

Academic Year/course: 2024/25

63144 - Planning and assessment of teaching. Innovative perspectives

Syllabus Information

Academic year: 2024/25

Subject: 63144 - Planning and assessment of teaching. Innovative perspectives

Faculty / School: 107 - Facultad de Educación

Degree: 330 - Complementos de formación Máster/Doctorado
573 - Master's in Lifelong Learning: Introduction to Research

ECTS: 3.0

Year: 573 - Master's in Lifelong Learning: Introduction to Research: 1
330 - Complementos de formación Máster/Doctorado: XX

Semester: First semester

Subject type: 330 - ENG/Complementos de Formación

573 - Optional

Module:

1. General information

Planning and assessment are basic areas in the training of trainers. This subject is intended to deepen in the educational intentions and in the assessment of learning as a process of reflection and improvement. To this end, educational, curricular and methodological innovation will be the point of reference in both the planning and assessment process, focusing on the agents of change and the resistance generated.

All of these approaches are aligned with the Sustainable Development Goals (SDGs) of the United Nations Agenda 2030 (<https://www.un.org/sustainabledevelopment/es/>) and certain specific targets, such that the acquisition of the learning results will contribute to some extent to the achievement of Objective 4.1 and 4.C of Goal 4.

2. Learning results

The main purpose of this subject is for students to address and reflect on new approaches to both the planning and assessment of teaching, with special emphasis on innovation.

The results to be achieved are as follows:

- To analyse the different teaching planning processes contextualised in new scenarios.
- To know, understand and analyse educational intentions from new models.
- To analyse assessment as a process for reflection and improvement of teaching.
- To value the importance of educational, curricular and methodological innovation, taking into account its theories and phases, as well as the different agents and resistances to change.

3. Syllabus

The thematic blocks to be addressed are:

- Teaching planning in new scenarios.
- Promotion of new learning. Educational intentions: objectives, competencies.
- Educational, curricular and methodological innovation.
- New models, old proposals: flipped learning, gamification...
- Theories, phases and attributes of innovation agents and resistance to change.
- Assessment: a process for reflection and improvement of teaching.
- Learning assessment.
- Assessment and quality.

4. Academic activities

There will be several learning activities that involve a workload of 75 hours of work for the student, both face-to-face and autonomous work:

- 1.-Explanation of contents encouraging the active participation of the students.
- 2.-Discussion in class based on the teacher's proposals, critically debating and provoking the exchange and contrast of information.
- 3.-Deepening activities and critical reflection.
- 2.-Development of a research work on an aspect that the students will choose from the areas addressed.

All these activities will be based on a critical reflection of the Sustainable Development Goals (SDGs) and their socio-educational implications.

5. Assessment system

The subject will be assessed by means of:

- 1) Active participation in the activities of each face-to-face work session (20%)

Assessment criteria will be, among others:

- a) Preparation/reflection of the different proposals made for each session.
- b) Participation in and contributions to the proposals and discussions.

Students who do not attend the face-to-face sessions should write a critical reflection and provide references to current research on the topic addressed in the session.

- 2) Completion of the activities proposed for each block (20%)
- 3) Self-assessment of involvement and performance in the subject (10%).
- 4) Research-reflection work on one of the issues addressed (50%).

Assessment criteria:

- a) Review of knowledge.
- b) Methodological design.
- c) Presentation of results.
- d) Reflection and discussion.
- e) Varied and current sources of information.
- f) Use of APA standards.
- g) Clear writing and required format. Orthotypographical aspects.

The subject follows a single assessment method, without any distinction between continuous assessment and an overall test. The assessment instruments, criteria and requirements specified above will apply to all students regardless of their circumstances.

Notice

It should be noted that the University of Zaragoza's Rules of Coexistence will apply to irregularities in the assessment tests through academic fraud, and article 30 of the Rules of Learning Assessment will also apply to irregular practices other than academic fraud.

6. Sustainable Development Goals

- 4 - Quality Education
- 10 - Reduction of Inequalities