

Academic Year/course: 2022/23

63306 - Thinking Skills: Development in the Teaching and Learning Process

Syllabus Information

Academic Year: 2022/23

Subject: 63306 - Thinking Skills: Development in the Teaching and Learning Process

Faculty / School: 107 - Facultad de Educación

Degree: 584 -

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ECTS: 3.0

Year: 1

Semester: First semester

Subject Type: Optional

Module:

1. General information

1.1. Aims of the course

The general goal of this course is for students to analyse and understand the importance of developing thinking skills in the teaching-learning process?learning to think?and, also, learn to develop practical activities for classroom implementation that will teach students to think and promote thinking skills.

These approaches and goals are in line with goal 4 ?Quality Education? of the Sustainable Development Goals (SDGs).

1.2. Context and importance of this course in the degree

This is an eminently practical course in which classroom activities aimed at developing thinking skills are designed based on the analysis and knowledge of the concept of thinking and thinking aptitudes, styles and skills. These activities will help students acquire the basic and necessary competencies in this subject. Ultimately, students will learn to think and to teach to think in the teaching-learning process so that they not only convey knowledge, but also help their future students develop thinking skills and achieve greater competency in said subject.

This optional course belongs to the third module, which focuses on the third major specific fundamental competency: To promote and provide guidance in the student learning process, in a reflexive, critical way that is based on the most relevant principles and theories on students? learning process and on how to improve it.

Knowing and being able to apply the main teaching-learning processes is essential to improve teachers? performance. Acquiring the competencies of this course represents another step forward in the teaching-learning process by ensuring that students not only achieve the relevant knowledge about the subject but also learn to think and develop thinking skills that will help them be more competent in their professional and personal performance.

1.3. Recommendations to take this course

As this is a practical subject, class attendance is required, as practical individual and/or group

activities are carried out every day. These activities are part of the continuous assessment of the course.

2. Learning goals

2.1. Competences

Specific Competencies:

By the end of the course, students will be more competent to...

1. Analyse the concept of thinking and know the elements that comprise it.
2. Analyse and differentiate between thinking aptitudes, styles and skills.
3. Develop, apply and present activities and strategies aimed at developing thinking skills.
4. Develop, apply and present activities aimed at learning and teaching to think.

The theoretical-practical content of the course, the assessment system and the methodology specifically encourage the development of the following cross-curricular and generic fundamental competencies:

1. Ability to reflect in personal, intellectual and social terms.
3. Self-control ability.
5. Communication ability.

2.2. Learning goals

1. To be able to analyse and interpret the concept of thinking and thinking aptitudes, styles and skills.
2. To be able to analyse and explain the main characteristics of thinking skills and how to develop them in students during the teaching-learning process.
3. To be able to design, explain and present the development of activities aimed at teaching and learning to think in the teaching-learning process.

2.3. Importance of learning goals

The learning outcomes achieved by taking this course promote the development of both personal and professional competencies. Developing thinking skills and learning to think favour psychological and personal development. Teaching students to think and planning the activities in the course so that students not only acquire the relevant knowledge about the subject but also learn how to develop thinking skills will promote greater personal and professional competency.

3. Assessment (1st and 2nd call)

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

CONTINUOUS ASSESSMENT

1- Activities set out in the classroom. Individual and/or group practices.

- Students who wish to follow the continuous assessment system and are unable to attend a class must individually complete an activity proposed by the teachers and related to the topic and practice covered in the missed class.

2- Development of 10 practical activities for classroom implementation focused on teaching and learning to think in the teaching-learning process and related to the students' specialisation in the master's degree.

3- Oral presentation of activities.

4- Written Test.

- This will consist of two essay questions in which students must demonstrate their knowledge of the subject, their comprehension and critical reflection concerning said knowledge, and how it can be applied in order to teach and learn to think in student teaching-learning process.

GLOBAL TEST

1- Individual work on the theoretical foundations and development of activities to teach and learn to think in the teaching-learning process.

2- Oral presentation of the work.

3- Written Test.

- This will consist of two essay questions in which students must demonstrate their knowledge of the subject, their comprehension and critical reflection concerning said knowledge, and how it can be applied in order to teach and learn to think in student teaching-learning process.

Assessment criteria

CONTINUOUS ASSESSMENT

1- Activities set out in the classroom.

- Assessment based on questions posed in each activity.

- 40% of the total mark.

2- Assessment of the 10 practical activities for classroom implementation.

- Development of the sections proposed in the classroom for practice activities.

- Practical application of the knowledge acquired during the course to the development of activities aimed at teaching and learning to think in the teaching-learning process.

- Quality of the content of each section.
- 20% of the total mark.

3- Oral presentation of activities.

- Quality of the content, organisation, clarity and resources used in the presentation and quality of the answers given to the questions posed by the course teachers.
- 10% of the total mark.

4- Written Test.

- Students must demonstrate their knowledge of, reflection on and practical application of the subject.
- 30% of the total mark.

Required standards (qualification criteria and requirements to pass the course)

- To pass the course students must obtain at least 50% in each of the Assessment Activities, both in the Continuous Assessment and the Global Test Systems.

Global test and second call

GLOBAL TEST

1- Assessment of work.

- Development of all the sections of the work proposal.
- In the Theoretical Foundations, students must demonstrate that the learning outcomes defined for the course have been achieved.
- Practical application of the knowledge acquired during the course to the development of activities aimed at teaching and learning to think in the teaching-learning process proposed in the work.
- Quality of the content of each section.
- 40% of the total mark.

2- Oral presentation of work.

- Quality of the content, organisation, clarity and resources used in the presentation and quality of the answers given to the questions posed by the course teachers.
- 10% of the total mark.

3- Written Test.

- Students must demonstrate their knowledge of, reflection on and practical application of the subject.
- 50% of the total mark.

SECOND CALL

- Students that do not pass the course in the first call must complete the pending Test, Activities and/or Work relating to each of the Assessment Activities for the second call in the same academic year.

Fifth and sixth calls

1- Assessment of work.

- Development of all the sections of the work proposal.
- In the Theoretical Foundations, students must demonstrate that the learning outcomes defined for the course have been achieved.
- Practical application of the knowledge acquired during the course to the development of activities aimed at teaching and learning to think in the teaching-learning process proposed in the work.
- Quality of the content of each section.
- 40% of the total mark.

2- Oral presentation of work.

- Quality of the content, organisation, clarity and resources used in the presentation and quality of the answers given to the questions posed by the course teachers.
- 10% of the total mark.

3- Written Test.

- Students must demonstrate their knowledge of, reflection on and practical application of the subject.
- 50% of the total mark.

Important notice: Total or partial fraud or plagiarism in any of the assessment tests will result in failing the course with the lowest possible mark, in addition to any disciplinary

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

The course combines content presentation and exchange of ideas with classroom practices related to the content, individual and group work and discussion.

The students enrolled on this course will have access, through the digital teaching platform (ADD) of the University of Zaragoza, to complementary course information such as activities of the subject, bibliography, reference material, electronic library, etc.

4.2. Learning tasks

CONTINUOUS ASSESSMENT

1- Activities set out in the classroom. Individual and/or group practices.

- These will consist of classroom-based (or blended) individual and group work on studies, readings, articles, texts, etc. related to thinking skills. Various techniques will be applied: bibliographic searches; document analysis; case studies; debates on relevant questions about specific topics; dynamics involving the active participation of students; putting into practice

in the classroom of several activities aimed at teaching to think and promoting the development of thinking skills; creation and planning of activities related to specific topics that will teach students to think and promote the development of thinking skills.

2- Development of 10 practical activities for classroom implementation.

- Based on the official syllabus of one or more courses of the students' specialisation in the master's degree, they must develop 10 practical activities for classroom implementation to teach and learn to think in the teaching-learning process.

3- Oral presentation of activities.

- All students must present two of their 10 practical activities to teachers and other course students.

GLOBAL TEST

1- Tutorials

- Students will be individually supervised and guided in the learning process to help them acquire competencies and achieve the learning outcomes proposed.

2- Work based on the theoretical foundations and the development of activities aimed at teaching and learning to think in the teaching-learning process.

- This will be done individually in tutorials under the supervision and guidance of the teachers.

3- Oral presentation of work.

- The work must be orally presented before the teachers and other course students who wish to attend after completion of the Written Test.

4.3. Syllabus

1. The concept of thinking

2. Thinking aptitudes, styles and skills

3. Development of thinking skills

4. Concept and development of convergent thinking skills

5. Concept and development of divergent/creative thinking skills

6. Concept and development of metacognitive skills

7. Learning and teaching to think

4.4. Course planning and calendar

1- Individual and group activities/practices will be carried out every day in the classroom.

2- Presentation of activities/practices. The individual presentations will be held in the final class session of the term.

3- Exam. The date will be set in the official exam calendar.

4- Global Test. The date will be set in the official exam calendar.

CONTINUOUS ASSESSMENT

1- Activities set out in the classroom. Individual and/or group practices.

- Will be carried out in all classes.

2- The Development of 10 practical activities for classroom implementation focused on teaching and learning to think in the teaching-learning process, related to the students' specialisation in the master's degree.

- These will be suggested on the first day in class and there will be individual supervision and guidance through tutorials.

- The activities must be submitted in printed format on the date when the oral presentations begin. They must also be uploaded to the ADD in .doc and .pdf files. The deadline to upload them will be the day when the oral presentations begin.

3- Oral presentation of activities.

- The individual presentations will be held in the final class of the term.

4- Written Test.

- The date and time will be set in the appropriate exam calendar.

- Time to sit the Written Test: 1 hour.

GLOBAL TEST

1- Work on developing practical activities to teach and learn to think in the teaching-learning process.

- These will be suggested in tutorials, and a calendar will be established with each student for their supervision and guidance.

- The work must be submitted in printed format and in .doc and .pdf files on a CD or on a USB memory stick on the day of the Global Test, before it begins.

2- Oral presentation of work.

- The presentation time for each project will be 10-15 minutes.

3- Written Test.

- The date and time will be set in the appropriate exam calendar.

- Time to sit the Written Test: 2 hours.

4.5. Bibliography and recommended resources

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?id=11861>