

26690 - General Didactics and Curriculum

Syllabus Information

Academic year: 2024/25

Subject: 26690 - General Didactics and Curriculum

Faculty / School: 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

Degree: 298 - Degree in Primary School Education

299 - Degree in Primary School Education

300 - Degree in Primary School Education

ECTS: 6.0

Year: 1

Semester: 299 - First semester

298 - First semester

300 - Second semester

Subject type: Basic Education

Module:

1. General information

The main goal of this subject is that the student knows and uses the technical terminology of the discipline. It also intends that students plan teaching and learning activities, and design, develop and evaluate curricular innovation projects and specific didactic materials for teaching-learning processes.

An attitude that favors reflection, creativity and constructive critical thinking about the contents of the subject should be adopted, which will help to achieve a deeper learning. The ultimate goal is that the student adopts a positive attitude towards the fact that teaching work involves a rigorous planning process aimed at obtaining significant learning in students and the development of competencies.

2. Learning results

- Know and use the technical terminology of the discipline.
- Design, develop and evaluate teaching-learning processes according to the context, both individually and collaboratively.
- Planning and evaluating teacher activity and classroom learning.
- Design, develop and evaluate curricular innovation projects.
- Design, elaborate and evaluate didactic materials for teaching-learning processes.

3. Syllabus

Unit 1: Curriculum theory: types of curriculum, paradigms and curricular models.

Unit 2: Curricular change and pedagogical renewal: innovation processes.

Unit 3: Teaching models: basis and typology.

Unit 4: Curriculum framework for primary education.

Unit 5: Planning and development of teaching-learning processes in diverse contexts.

Unit 6: The specificity of the rural school.

Unit 7: Didactic interaction. Relationships in the teaching and learning processes.

4. Academic activities

Personal study and work of the student (total hours): 150 hours.

a) **Face-to-face activities** (40% of total hours): 60 hours

-Theoretical-practical activities (large group).

-Practical classes (large group-intermediate group).

- Exercises and problems workshops
- Homework correction
- Discussion activities
- Self-assessment, co-assessment and/or heteroassessment activities
- Analysis of written, visual and/or virtual-digital documents

- Case and/or problem solving

-Individual or small group tutorials.

-Theoretical-practical assessment test.

b) **Non-face-to-face activities** (independent work): 90 hours.

-Individual independent study and work.

-Readings and reviews of books, articles or documents specific to the subject.

-Attendance at conferences or visits to educational institutions.

-Participation in forums.

-Study and analysis of cases and/or problems.

-Writing learning journals.

5. Assessment system

In the overall test, the student must demonstrate that he/she has achieved the expected learning outcomes through the following assessment activities:

(a) Theoretical-practical assessment test (exam) (50%).

b) Practical work (50%):

- Planning a contextualised teaching-learning process (30%): Teamwork (or individual, depending on what the teaching staff determines).
- Essays, projects or practical cases / innovation / research, on any of the topics contained in the subject (20%): Team work (or individual, depending on what the teaching staff determines).

The characteristics of the test (written or oral) and of the practical work will be specified the first week of the classes.

A positive grade in the course will require the student to have passed (with a grade equal to or higher than 5 out of 10) both the theoretical-practical evaluation test and each of the practical assignments.

The teaching staff may offer a continuous and formative assessment, which will be indicated at the beginning of the course, and which will assess the same learning outcomes and competences as those assessed in the overall test.

This subject allows the development of an interdisciplinary methodology. Joint work may be carried out with other subjects of the same course.

The ability to integrate, critique and reflect on the Sustainable Development Goals (SDGs) will be assessed in all the proposals and activities proposed.

The assessment criteria for the subject are as follows:

-Knows and uses the technical terminology of the discipline.

-Designs, develops and evaluates teaching-learning processes according to the context, both individually and collaboratively.

-Plans and evaluates the activity of the teacher and learning in the classroom.

-Designs, develops and evaluates curricular innovation projects.

-Designs, develops and evaluates didactic materials for teaching-learning processes.

Fifth and sixth call

Students in the fifth and sixth sittings must be aware that their assessment will take place in front of an examining board, 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 subsequently place it in an envelope to be handed in to the examining board (art.23 of the Agreement of 22 December 2010, of the Governing Council, which approves the Regulations of the Learning Assessment Rules of the University of Zaragoza). In either case, the same assessment criteria and requirements specified as ordinary and general for the subject will be applied.

Finally, it must be taken into account that the Regulation of the Rules 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 Regulation of the Rules of Evaluation of Learning in relation to irregular practices other than academic fraud.

6. Sustainable Development Goals

4 - Quality Education

5 - Gender Equality

10 - Reduction of Inequalities