

Academic Year/course: 2023/24

## 63252 - Instructional and Curricular Design in Spanish Language and Literature

### Syllabus Information

**Academic year:** 2023/24

**Subject:** 63252 - Instructional and Curricular Design in Spanish Language and Literature

**Faculty / School:** 107 - Facultad de Educación

**Degree:** 584 - Master's Degree in Teaching Compulsory Secondary Education

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

**ECTS:** 6.0

**Year:** 1

**Semester:** First semester

**Subject type:** Optional

**Module:**

### 1. General information

The curricular design of a subject is a basic issue in the programming of the teaching-learning processes.

The acquisition of this competence is a priority in order to address the different levels of the curriculum. As a final objective, students should be able to develop critical analysis of curricular designs based on diverse models and theories and with adaptation to the educational context.

These approaches and goals are aligned with the following Sustainable Development Goals (SDGs) of the United Nations Agenda 2030 (<https://www.un.org/sustainabledevelopment/es/>), so that the acquisition of the learning results of the subject provides training and competence to contribute to some extent to their achievement. They are the following: Goal 3: Health and wellness. Goal 4: Quality Education. Goal 5: Gender Equality. Goal 8: Decent work and economic growth. Goal 9: Industry, Innovation and Infrastructure. Goal 10: Reduction of the inequalities. Goal 11: Sustainable Cities and Communities Goal 16: Peace, Justice and Strong Institutions Goal 17: Alliances to achieve objectives.

### 2. Learning results

1. Describe the provisions of the official Spanish and Aragonese documents referring to the curriculum of the corresponding subjects, as fundamental reference frameworks for the programming of these subjects.
2. Critically comment on these provisions, situating the curricular and psychoeducational principles on which they are based, the choices they make and the margin of decision they leave for subsequent levels of curricular specification and adaptation.
3. Describe and analyse the different teaching-learning methodologies related to the curricular subject, situating them in their corresponding epistemological framework.
4. Recognize teaching-learning methodologies, assessing their relevance according to the conditions that may arise and, if necessary, adapting them to achieve more effective teaching.
5. Elaborate a basic proposal of annual sequencing of contents for a curricular subject of the specialty.

### 3. Syllabus

1. Contextualization and essential elements of a curriculum design: components and phases.
2. The Spanish language and literature curriculum in ESO and Bachillerato.
3. Different possibilities and axes for the sequencing and programming of contents.
4. Attention to diversity in the linguistic and literary field.
5. Principles and concepts of instructional design in Spanish language and literature. The key elements of unit and activities design: objectives, tasks, sequence, evaluation.
6. Main teaching and learning difficulties in the linguistic, communicative and literary fields.
7. Sociocultural, linguistic and textual foundations of instructional design. The communicative approach. Methodologies and teaching strategies that promote activity, collaborative work and autonomous and meaningful learning in the linguistic-communicative and literary field. Media and ICT as a support for the development of linguistic and literary skills.
8. Fundamentals of teaching speaking and listening skills; reading skills and reading comprehension, spelling and written expression; teaching grammar and reflection on language; teaching literature.
9. The evaluation of learning in the linguistic and literary field. Evaluation criteria and procedures. Attention to linguistic and literary diversity.

### 4. Academic activities

The learning process designed for this subject is based on the following:

1. Reading and presentation of documentation and reference articles on theoretical topics.

2. Activities of application of concepts, debates and discussions, as well as observation and analysis of curricular materials corresponding to different situations and learning levels.
3. Analysis of the programming in the context of the center where the internship is carried out.
4. Analysis and critical commentary of curricular designs and materials.
5. Design and planning phase, applying the different methodologies and strategies learned, of various activities and teaching resources appropriate to different contexts in the specialty.
6. Group presentation, discussion and analysis.

The learning activities would be:

TRAINING ACTIVITY	HOURS	ATTENDANCE
Lectures. Expository sessions and active methodologies.	24	100
Practical classes. Active methodologies and presentations.	24	100
Directed work. Elaboration of work and tutorials.	24	0
Individual study	72	0
Evaluation test	6	100

## 5. Assessment system

The evaluation will be global in nature. In order to pass the subject a grade of 5 must be obtained and **the students must achieve at least 50% of the grade in each test in order to be able to average.**

### 1. Individual theoretical-practical written test (30 %).

It will consist of open-ended questions and will be carried out with the materials provided in the subject. The evaluation criteria will be: knowledge acquired and ability to scientifically support didactic and evaluation strategies, ability to apply strategies and resources, adequacy and relevance of the design of the practical task, depth and correctness of the argumentation, written communication skills: correctness, clarity and coherence of the writing.

### 2. Student portfolio (30 %):

Description and commentary of a selection of the practical activities, group or individual, proposed in the subject, as well as in the evaluation and reflection on the learning process carried out. Evaluation criteria: presentation, theoretical basis, originality, reflection and critical skills that are evidenced, bibliography used and appropriate citation of reference authors, oral communication skills and expressiveness in presentations.

**Those who do not attend class will replace the portfolio with the presentation of comments and critical reviews of texts and materials on the topics of the subject, as indicated by the teacher (30%).**

### 3. Elaboration of an argued basic proposal of annual sequencing of contents or analysis of an annual sequencing of contents for a curricular topic (40%)

In it, students will demonstrate their competence to evaluate and propose improvements related to the quality of these curricular materials. Evaluation criteria: applies the principles and procedures of curriculum design by competencies, with proposals that facilitate their acquisition by students, adapts the curriculum design to the selected subject and educational context, applies the criteria studied for the analysis or design of good learning activities, analyses or plans and selects appropriate evaluation methods.

In any case, as part of the evaluation, the teacher may request, at random, the oral defence of the test or assignment submitted in writing, for the verification of the grade.

**Second and subsequent calls, including fifth and sixth calls:** In the same terms as the global evaluation described.

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.