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## **COURSE GUIDE**

**Master of Secondary Education Training, Professional Training and  
Teaching of Languages**

## **Didactics of Business Administration**

**Universidad Católica de Valencia**

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Year 23-24



## COURSE GUIDE TO DIDACTICS OF BUSINESS ADMINISTRATION

	ECTS
<b>MODULE:</b> Specific	24
<b>FIELD:</b> Learning and education of the corresponding matters	12
<b>Subject:</b> Didactics of Business Administration	6
<b>Type of learning:</b> Compulsory	<b>Semester:</b> 1st
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## SUBJECT ORGANIZATION

Didactics of Business Administration				Nº ECTS: 6
Duration and temporal location within the curriculum: 1 <sup>st</sup> semester				
Subjects and Courses				
Subject	ECTS	Courses	ECTS	Course/semester
Didactics of Business Administration	6	1	6	1st
<b>COURSE GUIDE TO THE SUBJECT:</b> Didactics of Business Administration				
Prerequisites: The prerequisites related to the master.				

**GENERAL GOALS**

- To know the curriculum content in the corresponding teaching specialty, and be familiar with relevant teaching and learning processes.
- To plan educational programs, taking into account learning objectives and required skills and competences.
- To apply evaluation tools and strategies adapted to specific areas of knowledge, the specific and general objectives in each case, and the skills and competences required.
- To learn strategies and evaluation techniques and to understand the evaluation as a tool to regulate and encourage the effort.
- To know and apply innovative teaching proposals in the field of the specialization.

**CROSS-SECTIONAL COMPETENCES****Competence  
measuring scale**

	1	2	3	4
G 1. Ability to apply acquired knowledge and solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study .			X	
G 2. Being able to integrate knowledge and to deal with the complexity of formulate judgments based on information, that being incomplete or limited, include reflections on social and ethical responsibilities linked to the application of their knowledge and judgments.				X
G 3. Knowing how to communicate their conclusions (and the knowledge and rationale underpinning ) to specialists and non- specialists audiences in a clear and unambiguous manner.				X
G 4. Possessing learning skills that enable them to continue studying in a way that will be largely self-directed or autonomous.			X	
G 7. Seeking, obtaining, processing and communicating information (oral, printed, audiovisual, digital or multimedia), transforming it into knowledge and applying it in the teaching and learning processes related to their own specialization.			X	
G 8. Defining the curriculum to be implemented in a school participating in its collective planning; developing and implementing both group and personalized teaching methodologies adapted to the diversity of students.				X
G 10. Acquiring strategies to encourage student effort and enhancing their capacity to learn by himself and others, and develop thinking and decision-making skills to facilitate autonomy, confidence and personal initiative.			X	
G 11. Knowing the processes of interaction and communication in the classroom, mastering necessary social skills and abilities to encourage learning and coexistence in the classroom, and address problems of discipline and conflict resolution.			X	



SPECIFIC COMPETENCES				
	1	2	3	4
1. Knowing the cultural and educational value of the relevant subjects related to the specialization and to the contents that are taught in the respective teachings.				x
2. Knowing the history and recent developments and perspectives of the subjects in order to transmit a dynamic vision of them.			x	
3. knowing the contexts and situations in which the various curricular contents are applied.				x
4. Knowing the theoretical and practical developments in teaching and learning of the relevant areas .				x
5. Transforming curriculums into activities and working plans.				x
6. Acquiring selection criteria and development of educational materials.				x
7. Foster a climate that facilitates learning and put in value the students contributions.				x
8. Integrating the training in audiovisual and multimedia communication in the process of learning and teaching.				x
9. Knowing strategies and assessment techniques and understanding evaluation as a tool to regulate and encourage the effort.			x	
10. Knowing and applying innovative teaching proposals in the field of the attended specialization.				x
11. Critically analyze the performance of teaching, good practices and the direction using quality indicators.			x	
12. Identifying problems related to the teaching and learning of the specialization subjects and proposing alternatives and solutions.			x	

LEARNING OUTCOMES	COMPETENCES
R-1 To produce a didactic unit of the subjects related to the specialty they are able to implement, following a basic structure.	<b>G1, G2, G4, G7, G8, G10, G11, 2, 5, 8, 9, 10</b>
R-2 To explain and present by multimedia tools the didactic unit.	<b>G3, G4, G7, G10, G11, 7, 8</b>
R-3 To work in team sharing knowledge and analyzing critically the problems related to the teaching and learning of the specialty subjects, offering solutions and alternatives.	<b>G1, G2, G3, G4, G7, G10, G11, 1, 2, 5, 6, 7, 8, 10, 11, 12</b>



R-4 To formulate didactic objectives and conceptual, procedural and attitudinal contents, and put them in relation to the evaluation criteria that will be used to assess the teaching and learning process.	<b>G1, G4, G8, 7, 9, 10, 11, 12</b>
R-5 To produce a sequence of activities that allows the student to reach the didactic objectives proposed, as well as studying their implementation in the classroom, analyzing the academic environment, resources, methodology, groups, students with special educational needs and timing.	<b>G1, G4, G7, G8, G10, G11, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</b>

<b>ON-CAMPUS EDUCATIONAL ACTIVITIES</b>			
<b>ACTIVITY</b>	<b>Teaching-Learning Methodology</b>	<b>Relationship With Learning Outcomes for the subject</b>	<b>ECTS</b>
ON-CAMPUS CLASS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.	R-1, R-4, R-5	0,6
PRACTICAL CLASSES	Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity.	R-1, R-3, R-4 ; R-5	0,6
LABORATORY	Activities carried out in spaces with specialized equipment.	R-1, R-3, R-5	0,2
GROUP PRESENTATION OF PAPERS	Application of multidisciplinary knowledge	R-2	0,4
OFFICE ASSISTANCE	Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to	R-1, R-3, R-4 ; R-5	0,2



	review and discuss materials and topics presented in classes, seminars, readings, papers, etc.		
ASSESSMENT	Set of oral and/or written tests used in initial, formative or additive assessment of the student	R-1, R-3, R-4 ; R-5	0,4
Total			2,4

INDEPENDENT WORK ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship of Course with Learning Outcomes	ECTS
GROUP WORK	Group 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.  Work done on the university e-learning platform ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> )	R-1, R-3, R-4 ; R-5	2,4
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.  Work done on the university e-learning platform ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> )	R-1, R-4, R-5	1,2
Total			3,6



SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
Assessment Tool	LEARNING OUTCOMES ASSESSED	Allocated Percentage
Activities	R-1, R-3, R-4, R-5	60%
Presentations	R-1, R-2, R-3, R-4, R-5	20%
Attendance and class participation	R-1, R-2, R-3, R-4, R-5	20%

Note: In order to pass the subject the student must pass both the theoretical and the practical content separately.

**MENTION OF DISTINCTION:**

The mention of Distinction will be awarded to students who have achieved a score equal to or greater than 9.0. The number of Distinctions granted will not exceed 5% of students enrolled in a subject in the corresponding academic year unless enrollment is under 20, in which case only one Distinction may be granted. (Royal Decree 1125/2003).

**DEVELOPMENT OF THE SUBJECT IN SECOND AND SUBSEQUENT ENROLLMENTS:**

There will be a special group for students who are not enrolling for the first time if they exceed the occupancy limit of the classroom and a teacher is assigned to that group.

The professor in charge of this group will conduct 4 follow-up sessions and tutoring for 2 hours each. Assessment of skills and abilities will be done through the scheduled practice sessions. In each session the subject will be developed so as to reinforce the work on the skills that each student needs to pass the course.

Assessment of content and skills will be made during the examination set in the official calendar for this course.

DESCRIPTION OF CONTENTS	COMPETENCES
UNIT I: Learning Teaching process.	from G1 to 12



UNIT II: Teaching excellence and teaching scholarship	from G1 to 12
UNIT III: planning the teaching process	from G1 to 12
UNIT IV: The didactic unit: the alignment between didactic objectives, conceptual, procedural and attitudinal contents, evaluation criteria, and their appropriate formulation.	from G1 to 12
UNIT V: Methodology and teaching techniques. Didactic activities related to the subjects of the specialty. Good teaching practices analysis.	from G1 to 12
DIDACTIC UNIT VI: Oral presentation with support of audiovisual media on a final work used as tool of evaluation for the master subject.	from G1 to 12

### TEMPORAL ORGANIZATION OF LEARNING

	CONTENT/TEACHING UNIT	# OF MEETINGS
1	Business Administration in the secondary school.	2
2	Different levels of curriculum development. The normative framework. The Educational Plan of the Centre.	2
3	The third level of curriculum development: the annual classroom planning.	2
4	The didactic unit: introduction, academic environment, general and didactic objectives, conceptual, procedural and attitudinal contents, evaluation criteria, and their appropriate formulation.	2
5	Methodology and teaching techniques. Didactic activities related to the subjects of the specialty. Good teaching practices analysis.	2
6	Oral presentation with support of audiovisual media on a final work used as tool of evaluation for the master subject.	2

### REFERENCES

- ORDEN 13/2015, de 5 de marzo, de la Conselleria de Educación, Formación y Empleo, por la que se establece para la Comunitat Valenciana el currículo del ciclo formativo de Grado Superior correspondiente al título de Técnico Superior en Administración y Finanzas.





- R.D. 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato.
- R.D. 1584/2011, de 4 de noviembre, por el que se establece el Título de Técnico Superior en Administración y Finanzas y se fijan sus enseñanzas mínimas.
- R.D. 1631/2009, de 30 de octubre, por el que se establece el título de Técnico en Gestión Administrativa y se fijan sus enseñanzas mínimas.
- Real Decreto 665/2015, de 17 de julio, por el que se desarrollan determinadas disposiciones relativas al ejercicio de la docencia en la Educación Secundaria Obligatoria, el Bachillerato, la Formación Profesional y las enseñanzas de régimen especial, a la formación inicial del profesorado y a las especialidades de los cuerpos docentes de Enseñanza Secundaria
- COLOMA OLMOS, A., JIMENEZ RODRIGUEZ, M. Y SAEZ LAHEZ, A.(2008). Metodologías para desarrollar competencias y atender a la diversidad: guía para el cambio metodológico y ejemplos desde infantil hasta la universidad. Madrid: Promoción Popular Cristiana.
- ESCAMILLA, A. (1993) "Unidades didácticas: una propuesta de trabajo en el aula". Zaragoza: Edelvives.
- FERNÁNDEZ, J. Y OTROS (1999) ¿Cómo hacer unidades didácticas innovadoras? Sevilla: Díada.
- GONZALEZ RAMOS, J., GUTIERREZ SOTO, F. Y RUEDA PRIETO, J. (1998). Programación curricular y Unidades didácticas. Recetas y ejemplos. Madrid: Escuela Española.
- TRAVÉ, G.; BÁÑEZ, M. Y ESTEPA, J. (2001) Didáctica de la economía en el Bachillerato. Madrid: Síntesis.



## **Addendum to the Course Guide of the Subject**

### **(Degree)**

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

☐

Blackboard Collaborate Ultra

☐

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 onsite activities described in this section of the Course Guide, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:**

☐

Microsoft Teams

☐

Blackboard Collaborate Ultra

☐

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.