



## Information about the subject

**Degree:** Bachelor of Arts Degree in Primary School Education

**Faculty:** Faculty of Teacher Training and Education Sciences

**Code:** 1161102 **Name:** Didactics and Educational Innovation

**Credits:** 6,00 **ECTS Year:** 1 **Semester:** 2

**Module:** Educational processes and contexts

**Subject Matter:** Education **Type:** Basic Formation

**Field of knowledge:** Social and Legal Science

**Department:** -

**Type of learning:** Classroom-based learning / Online

**Languages in which it is taught:** Spanish

### Lecturer/-s:

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## Module organization

### Educational processes and contexts

Subject Matter	ECTS	Subject	ECTS	Year/semester
Education	24,00	Design and Evaluation of Educational Action Plans	6,00	2/2
		Didactics and Educational Innovation	6,00	1/2
		Educational Fundamentals and School Organisation	6,00	1/1
		Teaching-Learning Processes in the Classroom: Techniques and Tools	6,00	2/2

## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Recognizes the function and characteristics of didactics and the curriculum within the current legislative framework.
- R2 Designs and defends a Didactic Unit based on the official curriculum from a competency-based approach, properly aligned and using the learned methodologies and evaluation systems.
- R3 Explains the characteristics of various current methodological systems, showing their potential and applying them to simulated contexts.
- R4 Reflects on the importance of didactics, the curriculum, and programming from current approaches, acknowledging their significance for educators.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
CG1	Understand the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria, and the body of didactic knowledge around the respective teaching and learning procedures.				X
CG2	Design, plan, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the school.				X
CG4	Design and regulate learning spaces in diverse contexts that address gender equality, equity, and respect for human rights, which form the values of citizenship education.			X	
CG10	Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students.				X
SPECIFIC		Weighting			
		1	2	3	4
CE4	Know the current proposals and developments based on competency-based learning.				X
CE5	Identify and plan the resolution of educational situations affecting students with different abilities and learning rhythms.				X
CE7	Know the fundamentals of primary education. Analyze teaching practice and the institutional conditions that frame it.			X	
CE11	Promote cooperative work and individual effort in students.				X
CE14	Design, plan, and evaluate teaching activity and learning in the classroom.				X
CE15	Know and apply innovative experiences in primary education.				X



CE17 Know and apply basic methodologies and techniques of educational research and be able to design innovation projects identifying evaluation indicators.

x



## Assessment system for the acquisition of competencies and grading system

### In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R4	10,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
R3	20,00%	Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works).
R1	50,00%	Written tests: Objective tests with short and extended responses.
R3	20,00%	Projects. Development and/or design works.

### Observations

#### a) SPECIFICATION OF ASSESSMENT SYSTEMS:

Solution of practical cases: Class activities. Readings and reflections. 10%

Oral presentation of group work: group oral presentation of the methodology chosen 20%.

Written tests: Theoretical objective tests on the subjects: 20%.

Practical test on the application and reflection of the Programming Unit: 30%.

Work on the design of a Programming Unit. 20%

b) In order to pass the subject, it will be necessary to obtain a grade equal to or higher than 5 points in each of the sections of the evaluation system.

c) In order to pass the subject, it is necessary to demonstrate in all oral and written productions an advanced level of linguistic proficiency, so as to achieve level C1 at the end of the Degree, as required by the official Degree Report. Therefore, each spelling mistake will be penalised with 0.50 points in assignments and exams. Three missing accents will be equivalent to one spelling mistake.

Translated with [www.DeepL.com/Translator](https://www.DeepL.com/Translator) (free version)

### Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R4	20,00%	Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development



R2	20,00%	Solution of practical cases: Performance tests of real and/or simulated tasks.
R2, R3	20,00%	Exposición oral de trabajos grupales e individuales: sistemas de autoevaluación (oral, escrita, individual, en grupo). Pruebas orales (individual, en grupo, presentación de temas-trabajos)
R4	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R2	30,00%	Projects. Development and/or design works.

## Observations

### a) SPECIFICATION OF EVALUATION SYSTEMS:

Objective tests: 20%.

Performance tests: Developmental exam. 20%

Oral presentation of group work. 20%

Monitoring of work: reflection on a scientific article and a press release. 10%

Projects: Programming Unit. 30%

b) In order to pass the subject, it will be necessary to obtain a grade equal to or higher than 5 points in each of the sections of the evaluation system.

c) In order to pass the subject, it is necessary to demonstrate in all oral and written productions an advanced level of linguistic proficiency, so as to achieve level C1 at the end of the Degree, as required by the official Degree Report. Therefore, each spelling mistake will be penalised with 0.50 points in assignments and exams. Three missing accents will be equivalent to one spelling mistake.

### CRITERIA FOR THE AWARDING OF HONOURS:

As a sign of academic exceptionality, the Honour's Degree will be awarded to the student who, in addition to obtaining a maximum mark in the above criteria, is considered by the teacher to be worthy of such a distinction. And, in accordance with the general regulations which indicate that only one matriculation of honour can be awarded for every 20 students, not per fraction of 20, with the exception of the case of groups of less than 20 students in total, in which one matriculation can be awarded.



## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1	Participatory Master Class
M2	Case Study
M3	Project-based Learning
M4	Learning Contracts
M5	Seminar Work
M6	Problem-based Learning
M7	Cooperative/Collaborative Work
M9	Group and Individual Tutoring
M10	Individual Tutoring
M11	Participatory Master Class
M13	Seminar Work
M15	Project-based Learning
M16	Learning Contracts
M18	Cooperative/Collaborative Work
M19	Individual Tutoring



Universidad  
**Católica de  
Valencia**  
San Vicente Mártir

# Course guide

Year 2023/2024

1161102 - Didactics and Educational Innovation

M20      Group and Individual Tutoring







## IN-CLASS LEARNING

### IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Group Work Presentation M7	R2, R3	4,00	0,16
Theoretical Class M1	R1, R2	15,00	0,60
Practical Class M2, M7	R2, R3	35,00	1,40
Tutoring M9, M10	R2	4,00	0,16
Evaluation M2, M4, M6	R1, R2, R3, R4	2,00	0,08
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

### LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M3, M7, M9	R2, R3	40,00	1,60
Individual work M2, M4	R1, R4	50,00	2,00
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## ON-LINE LEARNING

### SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11	R1, R3, R4	20,00	0,80
Practical class (e-learning mode) M15, M18	R2, R4	30,00	1,20
Individual tutoring (e-learning mode) M19	R4	7,00	0,28
Evaluation (e-learning mode) M16, M19	R1, R2, R3, R4	3,00	0,12
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

### ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M16	R1, R4	52,50	2,10
Group Work (e-learning mode) M20	R2, R3	37,50	1,50
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
DIDACTICS AND CURRICULUM	The role of didactics and its components. The curriculum in education. Sources, elements and levels.
THE CURRICULUM IN EDUCATIONAL LEGISLATION	Design, development and evaluation of the learning-centred curriculum. Legislative framework. Development of the Primary Education Curriculum Decree.
TEACHING-LEARNING METHODOLOGIES	Innovation: approaches and current affairs. Methodology as a means to enable innovation. Methodologies focused on learning. Educational evaluation. Specific vocabulary.
DIDACTIC PROGRAMMING	The competence-centred curriculum. Design of learning situations. Process of elaboration of Programming Units.



## Temporary organization of learning:

Block of content	Number of sessions	Hours
DIDACTICS AND CURRICULUM	6,00	12,00
THE CURRICULUM IN EDUCATIONAL LEGISLATION	6,00	12,00
TEACHING-LEARNING METHODOLOGIES	8,00	16,00
DIDACTIC PROGRAMMING	10,00	20,00

## References

### BIBLIOGRAPHY

- De La Herran, P.L. (Coord) (2008). *Didáctica General. La práctica de la enseñanza en Educación Infantil, Primaria y Secundaria*. McGraw Hill
- Jiménez Rodríguez, M.A. (Coord.) (2019). *Programar al revés. El Diseño Curricular desde lo aprendizajes*. Narcea
- Jiménez Rodríguez, M.A. (2019). *El diseño de Unidades Didácticas hoy. La alineación del currículo al servicio de los aprendizajes*. Tirant Humanidades
- Medina y Mata, F. S. (Coord) (2009). *Didáctica General*. Pearson-UNED
- Sánchez Huete, J.C. (Coord.) (2008). *Compendio de Didáctica General*. CCS

### READINGS

- Colección de textos y artículos elaborado por los docentes.
- Gerver, R. (2016). *Crear hoy la escuela del mañana. La educación y el futuro de nuestros hijos*. Biblioteca de Innivación Educativa. SM.
- Sánchez-Rivas, E. (2014). *Ideas creativas para educar*. Ediciones Aljibe.



## Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☐ Kaltura



## **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☐ Kaltura

Explanation about the practical sessions:



## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System:



## ONLINE WORK

### Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

### Comments to the Assessment System: