

63201 - Educational Processes and Contexts

Syllabus Information

Academic year: 2023/24

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

This subject provides the future teacher with the necessary competencies to integrate into the teaching profession and provides a general knowledge of the teaching-learning processes in a reflective and critical way, based on the most relevant principles and theories, in the normative and temporal frameworks. In this subject, common to all specialties, the student will learn concepts and theories related to General Didactics and School Organization. " Educational Processes and Contexts " is aligned with the following Sustainable Development Goals (SDGs) of the United Nations Agenda 2030, so that the acquisition of the learning results of the subject provides training and competence to contribute to some extent to their achievement:

Goal 4: Quality Education.

Goal 5: Gender Equality.

Goal 10: Reduction of Inequalities

Goal 11: Sustainable Cities and Communities

Goal 16: Peace, Justice and Strong Institutions

Objectives of the subject

- It is proposed to know and understand the functioning of a Spanish educational center, and that this functioning depends on the legislation in force, the socioeconomic, political and cultural context in which it is located 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.
- To have the ability to know, understand and act in the face of common situations that arise in the teaching processes.
- To be able to incorporate teaching methodologies that favour participation, motivation, diversity, ICT integration and innovation.

2. Learning results

In order to pass this subject, the students shall demonstrate they has acquired the following results:

- Analyse and evaluate the fundamentals of curriculum design based on different models and theories and, in particular, those of competency-based design.
- Identify and design strategies that seek the success of all students, avoid exclusion and discrimination, and address

educational situations in students with different abilities and different learning paces.

- Analyse and value assessment as another element in the teaching-learning processes and as a tool to improve them.
- Analyse and evaluate teaching-learning processes in virtual contexts.
- Know and structure processes to adequately develop information resources and strategies, tutoring, and academic and career guidance.
- Know the Spanish educational system and its evolution within the framework of the European Union and the State of the

Autonomous Communities.

- Identify, recognize and apply the regulations related to secondary schools, as well as their structure and processes
- Analyse and value the relationships between the school institution, the family and the community for the development of integral education

3. Syllabus

1. The Spanish Educational System and its legislative references.
2. Structure of Secondary Education, Professional Training and Language, Artistic and Sports Education.
3. Educational centres: structure and processes.
4. Attention to diversity from an inclusive perspective.
5. Contemporary history of Didactics: from the New School to digital competencies.
6. Methodology and educational resources for secondary education.
7. Evaluation in the teaching-learning process: what, who, when and how to evaluate?

4. Academic activities

The learning process that has been designed for this subject is based on the theoretical-practical development of the thematic nuclei that make up the contents of the subject, giving them an integrating character through the different activities and tasks. These will be supported by the class sessions of the tutored work, both individual and group, and of the autonomous individual work. In addition, the support of the virtual platform may be used by the teacher as a means of access to information, documentation and materials and contact between students and between them and the teaching staff. The delivery of the works will have a common deadline for all specialties and in each of them the group works will be presented.

The planning of the activities of the subject is as follows:

ECTS credits: 6 (150 hours)

Face-to-face hours: 50

24 h.: theoretical expository-participative classes, seminars and group meetings with the teacher, 23 h. practical classes, case analysis, reading and review of articles and educational regulations, approximation to Good Educational Practices in Secondary Education, etc

3 h.: Evaluation test

Non-attendance hours: 100

73 h.: Autonomous work.

27 h.: Group work

5. Assessment system

Development of a group proposal of teaching application throughout the term focused on subjects of the specialty (small group between 3 and 5 students). The outline of the work will be hosted in Moodle and will focus on the development of an innovation proposal contextualized in curricular content, cross-cutting or interdisciplinary topics proposed by teachers and students or focused on an SDG linked to Secondary Education according to the specialty.

The work will be evaluated based on the rubric hosted in Moodle and the teacher's support for the follow-up of tasks and the resolution of doubts. Those who cannot attend the practical sessions will have to elaborate the proposal for teaching application in a group or, in exceptional cases, individually authorized by the teacher. In the first week of the term, the teacher will communicate in writing or in Moodle the breakdown of the tasks included in the evaluation and the schedule for their delivery.

3.- Exhibition Directed work (10% grade):

During the last weeks of the term, group work will be presented to the rest of the class to be evaluated by the faculty, as well as self- and co-evaluated by the students

GRADING CRITERIA AND LEVELS OF DEMAND

-Written examination: 50% of the overall grade.

-Dossier: 40% of the overall grade.

-Exhibition: 10% of the overall grade.

A grade of 5 out of 10 is required for the evaluation of each of the instruments used to be considered. The objective test will consider the grading criteria set forth above. For the evaluation of the dossier, the criteria present in the rubric of the work will be

followed..

In compliance with the general evaluation regulations of the UZ, those who are eligible or request to be evaluated through global test will sit for it on the date indicated in the academic calendar. This global test will consist of a part of objective test and another part of practical application in a format similar to the proposed group work.

SECOND CALL

The characteristics and contents are the same as those of the first one. The parts passed in the first call will be saved for the second call. Those who, in the first call, have not passed any of the parts of the global test mentioned above, must sit and pass that part in the second call.

FIFTH AND SIXTH CALLS

Theoretical-practical written exam: 100% of the overall grade

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