

## 63217 - Disciplinary Content of Economics and Business Administration

### Syllabus Information

**Academic year:** 2023/24

**Subject:** 63217 - Disciplinary Content of Economics and Business Administration

**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

593 - Master's Degree in Teaching, specializing in Mathematics

594 - Master's Degree in Teaching, specializing in Technology and Computer Science

595 - Master's Degree in Teaching, specializing in Biology and Geology

596 - Master's Degree in Teaching, specialization in Physics and Chemistry

597 - Master's Degree in Teaching, specializing in Spanish Language and Literature. Latin and Greek

598 - Master's Degree in Teaching, specialization in Foreign Language: French

599 - Master's Degree in Foreign Language Teaching: English

600 - University Master's Degree in Teaching, specializing in Music and Dance

601 - University Master's Degree in Teaching, specializing in Industrial and Construction Processes

602 - University Master's Degree in Teaching, specializing in Administration, Marketing, Tourism, Services to the

Community and FOL

603 - Master's Degree in Teaching, specializing in Sanitary, Chemical, Environmental and Health Processes Agri-

food

**ECTS:** 6.0

**Year:** 1

**Semester:** Second semester

**Subject type:** Optional

**Module:**

### 1. General information

This subject has a close link with the rest of the subjects corresponding to the didactics of economics and business. Within this block, "Disciplinary contents of economics and business" aims to provide students with the necessary skills to know how to identify the minimum contents established by the regulations in order to apply them successfully in the teaching-learning process, as well as certain legal and pedagogical aspects associated with the design of a program and its didactic units. The objectives in terms of skills that the students should acquire are as follows:

- 1- Describe and analyse the basic contents of the different curricular subjects of ESO and Bachillerato and apply them in a problem-solving context
- 2- Value the importance of the curricular topics and how they are transposed in the different programs and didactic units
- 3- Analyse and prioritize the different contents of the corresponding curricular subject according to their formative value.

In addition, the subject also aims to train and guide the student to be able to pass some of the exams of the competitive examinations to the Secondary School Teachers Corps in the speciality of economics and business

As for the Sustainable Development Goals (United Nations Agenda 2030) involved, they are as follows: 1- End poverty ; 4- Quality education; 5- Gender equality; 8- Promote inclusive and sustainable economic growth; 10- Reduce inequalities; 12- Sustainable consumption and production; 13- Combat climate change and its effects.

### 2. Learning results

#### BASIC AND GENERAL

CG04 - Plan, design, organize and develop the program and the learning and evaluation activities in the specialties and subjects of their competence.

CB7 - That the students know how to apply the acquired knowledge and their ability to solve problems in new or unfamiliar environments.

CB9 - That students know how to communicate their conclusions and the ultimate knowledge and reasons that support them to different audiences in a clear and unambiguous way.

CB10 - That students possess the learning skills that will enable them to continue studying in a way that will be largely self-directed or autonomous.

## SPECIFIC

C E39 - Analyse and evaluate which contents (information, models, theories or procedures of the discipline) are more appropriate and relevant in accordance with the objectives, competences, activities and methodological principles established in the curricular design of the subject. It includes: understanding the specific disciplinary contents of the subject for access to the teaching function; identifying and knowing how to apply basic information searches for research in the subject; understanding and questioning the formative and cultural value of the topics and the contents studied in the respective subjects; .

The importance of the learning result is that students, after passing the subject, should be able to:

- 1- Know the main sources of documentation -books, magazines, internet and educational software- to be able to develop the content of the curriculum, both at a practical and theoretical level
- 2- Identify the basic concepts and phenomena of Economics and Business in order to apply them successfully in the teaching-learning process
- 3- Design activities, lessons or didactic units on Economics and Business contents that show the usefulness of these subjects for society
- 4- Prepare case studies to stimulate students' interest;
- 5- Use current issues that highlight the relevance of Economics and Business in social development and in our daily lives.

## 3. Syllabus

- 1.- Regulatory aspects of business and economics education
- 2.- Didactic issues and educational tools for economics and business education
- 3.- Design and development of an educational program in the field of economics and business
- 4.- Design and development of teaching units in the field of economics and business

## 4. Academic activities

Along with the personal study of the subject and the active use of tutorials, it will be developed through the following methods, techniques and learning activities:

- Master class: through the master class the teacher will expose and explain to the students the essential contents of a theoretical-practical nature.
- Study, resolution of practical cases and individual work: the student will solve the activities proposed by the teacher and will defend a didactic program and prepare a teaching session or unit
- Discussions and group reflection: the presentation by the teacher or students should allow students to actively participate on the issues raised, contrasting current information from different media, valuing the quality of expression and the use of techniques and linguistic figures of the discipline.

## 5. Assessment system

1- At the beginning of the term, during three or four weeks, the teacher orients and exposes the students to the essential elements, as well as the materials and bibliographic references, which allow them to prepare for the following sessions. The student should review the suggested material and, based on it, prepare the exposition of a teaching program and a didactic unit of the official curriculum. In the corresponding session, the student presents the program or unit and the rest of the students should be prepared to ask questions and raise a debate on the aspects addressed.

2- Since the face-to-face sessions are based on the idea of a seminar (as opposed to the traditional master class), their success is largely conditioned by the contribution made by the students. This implies their participation in the debates that are developed, exposing their points of view and defending their approaches in a coherent way, so that participation will count in the final grade with up to 30% of the final grade.

3- The grading criteria and requirement levels are as follows:

- Ability to plan and organize the contents of the program or didactic unit (30%).
- Ability to present and discuss the content of available materials (30%).
- Ability to correctly link the issues addressed in each session with those examined in other sessions (20%).
- Maximum rigor in the use of economic language and economic concepts, both in the presentation and in the discussion with other students (20%)

4- Students who do not opt for continuous assessment, do not pass the subject according to this system or would like to improve their grade are entitled to take a global test that will be held at the end of the semester and will be included in the final

tests scheduled by the center. They are also entitled to sit for a test in the second call. These tests will consist of short developmental questions of a theoretical-practical nature. This system will also be applied to the fifth and sixth calls. The final grade of these tests will be in the range of 0 to 10 and students will pass the subject when they obtain a grade greater than or equal to 5.

5- Finally, it must be taken into account that the Regulations of the Coexistence Rules of the University of Zaragoza will apply to irregularities committed in the assessment tests by means of academic fraud, as well as the application of article 30 of the Regulations of the Learning Assessment Rules in relation to irregular practices other than academic fraud.