

## MMLT101 L-Ippjanar skont il-kisbiet mit-tagħlim tal-ħiliet tal-Malti.

ECTS Value: 1 ECTS  
Self-Study Hours: 12

Contact Hours: 5  
Assessment Hours: 8

### Overall Objectives and Outcomes

Din l-unità tikkumplimenta l-unitajiet l-oħrajn tal-pedagoġija u l-assessjar fil-ħiliet differenti tal-lingwa. Fiha jiġu pprezentati l-kisbiet mit-tagħlim li jridu jintlaħqu permezz tat-tagħlim tal-Malti fis-Sekondarja u kif dawn jistgħu jintrabtu flimkien fl-ippjanar u fil-lezzjonijiet. Jiġi mistharreġ kif dan kollu jidhol fil-qafas tal-approċċ tematiku waqt l-ippjanar ta' pjan ta' ħidma msejjes fuq il-kisbiet tal-erba' ħiliet.

By the end of this module, the learner will be able to:

#### Competences:

- jiżviluppaw pjan ta' ħidma msejjes fuq il-kisbiet mit-tagħlim u l-aproċċ tematiku.
- jippjanaw lezzjonijiet b'attivitajiet tat-tagħlim u l-assessjar biex jintlaħqu l-kisbiet.
- jikkonsolidaw fil-prattika teorija li ltaqgħu magħhom f'din l-unità.
- joħolqu materjal u rizersi li jgħinuhom jilħqu l-kisbiet u jassessjawhom.

#### Knowledge:

- jiddefinixxu u jifhmu l-qafas tal-kisbiet mit-tagħlim u t-terminoloġija marbuta miegħu.
- jevalwaw ir-rabta bejn il-kisba, l-attivitajiet tat-tagħlim u l-assessjar.
- jipproponu siti uffiċjali fejn isibu d-dokumentazzjoni li tgħinuhom jibnu l-pjan ta' ħidma skont il-kisbiet.
- japprezzaw ir-riċerka lokali u barranija dwar it-tagħlim tal-kisbiet u l-aproċċ tematiku.
- jirriflettu fuq prattici tajbin tat-tagħlim diskussi waqt din l-unità.
- jidentifikaw liema huma l-kisbiet minn ħiliet differenti li jistgħu jintrabtu flimkien.

#### Skills:

- ifasslu pjan ta' ħidma skont il-kisbiet, l-età iż-żmien disponibbli u l-interessi tal-istudenti.
- jiddeterminaw liema huma l-attivitajiet għat-tagħlim l-aktar effettivi biex tintlaħaq il-kisba.
- ifasslu strateġiji ta' kif jipprezentaw lill-istudenti kriterji ta' suċċess imfassla fuq il-kisbiet.

### Assessment Methods

This module will be assessed through: Assenjament

### Suggested Readings

#### Core Reading List:

- Varun, A. (2004): Thematic Approach for effective communication in ECCE in International Journal of Education and Psychological Research (IJEPR) Volume 3, September 2014.

2. <http://www.schoolslearningoutcomes.edu.mt/en/>
3. <https://malti.skola.edu.mt/sillabi-godda/>

#### Supplementary Reading List:

1. Kennedy, D. (2007): *Writing and using learning outcomes: A Practical Guide*, Cork: Quality Promotion Unit, University College Cork: <http://www.nairtl.ie/>
2. Kennedy, D. (2007): Writing and using learning outcomes: A Practical guide, in *Froment, E, Kohler J, Purser L and Wilson L (eds): EAU Bologna Handbook- Making Bologna Work, article C 3.4-1* (Berlin: Raabe Verlag)
3. Adam, S. (2004): *Using Learning Outcomes: A consideration of the nature, role, application and implications for European education of employing learning outcomes at the local, national and international levels*. Report on the United Kingdom, Bologna Seminar, July 2004, Herriot-Watt University.
4. Angelo, T.A. and Cross, K.P. (1993) *Classroom Assessment Technique: A handbook for College Teachers* (2<sup>nd</sup> Edition) San Fransisco: Joss-Boss Inc.