

63289 - Instructional and Curricular Design in Vocational Training

Syllabus Information

Academic year: 2023/24

Subject: 63289 - Instructional and Curricular Design in Vocational Training

Faculty / School: 107 - Facultad de Educación

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

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: First semester

Subject type: Optional

Module:

1. General information

It is considered necessary for future teachers of the different specialties of Professional Training to know the fundamentals of instructional design, since, in the future, they will have to handle them for the structuring and development of the teaching-learning process in their teaching function. The student who takes this subject, in principle, with a technical scientific profile, must demonstrate an approach to the educational fact not as a specialist in their subject, but as a teacher who will try to guide the students they will have in the future so that they learn, therefore, our Master students, upon passing it, will understand the teaching work as an organized, logical and systematically work system to obtain positive results. Through this subject, the student is introduced to educational planning. This work is carried out through the knowledge of the regulatory provisions in professional training at both national and regional level.

The objectives of the subject are the following:

- To know the main instructional models of professional training didactics.
- To know the main didactic methodologies of Professional Training
- To be able to choose and plan the most appropriate methodologies according to context and content
- To know how to elaborate the methodological aspects of didactic programs for Professional Training
- To maintain a critical, creative and constructive attitude towards teaching practice.
- To achieve a competent teaching staff by creating well-founded programs and didactic units in their corresponding area
- Using ICT is essential in the daily activity of professional teachers.
- To identify points of convergence of professional training with lifelong learning.
- To extend among the teaching staff the vision of professional training in the educational system as part of an integrated system of which other elements with similar relevance are part

These approaches and objectives are aligned with the following Sustainable Development Goals (SDGs) of the United Nations Agenda 2030 in such a way 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.

2. Learning results

In order to pass this subject, the students shall demonstrate they has acquired the following 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. Define the curricular design and the levels of concreteness within the framework of professional training.
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. Design a didactic program of a professional module of a training cycle, identifying and justifying each of the points that the legislation recognizes as part of it.

3. Syllabus

The contents of the subject will be the following:

1. Professional training in the Spanish educational system.
2. Legislation at national and regional level.
3. The curriculum.
4. Competencies.
5. Didactic programming in professional training.
6. The work units (didactic units).
7. Curriculum design in professional training specialties.
8. Instructional models in professional training specialties.
9. Teaching and learning methodologies in professional training specialties.

4. Academic activities

The program of activities offered to the student to help him/her achieve the expected results includes the following activities: Individual search for information and sharing in small and big groups

- Collaborative work.
- Application of other active learning methodologies.
- Theoretical presentations and discussions.
- Video viewing.
- Reading and commenting on articles and ad hoc bibliography.
- Group reflection on the different levels of curricular concretion and the different elements that make up the curriculum of professional training
- Analysis and discussion of the current situation of professional training.
- Analysis and synthesis of current legislation on professional training.
- Comparative analysis of different Centre Curricular Projects, Cycle Curricular Project and Didactic Programs
- Creation and group presentation of a Didactic Program and a Unit of Work or Didactic Unit.

The distribution of hours will follow the following arrangement:

- Master classes: 23 h.
- Practical classes: 22 h.
- Directed work: 30 h.
- Individual study: 72 h.
- Evaluation test: 3 h.

5. Assessment system

Types of tests

The student must demonstrate achievement of the intended learning results through the following assessment activities: Completion of a written test, a dossier of practices, and a directed work with its exposition in class.

- The individual written test will cover the theoretical and practical aspects covered during the subject. To pass the subject, in this test it will be necessary to obtain a grade of at least a 5 on a scale of 10 in its completion.
- The elaboration of the practices dossier will include some of the practices developed during the practical sessions. This dossier will be prepared in a small group (minimum of three and maximum of four people) and will be defended publicly
- The elaboration of the directed work in which the basic aspects related to the fund mentation, the design, the methodological planning of the teaching action, the elaboration of a didactic programming of a professional module of a training cycle in Professional Training are collected. This work will be prepared in a group (minimum of three and maximum of four people) and its oral presentation (the result will be delivered in the same way on paper or in digital format) will be the responsibility of the whole team.

Levels of demand (Grading criteria and requirements to pass the subject)

Written test (50% of the final grade):

- Level of knowledge, ability to analyse, relate and differentiate concepts. Critical and creative analysis, reflection and synthesis. Adequate and accurate use of technical vocabulary.
- Ability to handle language correctly: expression, spelling and grammar.

Dossier of practices (20% of the final grade):

-NOT PASSED When the solution of the case is inadequate to the situation. When errors appear in the formal aspects (spelling mistakes, citing with different rules, for example). When there is insufficient or inadequate substantiation. The insufficient or inadequate justification is the one that does not consider the theoretical bases underlying the proposed practice and it also

occurs when there is no relationship between the practice and the theoretical justification that is argued.

- **PASSED** When the proposal is adequate and relevant to the situation; with a design that includes the different components of the hypothetical situation and the aspects raised in the development of the subject. The corresponding justification and the formal correction are incorporated.

- **NOTABLE**. In addition to consistency among the components, the further development of each component will be considered. An extended justification of the readings should be provided. This is a more in-depth theoretical and practical analysis.

- **OUTSTANDING**. When the design and its justification propose creative and viable proposals.

Directed work (30% of the final grade):

- Adequacy of the proposal to the regulations.

- That each and every one of the sections included in the regulations appear in the proposal.

- Coherence and organization in the objectives, contents, methodology and proposed activities.

- Coherence between the Didactic Programming and the proposed Work Units (didactic units).

- Innovation and creativity in the proposal of activities.

- Rigor in the use of educational terminology specific to professional training.

- Orderly and adequate presentation. Use of correct spelling and syntax.

- **NOT PASSED** When the proposal is inappropriate to the situation. When errors appear in the formal aspects (spelling mistakes, citing with different rules, for example). When there is insufficient or inadequate substantiation.

- **PASSED** When the proposal is adequate and relevant to the situation; with a design that includes the different components raised in the development of the subject.

- **NOTABLE**. In addition to consistency among the components, the further development of each component will be considered.

- **OUTSTANDING**. When the design and its rationale propose viable proposals.

Standards for evaluation

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.

Global test and second call

For students who opt for the single evaluation system, this will consist of a global test:

- 50% theory exam with developmental questions.

- 50% elaboration of some sections of a didactic program of a professional module of a training cycle. For the realization of the sections of the programming and the TU it is essential to follow the current regulations in Aragon, as well as the consultation of the Royal Decree established for each title.

Fifth and sixth calls

For students who opt for the single evaluation system, this will consist of a global test:

- 50% theory exam with developmental questions.

- 50% elaboration of some sections of a didactic program of a professional module of a training cycle. For the realization of the sections of the programming and the TU it is essential to follow the current regulations in Aragon, as well as the consultation of the Royal Decree established for each title.