Academic Year/course: 2022/23

63206 - Instructional and Curricular Design in Social Sciences and Philosophy

Syllabus Information

Academic Year: 2022/23

Subject: 63206 - Instructional and Curricular Design in Social Sciences and Philosophy

Faculty / School: 107 - Facultad de Educación

Degree: 584 -
590 -
591 -
592 -

ECTS: 6.0

Year: 1

Semester: First semester

Subject Type: Optional

Module:

1. General information

1.1. Aims of the course

The main objective is to be able to conceive and design subjects for Secondary and Baccalaureate within the specialisations of Social Sciences, Economics and Philosophy. This involves developing the criteria and critical capacity to select and propose valuable and well-defined curricular objectives for these subjects, in accordance with the guidelines set out in official documents. It also implies being able to design methodologies and assessment systems that are coherent with these proposed curricular objectives.

These approaches and objectives are aligned with the following Sustainable Development Goals (SDGs) 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: Goal 4: Quality education.

1.2. Context and importance of this course in the degree

The subject is the first step towards being able to carry out educational design within the corresponding specialisation. Although in this first step the subject groups together the specialisations of Geography and History, Economics and Philosophy, the subjects that continue the work to be done here (Design of Activities and Research and Innovation) are carried out specifically in each of these specialisations.

1.3. Recommendations to take this course

Given the practical nature of the course, regular class attendance is recommended.

All communication and material contribution of the course that is not face-to-face will be done through the ADD (Moodle platform) so regular access is recommended.

2. Learning goals

2.1. Competences

- Plan, design, organise and develop the programme and learning and assessment activities in the specialisations and subjects of their competence.
- Possess and understand knowledge that provides a basis or opportunity for originality in the development and/or application of ideas, often in a research context.
- Students are able to communicate their conclusions and the ultimate knowledge and rationale behind them to specialist and non-specialist audiences in a clear and unambiguous way.
- Students possess the learning skills to enable them to continue studying in a largely self-directed or autonomous

manner.
- Ability to reflect and make decisions in the personal, intellectual and social spheres.
- Ability to integrate and apply knowledge in order to form judgements and solve problems.
- Development of self-esteem.
- Development of the capacity for autonomous learning.
- Ability to communicate ideas and reasoning to different types of audiences.
- Ability to empathise.
- Ability to work cooperatively with peers and others.
- Identify, recognise and apply basic issues in the design of teaching-learning processes.
- 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.
- Adapt curriculum design to the educational context. Includes: identifying, recognising and applying the current educational curriculum; identifying and assessing contexts and situations in which the different curricular contents are used or applied; in vocational training, understanding and assessing the evolution of the world of work, the interaction between society, work and quality of life, as well as the need to acquire the appropriate training for adapting to the changes and transformations that professions may require.
- Evaluate the quality of different cases of curricular designs in the subjects of the speciality according to different models and theories and their adaptation to the educational context.
- Develop curricular designs for the subjects in their speciality from the perspective of competence training and with adaptation to the educational context.
- Analyse the criteria for the design of good learning activities and assessment systems, according to the most accepted theories and models and the principles of different learning methodologies. It includes: understanding and assessing theoretical and practical developments in the teaching and learning of subjects; identifying and understanding methodologies that promote activity and collaboration, as well as the elements and techniques that put into practice the theoretical assumptions that underpin them; identifying and understanding different teaching strategies and teaching skills needed to introduce such methodologies in the classroom; developing and applying teaching methodologies adapted to the diversity of students; analyse and assess strategies to promote autonomous learning in students; recognise and apply strategies to stimulate student effort and develop thinking and decision-making skills that facilitate personal autonomy, confidence and initiative; know the most relevant elements to consider in the framework of learning assessment; know and select different assessment methods; plan learning assessment.
- Assess the impact of the use of information and communication technologies as a support for active and collaborative methodologies. Evaluate the most appropriate criteria for use depending on the subjects, learning objectives and different contexts.

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)

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

1. Written exam.

8 open questions on curriculum and instructional design in Social Sciences, Economics and Philosophy.

These will be open and short answer questions in which learning outcomes 2, 3, 5 and 6 will be assessed, that is, aspects related to the definition and keys to curriculum design, its functions, elements, sources and levels of concretion; the description and critical assessment of the main curricular orientations in the subjects of Geography and History, Economics and Philosophy for E.S.O and Bachillerato; the description and critical assessment of the different teaching and learning methodologies applied to these specialities; and the concepts, principles and basic criteria of the assessment of learning in its different dimensions.

This test will have a weight of 40% of the student's final grade in the subject.

2. Dossier of curricular reflection.

Preparatory notebook of the programming project based on the theory, cases and practices carried out in class. This test assesses learning outcomes 1 and 4.

- Initial reflection on the subject: personal analysis of the difficulties, challenges and possible options as major curricular orientations of the subject.

- Critical analysis of the curricular, methodological and assessment orientations contained in the regulatory framework of the subject.

- Explanation and argumentation of the curricular orientation considered most appropriate for the subject. The chosen curricular orientation will be precisely explained, the value of this curricular orientation for the student and/or society will be argued and the general lines and criteria of how this curricular orientation will be expressed in a syllabus will be set out.

This document must be done following the requirements and criteria that will be published on the web platform of the subject.

This test will have a weight of 30% of the student's final grade in the subject.

3. Programming project.

Design of the fundamental elements of the programming of a Secondary or Baccalaureate subject in the specialities of reference. This test specifically assesses learning outcome number 1, the most important of the subject.

The project will basically consist of the following blocks:

- Introduction: general curricular approach and orientation.

- Objectives for the subject. Its description will be accompanied by the corresponding The description shall be accompanied by the corresponding argumentation or justification, in coherence with what is stated in the chapter on general curricular approach and orientation.

- General approach to the learning methodologies to be applied in the chosen subject. Its description will be accompanied by the corresponding argumentation or justification, in coherence with the rest of the sections of the project.

- General approach to the formative and summative learning assessment systems to be applied in the chosen subject. Its description will be accompanied by the corresponding argumentation or justification, in coherence with the rest of the sections of the project.

This document must be produced in accordance with the requirements and criteria that will be published on the subject's web platform.

This test will have a weight of 30% of the student's final grade in the course.

General evaluation criteria of the project:

- The programming and its justification must demonstrate an own elaboration of the programming from the provisions of official documents, the proposals of the different theories and authors, and the references that can be taken from existing programming. This means that, in order to carry out the work, although specific references may be taken from other programmes or proposals (which must be accompanied by the corresponding citation, in any case), these must be subject to reworking and detailed justification, arguing the reasons that lead to their choice. In this respect, the comments of justification will constitute a fundamental part of the assessment of the exercise. Failure to comply with this general criterion that the work must be self-prepared in the sense explained above will result in failure of the exercise.

- Internal coherence of the proposed curricular objectives. The objectives respond to a well-defined curricular orientation (summarised in the introduction and developed extensively in the Dossier of curricular reflection), outlining a coherent subject around a clear educational purpose.

- Coherence of the methodological and assessment proposal in relation to the objectives.

- Technical quality of the statement of objectives.

- Quality of the justification of the methodological proposal and the evaluation system. The argumentation must demonstrate a selection criterion based on knowledge of the characteristics and qualities of the different methodologies and assessment processes, of the fundamental principles governing the teaching-learning processes, and of the nature of the objectives of the subject.

- Adequate command of the fundamental concepts of teaching-learning methodologies and assessment, reflected in their correct use in the description and argumentation of the proposal.

Important general points:

- A mark of 4 must be passed in each of the three tests. If this mark is not passed in any of the sections, the overall mark will be that obtained in the section not passed.

- According to the rules of the University of Zaragoza, total or partial fraud or plagiarism in any of the evaluation tests will result in the failure of the subject with the minimum grade, 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
- Any student may be called to tutoring to defend all or part of any of the assessment tests submitted in order to guarantee original authorship and participation in all of them.

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

The core of the subject is the programming project that each student must carry out individually for a subject of their choice related to Geography and History, Economics or Philosophy in E.S.O. and Baccalaureate. In order to base and promote the work, it is necessary to work on a series of basic concepts and principles, as well as to reflect in depth on the different curricular orientation options for these subjects.

The subject is developed in the form of a series of seminars of critical reflection in which, through texts by different authors and the analysis of cases, the different curricular orientations are worked on, as well as the general principles of instructional design, the characteristics and qualities of the different teaching-learning methodologies and the principles of evaluation in its different dimensions.

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.

4.2. Learning tasks

1. Describe the provisions of the official Spanish and Aragonese documents referring to the curriculum of the corresponding subjects, as fundamental reference frameworks for the programming of these subjects.

2. Critically comment on these provisions, situating the curricular and psycho-educational principles on which they are based, the choices they make and the margin of decision they leave at subsequent levels of curricular concretion and adaptation. curricular adaptation.

3. Describe and analyse the different teaching-learning methodologies related to the curricular subject, situating them in the epistemological framework that corresponds to them.

4. Recognise teaching-learning methodologies, assessing their relevance according to the conditions that arise and, if necessary, adapting them in order to achieve more effective teaching.

5. Draw up an argued basic proposal for the annual sequencing of contents for a curricular subject of the specialisation.

4.3. Syllabus

- The concept of curriculum. The complexity of the curriculum in Geography and History, Economics or Philosophy.

- Different types of curricular perspectives or orientations in relation to Geography and History, Economics or Philosophy.

- Models of curriculum development. The problem of the nature of curriculum objectives. Curriculum project and educational practice: from the project as a prescription to the project as a research hypothesis.

- Curricular levels and context of curriculum design. The different levels of curricular concreteness.

- Fundamental principles of the design of learning activities applied to Social Sciences.

- Generic methodologies and disciplinary methodologies. Teaching resources.

- Assessment procedures and instruments.

4.4. Course planning and calendar

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.

4.5. Bibliography and recommended resources

http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=63206