



Competences as an aim of the System. Implications for teaching management

Year 2023-24



TEACHING GUIDE TO THE FIELD AND/OR SUBJECT

| | | ECTS |
|---|---|------|
| Subject: Competences as an aim of the System. Implications for teaching management | | 3 |
| Field: Pedagogical principles and educational innovation | | 3 |
| Module: Pedagogical principles in the knowledge society | | 9 |
| Educational Model¹: Basic and compulsory education | Year: 1º Semester: 1º | |
| Instructors: Miguel Ángel Jiménez | Departament: Didactics, Theory of Education and Technological Innovation | |
| | E-mail: mangel.jimenez@ucv.es | |

MODULE ORGANITATION

| Pedagogical principles and educational innovation | | | | Nº ECTS 9 |
|--|-------------|--|-------------|------------------------|
| Duration and temporal location within the curriculum: 9 ECTS during two semesters | | | | |
| Fields and Courses | | | | |
| Field | ECTS | COURSE | ECTS | Course/semester |
| Pedagogical principles in the knowledge society | 3 | Comptences as an aim of the System. Implications for teaching management | 3 | 1/2 |
| To promote innovation | 3 | Innovation and professionalisation | 3 | 1/1-2 |
| New technologies | 3 | TICs as a tool of management and communication | 3 | 1/2 |

¹ Educational training (common field), Compulsory, Optional, External practice, Final Degree Project.



Teaching Guide. Competences as an aim of the System. Implications for teaching management

Competences as an aim of the System. Implications for teaching management

| BASIC AND GENERAL COMPETENCES | Competence measuring scale | | | |
|---|----------------------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| Possess and understand knowledge that contributes to find chances for being unique in the development and implementation of new ideas in an investigation context (BC 06). | | | x | |
| Students will know how to use knowledge and their skills for problem solving situations new or less known environments inside broader contexts (or multidisciplinary) related with their field of study (BC 07). | | | x | |
| Students will be able to integrate knowledge and to face up the complexity of telling opinions from information that includes reflections of social and ethical considerations related to their applications of knowledge and opinions (BC 08). | | | x | |
| Students can transmit their conclusions, knowledge and reasons to a specialised and non-specialised audience in a clear way (BC 09) | | | x | |
| Students will acquire learning skills that let them continue studying in a self-directed and independent way (BC 10). | | | x | |
| Ability to deal with information (GC 01) | | x | | |
| Ability to work in a team and efficient collaboration with other professionals (with the choice to develop in an interdisciplinary and international (GC 02) | | | x | |
| The ability to update their knowledge and competences (GC 03). | | | x | |
| The ability to solve problems and make decisions (GC 04). | | | x | |
| The ability to adapt to new situations (GC 05). | | | x | |
| The ability to assume duties (GC 06). | | | x | |
| Ability for oral and written communication (GC 07) | | | x | |
| Concern for the development of people and communities (GC 08) | | | x | |
| The ability to organize and plan (GC 09). | | | | x |
| Self-critical attitude, knowing their own competences and limitations, dismissing the importance of frustrations, showing interest for the teaching quality and developing systems that guarantee the quality of own services (GC 10). | | x | | |
| Ability to analyze and summarize (GC 11) | | | x | |
| Ability to maintain relationships with other professionals to contrast.(GC 12) | | | x | |
| Ability to share the academic and professional knowledge (GC 13) | | | | x |



| SPECIFIC COMPETENCES | | | | |
|--|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| 2. The student will know the scientific-pedagogical principles and methods that allows him to consolidate plans for a continuous improvement at school (CE10). | | | | x |

| LEARNING OUTCOMES | COMPETENCES |
|--|-------------|
| 1. The student recognizes and is able to understand the main pedagogical principles underlying the current education system and its purposes. | |
| 1.1 Explains and reasons how key competences are proposed as a goal of European education systems and relates them to the model of person that the center intends to contribute to training. | CG13 |
| 1.2 Make the transition between the formulations of the competences and their features (or subcompetences) and the official curriculum, the center and the classroom curriculum. | CG9, CE10 |
| 1.3 Develops curricular designs consistent with the pedagogical principles of teaching based on learning for the acquisition of skills that will allow you to coherently manage the center's curriculum. | CE10, CB9 |



Teaching Guide. Competences as an aim of the System. Implications for teaching management

| ON- CAMPUS EDUCATIONAL ACTIVITIES | | | |
|-----------------------------------|--|---|------|
| ACTIVITY | Teaching- Learning Methodology | Relationship With Learning Outcomes For The Subject | ECTS |
| MASTER CLASS | Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. | R1 | 0.30 |
| PRACTICAL CLASSES | Work groups sessions supervised by the professor. Case studies, diagnostic tests, problems, field studies, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity. | R1 | 0.30 |
| Total | | | 0,6 |

| INDEPENDENT WORK ACTIVITIES | | | |
|-----------------------------|---|---------------------------------------|------|
| ACTIVITY | Teaching-Learning Methodology | Learning Outcomes Relationship Course | ECTS |
| INDEPENDENT WORK | Student study: Group Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. | R1 | 2,4 |



| | Work done on the university e-learning platform (www.plataforma.ucv.es) | | |
|---|---|----------------------|-------|
| Total | | | (2,4) |
| SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM | | | |
| Assessment Tool ² | LEARNING OUTCOMES ASSESSED | Allocated Percentage | |
| Participation in learning circles and the involvement in classroom's proposals and how they have allowed Access to the learning outcome of the subject (the student can only do the self-assessment if he/she has attended at least 80% of the class sessions). Grading tool: self-assessment checklist | R1 | 10% | |
| Option A. written test: The student presents as an assessment task a detailed outline, and with some points specifically developed, of a faculty meeting in which the reason why and how the management team proposes to promote the change of the faculty will be explained. curriculum of the center towards a curriculum really focused on the acquisition of competencies. It shows a concrete example of curricular design that allows carrying out the proposal. Option B. Simulation video. The student is "self-recorded" in a video (technique of "self-recordings"), in which he pretends to be in front of the faculty, directing a session on the same subjects and with the same purpose as in option A. | R1 | 90% | |

MENTION OF DISTINCTION

- *Students who have achieved with excellence on the assessment of the subject.*
- *Active and positive participation in classroom dynamics (the student have made the suggested work for each session, participates actively responding to the issues raised in the course of the lectures, provides insights on the issues worked, shows interest deepen the topics covered ...)*

²Techniques and instruments of evaluation: exam-exposure oral, written test (objective evidence, development, concept maps ...), tutorials, projects, case studies, logbooks, portfolio, etc.)



Teaching Guide. Competences as an aim of the System. Implications for teaching management

- If there is more than one student who passes above the criteria, the teacher will pose an extra work which must be performed if you want to qualify for obtaining honors.*

| DESCRIPTION OF CONTENTS | | COMPETENCES |
|--|---|---------------------------|
| 1. Competences as an aim of the System. Implications for teaching management | | CB 9, CG 13 CG9, CE 10 |
| 2. Teaching and learning based on competences | | CE10 |
| 3. Management team and promoter of educational change | | CB 9, CG 13 CG9 |
| TEMPORAL ORGANIZATION OF LEARNING: (Pupils of first registration): | | |
| | BLOCK CONTENT / TEACHING UNIT | SESSIONS |
| 1 | Competences as an aim of the System. Implications for teaching management | 3 |
| 2 | Teaching and learning based on competences | 10 |
| 3 | Management team and promoter of educational change | 2 |



BIBLIOGRAPHY

- Biggs, J. (2015). Calidad del aprendizaje universitario. Madrid: Narcea.
- Biggs, J. (s.f.). Constructive alignment in university teaching. HERDSA Review of Higher Education, 1, 5-22.
- Biggs, J. y Collis, K. F. (1982). Evaluating the Quality of Learning – the SOLO Taxonomy. New York: Academic Press.
- Bolivar, A. (Coord.) (2010) Competencias Básicas. Barcelona. Wolters Klugers España
- Canals, R. (2009). La evaluación competencial en el currículo de la Educación Primaria. Barcelona: Wolters Kluwer (España)
- Coloma, A. M. Jimenez, M. Á.; Sáez La Hoz, A. M. (2008), Metodologías para desarrollar competencias y atender a la diversidad. Madrid. PPC
- Decreto 108/2014, de 4 de julio, del Consell, por el que establece el currículo y desarrolla la ordenación general de la educación primaria en la Comunitat Valenciana.
- DeSeCo (2005). *The definition and selection of key competencies. Executive summary*. Extraído el 26/07/2011 de <http://www.oecd.org/dataoecd/47/61/35070367>. pdf.
- DeSeCo. (2001). Defining and selecting key competencies. Rychen D.S. & Salganik L.H.
- Díaz Barriga, Á. (2013). Guía para la elaboración de una secuencia didáctica. México: UNAM.
- Didriksson, A. (2006). El enfoque de competencias en la educación. ¿Una alternativa o un disfraz de cambio?
- Escamilla, A. (2008) Competencias Básicas. Claves y propuestas para su desarrollo en los centros. Barcelona. Graó
- Jiménez Rodríguez, M. A. (2011), Cómo diseñar y desarrollar el currículo por competencias. Guía práctica. Madrid. PPC
- Jiménez y Bayarri (2009) Programa ECO. Evaluación de Competencias (Versión 1) (software).
- Jiménez, M.A. (2019) Programar al revés. El diseño curricular desde los aprendizajes. Madrid. Narcea
- Jiménez, M.A. (2019 b) El diseño de unidades didácticas hoy. La alineación del currículo al servicio de los aprendizajes. Valencia. Tirant lo Blanch
- Ley Orgánica 2/2006, de 3 de mayo, de Educación (L.O.E.). (B.O.E. núm. 106, jueves 4 de mayo)
- Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa.
- Marco Stiefel, B. (2008) Competencias Básicas. Hacia un nuevo paradigma educativo. Madrid. Narcea
- Moya, J. , Luengo F. (2011) Teoría y práctica de las competencias básicas. Barcelona. Graó
- Moya, J. (2008). Las competencias básicas en el diseño y el desarrollo del currículo. *Revista Curriculum*, 21, 57-78.
- Orden ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria obligatoria y el bachillerato. (BOE Nº 25, de 29 de enero de 2015).



Teaching Guide. Competences as an aim of the System. Implications for teaching management

- Pérez Gómez, Á. I (2007) La naturaleza de las competencias básicas y sus implicaciones pedagógicas. Consejería de Educación de Cantabria
- Pérez Gómez, A. I. (2007). Las Competencias Básicas: su naturaleza e implicaciones pedagógicas. *Cuadernos de Educación*, 1, 1-34.
- Real Decreto 1513/2006, de 7 de diciembre, por el que se establecen las enseñanzas mínimas de la Educación Primaria (B.O.E. núm. 293, viernes 8 de diciembre de 2006).
- Real Decreto 1631/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas de la Educación Secundaria Obligatoria (B.O.E. núm. 5, viernes 5 de enero de 2007).
- Tiana Ferrer, A. (2011). Análisis de las competencias básicas como núcleo curricular en la educación obligatoria española. Bordón. Revista de pedagogía, 63(1), 63-75.