

26690 - General Didactics and Curriculum

Syllabus Information

Academic year: 2023/24

Subject: 26690 - General Didactics and Curriculum

Faculty / School: 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

Degree: 298 - Degree in Primary School Education

299 - Degree in Primary School Education

300 - Degree in Primary School Education

ECTS: 6.0

Year: 1

Semester: 299 - First semester

298 - First semester

300 - Second semester

Subject type: Basic Education

Module:

1. General information

The main goal of this subject is that the student knows and uses the technical terminology of the discipline. It also intends that students plan teaching and learning activities, and design, develop and evaluate curricular innovation projects and specific didactic materials for teaching-learning processes.

These goals are aligned with the following Sustainable Development Goals (SDGs) of the United Nations Agenda 2030 (<https://www.un.org/sustainabledevelopment/es/>), such that the acquisition of the learning outcomes of the subject provides training and competence to contribute to some extent to their achievement: Goal 4 (Education of quality), Goal 5 (Gender equality) and Goal 10 (Reduction of inequalities).

An attitude that favors reflection, creativity and constructive critical thinking about the contents of the subject should be adopted, which will help to achieve a deeper learning. The ultimate goal is that the student adopts a positive attitude towards the fact that teaching work involves a rigorous planning process aimed at obtaining significant learning in students and the development of competencies.

2. Learning results

- Know and use the technical terminology of the discipline.
- Design, develop and evaluate teaching-learning processes according to the context, both individually and collaboratively.
- Planning and evaluating teacher activity and classroom learning.
- Design, develop and evaluate curricular innovation projects.
- Design, elaborate and evaluate didactic materials for teaching-learning processes.

3. Syllabus

Unit 1: Curriculum theory: types of curriculum, paradigms and curricular models.

Unit 2: Curricular change and pedagogical renewal: innovation processes.

Unit 3: Teaching models: basis and typology.

Unit 4: Curriculum framework for primary education.

Unit 5: Planning and development of teaching-learning processes in diverse contexts.

Unit 6: The specificity of the rural school.

Unit 7: Didactic interaction. Relationships in the teaching and learning processes.

4. Academic activities

Personal study and work of the student (total hours): 150 hours (Theoretical credits: 75 hours; Practical credits: 75 hours).

a) **Face-to-face activities** (40% of total hours): 60 hours

-Theoretical-practical activities (large group).

-Practical classes (large group-intermediate group).

- Exercises and problems workshops

- Homework correction
- Discussion activities
- Self-assessment, co-assessment and/or heteroassessment activities
- Analysis of written, visual and/or virtual-digital documents
- Case and/or problem solving

-Individual or small group tutorials.

Written test

b) **Non-face-to-face activities** (independent work)

-Individual independent study and work.

-Readings and reviews of books, articles or documents specific to the subject.

-Attendance at conferences or visits to educational institutions.

-Participation in forums.

-Study and analysis of cases and/or problems.

-Writing learning journals.

5. Assessment system

The student must demonstrate achievement of the intended learning outcomes through the following assessment activities:

a) Written test (40%) consisting of two parts in which the student demonstrates his/her knowledge of the contents:

- Between 2-4 semi-structured questions.
- Between 25-30 questions in the form of an objective test with a choice of answers and/or true-false questions to be justified.

b) Practical work: They will include the following papers (60%):

- Planning a contextualized teaching-learning process (between 25%-30%): Teamwork (or individual, as determined by the faculty).
- Essay, project or practical case/innovation/research- on any of the subjects included in the subject

(between 25%-30%). Team work (or individual work, as determined by the teacher).

In those cases where the percentages applied are the minimum values indicated, the remaining 10% of other activities to be specified by the teaching staff at the beginning of the teaching period may be included in the 10%.

The positive grade of the subject will require that the student has passed (with a grade equal or higher than 5) both the written test and each of the practical assignments.

The ability to integrate, critique and reflect on the SDGs in all classroom activities will be valued.

Global test and second call

The evaluation of the subject follows a single method, without any distinction between continuous evaluation and a global test . The results, criteria and evaluation requirements specified above will apply to all students with regardless of their circumstances for taking the subject (regular attendance, irregular attendance or non-attendance).

Fifth and sixth calls

The students of fifth and sixth call must be aware that their evaluation is made before a tribunal, and cannot waive this right. However, they may choose, upon request, to take the test along with the rest of the students in the group and then introduce it in an envelope to be delivered to the court (art.23 of the Agreement of December 22, 2010, of the Governing Council, which approves the Rules of Evaluation Standards of the Learning of the University of Zaragoza). In either case, the same evaluation criteria and requirements specified as ordinary and general for the subject will be applied.

Finally, it must be taken into account that the Regulations of the Norms of Coexistence of the University of Zaragoza will be applicable to the irregularities committed in the evaluation tests by means of academic fraud, as well as the application of article 30 of the Regulations of the Norms of Evaluation of Learning in relation to irregular practices other than academic fraud.