

**Academic Year/course: 2021/22**

**63206 -**

## **Syllabus Information**

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**Academic Year:** 2021/22

**Subject:** 63206 -

**Faculty / School:** 107 - Facultad de Educación

**Degree:** 584 -

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591 -

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**ECTS:** 6.0

**Year:** 1

**Semester:** First semester

**Subject Type:** Optional

**Module:**

## **1. General information**

### **1.1. Aims of the course**

To be able to conceive and design subjects for Secondary and Baccalaureate within the specialties of Social Sciences, Economics and Philosophy. This implies developing criteria and critical capacity to select and propose valuable and well-defined curricular objectives for these subjects, which are in accordance with the guidelines established in official documents. It also implies being able to design methodologies and evaluation systems consistent with these proposed curricular objectives.

## **2. Learning goals**

### **2.2. Learning goals**

1. Carry out curricular projects for E.S.O. o Baccalaureate within their specialty, setting and justifying their global objectives and selecting the most appropriate learning and evaluation processes
2. Define the curricular design and describe in a reasoned way: its elements, sources, and levels of specification. Explain the keys to good curriculum design.
3. Critically expose the main possible curricular orientations in the field of Social Sciences, Economics and Philosophy.
4. Describe and analyze the provisions of the Spanish and Aragonese official documents in relation to the curriculum in the subjects of Social Sciences for E.S.O. and Baccalaureate, as fundamental frames of reference for the programming of these subjects. Likewise, to be able to critically comment on these provisions, locating the curricular orientations to which they respond, the options they make and the margin of decision they leave at later levels of curricular specification and adaptation.
5. Describe and critically argue the different teaching-learning methodologies, based on the fundamental principles that inform the learning processes in Secondary and from the perspective of the learning objectives of the Social Sciences.
6. Explain the concepts, principles and basic criteria for evaluating student learning in its diagnostic, formative and summative dimensions. Describe the main assessment instruments and procedures and critically comment on them by virtue of their suitability for different types of educational objectives and their qualities for diagnostic, formative or summative assessment.

## **3. Assessment (1st and 2nd call)**

## **4. Methodology, learning tasks, syllabus and resources**

### **4.3. Syllabus**

- The concept of curriculum. The complexity of the curriculum in Geography and History, Economy or Philosophy.
- Different types of perspectives or curricular orientations in relation to Geography and History, Economics or Philosophy.
- Models of curriculum development. The problem of the nature of the objectives of the curriculum. Curricular project and educational practice: from the project as a prescription to the project as a research hypothesis.
- Curricular levels and context of curricular design. The different levels of curricular concretion.
- Fundamental principles of the design of learning activities applied to the Social Sciences.
- Generic methodologies and disciplinary methodologies. Didactic resources
- Procedures and assessment tools