

Academic Year/course: 2022/23

63201 - Educational Processes and Contexts

Syllabus Information

Academic Year: 2022/23

Subject: 63201 - Educational Processes and Contexts

Faculty / School: 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

Degree: 584 -

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ECTS: 6.0

Year: 1

Semester: First semester

Subject Type: Compulsory

Module:

1. General information

1.1. Aims of the course

- To know and understand the functioning of a Spanish educational centre, and that this functioning depends on the legislation in force, the socio-economic, political and cultural context in which it is inscribed and the participation and involvement of its educational agents: families, students, teachers and local, regional and state administration.

- To know the most relevant concepts, theories, models and practices of the teaching-learning processes.

- Have the ability to know, understand and act in the face of common situations that arise in teaching processes.

- Be able to incorporate teaching methodologies that favour participation, motivation, diversity, integration of ICT and innovation.

These approaches and objectives are aligned with the following Sustainable Development Goals Fund (SDGFs) of the United Nations 2030 Agenda (<https://www.un.org/sustainabledevelopment/es/>), so that the acquisition of the learning outcomes of the subject provides training and competence to contribute to some extent to their achievement.

SDGF 4: Quality education.

SDGF 5: Gender equality.

SDGF 10: Reducing inequalities.

SDGF 11: Sustainable cities and communities.

SDGF 16: Peace, justice and solid institutions.

1.2. Context and importance of this course in the degree

This subject provides the future teacher with the necessary competences to integrate into the teaching profession, knowing

the school system in the different stages of secondary education, the educational centres and their contexts, and the classroom and its relationship with the educational community.

This subject provides a general knowledge of the teaching-learning processes in a reflective, critical way and based on the most relevant principles and theories, in the regulatory and time frameworks.

In short, in this subject, common to all specialisations, the student will learn concepts and theories related to General Didactics and School Organisation.

It is one of the basic contents for the exercise of teaching activity in any of the educational stages that this degree is aimed at.

The approach, methodology and evaluation of this guide is prepared to be the same in any teaching scenario. They will be adjusted to the socio-sanitary conditions of each moment, as well as to the indications given by the competent authorities.

1.3. Recommendations to take this course

This is a subject of Module I of a general and professionalising nature, common to all specialities, and therefore does not require previous requirements.

2. Learning goals

2.1. Competences

This subject is related to the following basic competences: BC6, BC7, BC8, BC9 and BC10 and the general competences (CG01, CG02 and CG03) of the Master. And the transversal competences TC01 to TC10.

Specific competences:

SC01 - Analyse and assess the historical characteristics of the teaching profession, its current situation, perspective and interrelation with the social reality of each period.

SC02 - Understand and question the model of teacher demanded by today's society, their competences and the profile of the teacher in each of the teaching disciplines.

SC03 - Accept and understand the need for an ethical commitment based on the capacity for criticism and self-criticism and the ability to show attitudes that are coherent with ethical and deontological conceptions.

SC04 - Identify, recognise and apply the regulations of the educational system and the basic elements of the organisational model of the centres and its link with the political and administrative context, and models of quality improvement with application to educational centres.

SC05 - Specify the curriculum to be implemented in a teaching centre, participating in its collective elaboration.

SC06 - Analyse, assess and participate in the definition of the educational project and in the general activities of the centre, taking into account criteria of quality improvement, attention to diversity, prevention of learning and coexistence problems, reception of immigrant students, as well as promoting actions of emotional education, values and citizenship training.

SC07 - Design and carry out formal activities that contribute to participation in assessment, research and educational innovation, in order to promote teamwork in teaching and between teams.

SC09 - Analyse and assess the relationships between the school institution, the family and the community in order to be able to develop the educational task from an integrated perspective.

SC10 - After reflecting on the concept of "school community" and the characteristics and contributions that can be made by its different members, with special attention to the role of the family, seek channels that favour interaction and communication between them.

SC11 - Design and implement educational proposals that respect the principles of equity, equal rights and opportunities, linked to the achievement of fundamental human rights, within the framework of a multicultural, inclusive and tolerant society,

SC12 - Analyse and assess the education that training centres must provide and the knowledge and competences that students need to critically understand the keys to the development of humanity and current society, improve their personal and social well-being and face cultural, social and labour challenges with dignity.

SC14 - To deal with attention to diversity, making use of the resources and psycho-pedagogical support available at the centre.

SC18 - Identify, recognise and apply the processes of interaction and communication in the classroom.

SC21 - Develop, learn and practice formative methodological strategies that make it possible to introduce student participation in the classroom.

SC22 - Develop and support active and collaborative learning strategies, using collaborative work of the group of students as a measure of educational support for learning. Knowing how to create the conditions for this condition to occur. Provide evaluation techniques for group work.

SC23 - Addressing the social and personal diversity of students, making use of the resources and psycho-pedagogical support available at the centre and in the classroom and through the organisation and management of the classroom,

SC24 - Develop strategies that favour attention to equity, emotional education and education in values, equal rights and opportunities between men and women, citizenship training and respect for human rights that facilitate life in society.

SC26 - Identify, recognise and apply the fundamental bases of tutoring and guidance, and plan, implement and evaluate strategies adapted to students and families, in order to improve personal and professional development and progress and to facilitate the continuity of academic life and/or the transition to working life.

SC30 - Identifying and planning the resolution of educational situations that affect students with different abilities and different

learning paces.

SC31 - Taking into account the cognitive structure of students, their social contexts and their motivations, design and develop educational proposals that enable them to learn throughout life, help them to reason critically and behave autonomously, adjusting to personal abilities.

SC32 - Addressing the cognitive diversity of students and their different learning styles and abilities.

SC33 - Analysing and assessing the impact of the use of information and communication technologies on development and learning processes.

SC35 - Analyse the principles and procedures of curriculum design based on different models and theories and, in particular, design by competences. It includes: analysing and assessing the meaning of the term competence, its typology, the main consequences of a didactic approach based on competences and the principles for their assessment, as well as some proposals that facilitate their acquisition and continuous improvement by students; analysing and assessing the importance of the recognition and accreditation of professional competences as an empowering measure to favour lifelong learning.

2.2. Learning goals

In order to pass this course, the student must demonstrate the following achievements:

- Analyse and assess the fundamentals of curriculum design based on its different models and theories and, in particular, those of design by competences.
- Identify and design strategies that seek the success of all students, avoid exclusion and discrimination and deal with educational situations in students with different abilities and different learning paces.
- Analyse and assess the meaning of assessment as another element in the teaching-learning processes and as a tool for their improvement.
- Analyse and assess teaching-learning processes in virtual contexts.
- Know and structure processes to adequately develop information resources and strategies, tutoring and academic and professional guidance.
- Know the Spanish educational system and its evolution within the framework of the European Union and the State of the Autonomous Communities.
- Identify, recognise and apply the regulations relating to secondary education centres, as well as their structure and processes.
- Analyse and assess the relations between the school institution, the family and the community for the development of comprehensive education.

2.3. Importance of learning goals

The subject is essential so that, especially for those people who are far from the pedagogical field, they can develop the basic knowledge, attitudes and skills necessary for the professional teaching performance in secondary schools. This learning will be complemented, as it could not be otherwise, by the rest of the subjects of the Master's Degree and by the Practicum.

3. Assessment (1st and 2nd call)

3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

Students must demonstrate that they have achieved the expected learning outcomes through the following assessment activities.

In this subject there is no continuous assessment, therefore, all students must take the exam and present the dossier. However, a continuous and formative assessment of the directed work is contemplated which, with the monitoring and accompaniment of the teaching staff, allows students to detect and correct their mistakes before the written test and the final delivery of the practical work.

FIRST CALL

1.- Written exam, maximum duration: 1 hour (60% mark):

Two parts:

i. Short questions, v-f-, multiple-choice (6 points)

o Number of items: 20.

o Correct item: Add 0.3 points.

o Missed item: Subtract 0.1 points.

o Unanswered item: 0 points.

ii. Development of a practical case or a theoretical subject of the subject to choose one of three possibilities, maximum one page (4 points).

2.- Directed work (40% mark):

Development of a group proposal of teaching application throughout the four-month period focused on subjects of the

speciality (small group between 3 and 5 students).

The outline of the work will be hosted on Moodle and will focus on the development of a proposal contextualised in the contents of the curriculum of a course or module of Compulsory Secondary Education, Baccalaureate and Vocational Training, cross-cutting or interdisciplinary subjects proposed by the teaching staff and students or focused on an SDG linked to Secondary Education according to the speciality.

The work will be assessed on the basis of the rubric hosted on Moodle and the teacher's support for the monitoring of tasks and the resolution of doubts.

Those who cannot attend the practical sessions will have to prepare the teaching application proposal in a group or, in exceptional cases, individually authorised by the lecturer.

In the first week of the course, the teacher will communicate in writing or on Moodle the breakdown of the tasks included in the assessment and the timetable for their delivery.

QUALIFYING CRITERIA

Written exam: 60% of the overall grade (a 5 out of 10 must be obtained for it to be considered).

Dossier: 40% of the overall grade (a 5 out of 10 must be obtained for it to be considered).

STANDARD OF QUALIFICATION (Qualification criteria and pass requirements)

In the objective test, the marking criteria set out above will be considered.

For the evaluation of the dossier (present in the rubric of the work):

- Formal aspects (presentation, spelling, writing...).
- Adaptation to the planned content with the consultation of different sources of information.
- Rational basis for the reflections.
- Review of good educational practices of reference.
- Development of self-produced materials.

In compliance with the general assessment regulations of the UZ, those who are able or request to be assessed by means of a global test will take the following exams on the date indicated in the academic calendar

(<https://educacion.unizar.es/master-profesorado-secundaria/examenes-master-profesorado>).

This global test will consist of an objective test.

SECOND CALL

The characteristics and contents are the same as those of the first sitting. The parts passed at the first sitting will be kept for the second sitting. Those who, at the first sitting, have not passed any of the parts of the aforementioned comprehensive examination, must sit and pass that part at the second sitting.

FIFTH AND SIXTH CALL

Written exam: 100% of the overall grade.

Fraud or total or partial plagiarism in any of the assessment tests will result in failure of the subject with the minimum mark, in addition to the disciplinary sanctions that the guarantee committee adopts for these cases. For more detailed information on plagiarism and its consequences, please consult:

<https://biblioteca.unizar.es/propiedad-intelectual/propiedad-intelectual-plagio#Que>

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

The methodology followed in this course is oriented towards the achievement of the learning objectives. It is based on active participation, case studies, teamwork etc. that favor the development of communicative skills and critical thinking. A wide range of teaching and learning tasks are implemented, such as lectures, practice sessions, autonomous work, tutorials, and assessment tasks.

Students are expected to participate actively in the class throughout the semester.

Classroom materials will be available via Moodle. These include a repository of the lecture notes used in class, the course syllabus, as well as other course-specific learning materials, including a discussion forum.

Further information regarding the course will be provided on the first day of class.

4.2. Learning tasks

This is a 6 ECTS course organized as follows:

Contact hours: 50

1. Lectures (24 hours): The teacher presents theoretical contents illustrated with relevant examples and analysis of reading, secondary education curriculum and educational center documents.
2. Practice sessions (23 hours): They can include discussion and presentation of case studies, practical work outside the classroom (field work or visits), group works presentations and seminars.
3. Assessment tasks (3 hours). A final written examination.

Non-contact hours: 100

1. Autonomous work (73 hours): Students do tasks such as study, readings, preparation of practice sessions and seminars, and summative assignments.
2. Team work (27 hours).

4.3. Syllabus

1. The Spanish Educational System and its legislative references.
2. Structure of Secondary Education, Vocational Training and Language, Artistic and Sports Education. Adult Education.
3. Educational centers: structure and processes. Relations in the educational community: families and teachers. - Tutoring and orientation: the tutorial action, functions of the teacher-tutor. Attention to diversity from an inclusive perspective.
- 4: The curriculum and its elements. What to teach? Objectives, contents, competences. Values of citizen coexistence, interculturality and gender equality. Didactic interaction. How to teach? Motivation. Class climate. Discipline Methodology
5. Contemporary history of Didactics and Methodology: From the New School to digital skills. Educational resources.
- 6: Evaluation of the educational system. International reports. Assessment of learning and qualification.

4.4. Course planning and calendar

Further information concerning the timetable, classroom, office hours, assessment dates and other details regarding this course will be provided on the first day of class or please refer to the Facultad de Ciencias Humanas y de la Educación, Facultad de Ciencias Sociales y Humanas o Facultad de Educación website, depending on the specialty of the Master studied (<https://magister.unizar.es/>, <http://fch.unizar.es/> , <https://educacion.unizar.es>).

4.5. Bibliography and recommended resources

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=63201>