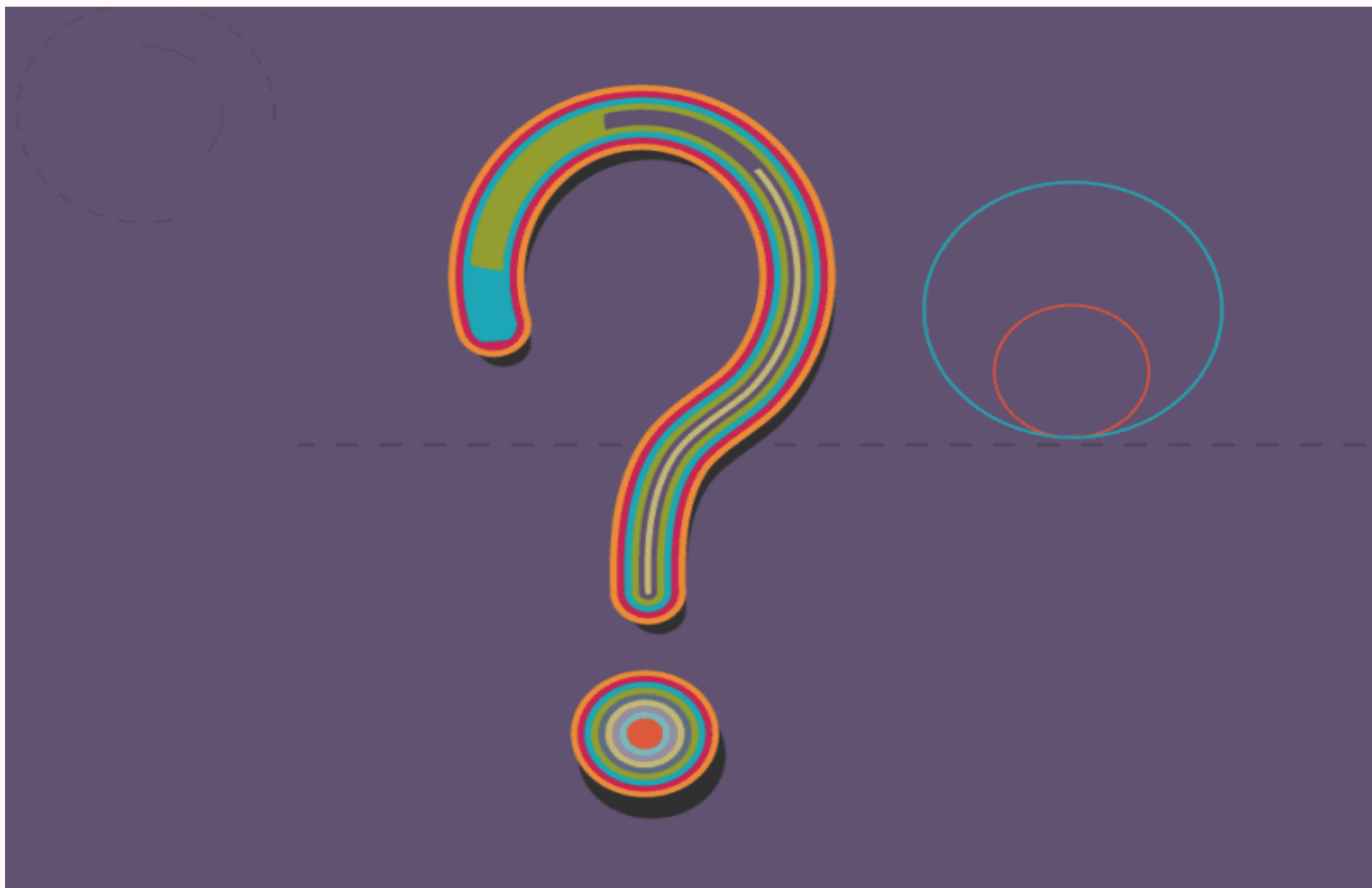
msilvera@ucm.es



CONCLUSIONES: Facts-debate y educación

- La necesidad de **enseñar** habilidades de **pensamiento crítico** en el aula universitaria.
- Al incluir la **visión específica al alumnado universitario**, buscamos **involucrarles activamente** para que expresen, de manera crítica y contrastada, conocimientos a partir de los contenidos curriculares.
- Al promover el **papel activo del alumnado** como agentes de transformación social, este proyecto enfatiza la importancia de la contribución de estudiantes de **grado en Estudios Ingleses** en los **debates sociales actuales**.
- Creemos que el **papel del alumnado** es fundamental para poder aportar opiniones objetivas e informadas que ayuden a **luchar contra la desinformación, manipulación, ignorancia** y discurso de odio que tanto nos perjudican como sociedad.

THANK
YOU!



FACULTAD DE
FILOLOGIA