

26519 - Didactic Material and Resources

Syllabus Information

Academic year: 2024/25

Subject: 26519 - Didactic Material and Resources

Faculty / School: 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

Degree: 301 - Degree in Nursery School Education

302 - Degree in Nursery School Education

303 - Degree in Nursery School Education

ECTS: 6.0

Year: 2

Semester: Second semester

Subject type: Compulsory

Module:

1. General information

Being a teacher of Early Childhood Education means helping each child to grow, and we will do it much better if we know and know how to apply the didactic resources available to us, as well as if we create new ones.

Objectives:

- To know the main resources that can be used in the teaching practice, as well as to reflect on their adequate use in teaching and learning.
- Master the search, identification and selection of didactic resources for specific educational contexts.
- To understand what play is and its relationship to Early Childhood Education.
- Analyze the educational space and know how to design learning environments.
- Know vocabulary, concepts and theories specific to educational technology within the framework of the Information Society Information and Knowledge.

This subject promotes the analysis of different ways of understanding and developing Early Childhood Education, for the development of a sustainable and transforming school.

2. Learning results

- 1.Contextualizes the ludic model in the educational intervention, valuing it with the different theories about play, its evolution and importance in child development.
- 2.It carries out specific practical applications in and out of the classroom and referred to the areas of Early Childhood Education.
3. Develops learning materials (including interactive and online).
- 4.Searches for and finds effective educational resources and performs an analysis of various aspects of them.
- 5.Analyzes applications and experiences developed with ICT from an educational perspective, and applies them to the classroom context.

Students should adopt an attitude that favors reflection, creativity and critical thinking to help achieve deeper learning .

3. Syllabus

B1.- Concepts, types and classifications of resources.

B2.- Play and child development. Theories of the game. Goals and modalities of children's animation. Classification of games. Implementation of recreational activities.

B3.- Space. The corners. Design and organization of indoor and outdoor educational spaces.

B4.- Digital teaching competence. Multimedia educational products for the classroom. Presentations, interactive tutorials, video, podcast, blogs, wikis, social networks and collaborative environments, platforms for storing and sharing multimediaeducational content.

The subject promotes the study of didactic resources, especially those that have a ludic potential and learning through play, in a global, intercultural and digital context.

4. Academic activities

The program offers the students help to achieve the expected results and comprises the following activities:

- Face-to-face activities (40% of HT) = 60 hours.
- Non-attendance activities (60% of HT) = 90 hours.

The dates of delivery of practical exercises and directed work will be agreed by the responsible faculty at the beginning of the course.

Outings to educational centers, toy libraries or technology centers are contemplated, for the analysis, identification and elaboration of didactic resources, for which travel may be required.

This subject allows the development of an interdisciplinary methodology. For this purpose, a joint work may be carried out with subjects of the degree of the same course.

5. Assessment system

Below is a table with the activities that will be evaluated.

Theoretical Test (40%)

- Oral or written exam

Portfolio (60% of the grade)

-Work related to practical classes practices

-Directed works

It is necessary to pass both parts (theoretical test and portfolio) to pass the subject.

By agreement of the Department Council dated 06/06/2014, at least 50% of the written test will be common in all the groups of the same center.

The proposed evaluation is formative and summative.

The teacher may offer a continuous evaluation, which would be indicated at the beginning of the subject , and which will consist of the same tests and activities of the global evaluation.

The maintenance of the results of the evaluation of the subject between the first and the second call will be established in the planning and design of the subject by the faculty responsible, taking into account the situations and specifics of the development of the teaching for each academic year.

The students of the fifth and sixth convocation must be aware that their evaluation will take place before a tribunal, and may not waive this right. However, they may choose, upon request, to take the test together with the rest of the students in the group and then put it in an envelope for delivery to the tribunal (art. 23 of the Agreement of December22, 2010, of the Governing Council, which approves the Regulation of Learning Assessment Standards of the University of Zaragoza).

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.

6. Sustainable Development Goals

3 - Good Health & Well-Being

4 - Quality Education

5 - Gender Equality