Academic Year/course: 2023/24

63206 - Instructional and Curricular Design in Social Sciences and Philosophy

Syllabus Information

Academic year: 2023/24
Subject: 63206 - Instructional and Curricular Design in Social Sciences and Philosophy
Faculty / School: 107 - Facultad de Educación
Degree: 584 - Master's Degree in Teaching Compulsory Secondary Education
      590 - University Master's Degree in Teaching, specializing in Geography and History
      591 - Master's Degree in Teaching, specializing in Philosophy
      592 - Master's Degree in Teaching, specializing in Business and Economics
ECTS: 6.0
Year: 1
Semester: First semester
Subject type: Optional
Module:

1. General information

The subject Curricular and Instructional Design of Social Sciences and Philosophy aims to enable students to be able to conceive and design subjects for ESO and Bachillerato within the specialties of Social Sciences, Economics and Philosophy. This implies developing one's own criteria and sufficient critical capacity to select and propose valuable curricular objectives in accordance with the guidelines of the legislation in force. It also implies being able to design and select evaluation methodologies and systems coherent with the proposed objectives.

These approaches and objectives are aligned with the Sustainable Development Goals (SDGs) of the United Nations Agenda 2030, so that the acquisition of the learning results of the subject will enable to achieve knowledge, values, skills and attitudes that empower individuals as agents of change.

2. Learning results

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

A.2 Comment critically on these provisions, placing the curricular and psychoeducational principles on which they are based, the choices they make and the margin of decision that they leave in the subsequent levels of curricular concretion and adaptation.

A.3 Plan, design, organize and develop the program and the learning and evaluation activities in the specialties and subjects under their competence.

A.4 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.

A. 5 Reflect and make personal, intellectual and social decisions.

A.6 Integrate and apply knowledge necessary for judgement and problem solving.

A.7 Enhance self-esteem and the ability to learn independently, as well as the ability to communicate ideas and carry out various types of reasoning in public

A.8 Work on empathy and the ability to work cooperatively with peers and other people.

A.9 Identify, recognize and apply basic issues in the design of teaching-learning processes.

A.10 Evaluate the quality of different cases of curricular designs in the subjects of the specialty in terms of different models and theories and their adequacy to the educational context.

A.11 Adapt curriculum design to the educational context.

A.12 Analyse the principles and procedures of curriculum design based on different models and theories and, in particular, design by competencies.

A.13 Develop curricular designs for the subjects of their specialty from the perspective of training in competencies and with adaptation to the educational context..

A.14 Analyse the criteria for the design of good learning activities and evaluation systems, according to the most accepted theories and models and the principles of different learning methodologies.

A.15 Value the impact of the use of information and communication technologies as a support to active and collaborative methodologies.

A.16 Evaluate the most appropriate criteria for use based on subject matter, learning objectives, and different contexts.

3. Syllabus

- BLOCK 1: The Curriculum. Genesis, current framework and alternatives.

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

1.2 LOMLOE: introduction and analysis of the legislation in force in Aragon.

1.3 Different types of curricular perspectives and orientations in the discipline.

1.4 Models of curriculum development.

1.5 Curricular project and educational practice.

1.6 Curricular levels and context of curriculum design.

- BLOCK 2: Methodological principles: Design of activities.

2.1 Generic and disciplinary methodologies.

2.2 Fundamental principles of designing learning activities in the Social Sciences.

- BLOCK 3: Evaluation: continuous, formative and integrative.

3.1 Evaluation procedures and instruments.

4. Academic activities

The core of the subject is the programming project of a subject of the student's choice according to their discipline. The work will be individual and should include an in-depth reflection on the different curricular options.

In addition, critical reflection seminars will be held in which different curricular orientations. methodologies, etc. will be discussed.

The breakdown of the methodologies to be used is as follows:

Master classes 23h. 100% face-to-face

Practical classes (analysis, discussions, etc.) 22h. 100% face-to-face

Directed work 30h. 10% face-to-face

Individual study 72h.

Evaluation test 3h 100% face-to-face

In the first week of the subject, the teacher will communicate the tasks to be developed and the delivery schedule.

5. Assessment system

The subject will be evaluated on a continuous or global basis, at the student's choice on the first days of class.

5.1 Global evaluation, second and subsequent calls:

1. Written examination. 8 open questions on curriculum and instructional design in Social Sciences, Economics or Philosophy.

(40% of the grade)

2. Curricular reflection dossier. (30% of the grade)

3. Programming project. (30% of the grade)

The content and specific headings of both papers will be addressed in the first week of class and will be posted on Moodle available to all students.

Students who choose this option will not have any formative deliveries and may be called to an oral defence of their work

5.2 Continuous evaluation:

1. Participation in two debates. 7.5% each.

2. Curricular Reflection Dossier. 35% of the grade

3. Programming project. 50% of the grade

Requirements:

Attendance to the evaluable discussions is mandatory. Only in the case of medical justification will a single discussion be averaged. Any student who chooses this evaluation must summarize, orally, the main lines of both papers and answer the questions asked.

All students will be able to take the global evaluation, even if they initially choose the continuous evaluation. Late submission of papers will result in a "no-show".

In any case, as part of the evaluation, the teacher may request, randomly or whenever they deems it appropriate, the oral defence of the written test or assignment, for the verification of the 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.