



## Subject information

**Degree:** Master's Degree in Teacher Training for Secondary School, High School and Language Teaching (MUPS)

**Faculty:** School of Education Sciences

**Code:** 1020057 **Name:** Didactics of Business Administration

**Credits:** ECTS 6 **Course:** 1st **Semester:** 1st

**Module:** Specific Business Administration Module

**Subject:** Learning and teaching of Business Administration didactics

**Character:** Compulsory

**Department:** Business Administration Didactics

**Type of education:** Classroom

**Language(s) of instruction:** Spanish

**Faculty:**

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## Organization of the module

### BASIC THEORETICAL BACKGROUND

Subject	ECTS	Subject	ECTS	Course/semester
Complements for training discipline	6	The curriculum of the Business Administration in Secondary Education and Baccalaureate	6	1/1
Learning and teaching of the corresponding subjects	12	Didactics of the Business Administration	6	1/1
		Didactic resources for the teaching of the Business Administration	6	1/2
Teaching Innovation and Initiation to Research Educational	6	Teaching innovation and research in didactics of the Administration of Companies	6	1/2



## Recommended knowledge

Prerequisites: **No prerequisites.**

## Learning outcomes

At the end of the course, the student should demonstrate that he/she has acquired the following learning outcomes:

Code	Learning outcomes
R1	Elaborate a didactic unit corresponding to the subjects that according to their specialty they are qualified to teach, following a basic structure.
R2	Present orally and through multimedia tools the didactic unit elaborated.
R3	Work in teams sharing knowledge and critically analyzing problems related to teaching and learning of the subjects of the specialization, proposing alternatives and solutions.
R4	Formulate didactic objectives and conceptual, procedural and attitudinal contents; and relate them to the evaluation criteria that will be used to evaluate the teaching-learning process.
R5	To elaborate a sequence of activities that allow students to achieve the didactic objectives set, as well to study their implementation in the classroom, analyzing the environment, resources, methodology, groupings, specific needs of the students and timing.
R6	Design of objective evaluation systems. Promotion of motivation, creativity, cooperative work and entrepreneurial culture.
R7	Proficiency in educational social networks



## Competencies

According to the learning outcomes of the course, the competencies to which it contributes are: (score from 1 to 4, 4 being the highest)

Code	General	Weighting			
		1	2	3	4
G1	Know how to apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study.		X		
G2	Be able to integrate knowledge and face the complexity of making judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.		X		
G3	Know how to communicate their conclusions (and the ultimate knowledge and rationale behind them) to specialized and non-specialized audiences in a clear, understandable way unambiguously.		X		
G5	Knowledge of the curricular contents of the subjects related to the corresponding teaching specialization, as well as the body of didactic knowledge regarding the respective teaching and learning processes. Professional training will include knowledge of the respective professions.		X		
G6	Plan, develop and evaluate the teaching and learning process, promoting educational processes that facilitate the acquisition of the competencies of the respective courses, taking into account the level and previous training of the students, as well as their orientation, both individually and in collaboration with other teachers and professionals of the center.				X
G7	Search, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia), transform it into knowledge and apply it in the teaching and learning in the subjects of the specialization pursued				X
G8	To specify the curriculum to be implemented in an educational center by participating in collective planning; to develop and apply didactic methodologies, both group and personalized, adapted to the needs of the students. diversity of students.			X	
G9	Design and develop learning spaces with special attention to equity, emotional and values education, equality of rights and opportunities between and women, citizenship training and respect for the environment			X	



	of human rights that facilitate life in society, decision-making and the construction of a sustainable future.				
G10	Acquire strategies to stimulate student effort and promote their ability to learn on their own and with others, and to develop thinking and decision-making skills that facilitate autonomy, self-direction, self-management, and self-management. personal confidence and initiative.			X	
G11	Knowing the processes of interaction and communication in the classroom, mastering the social skills and abilities necessary to promote learning and coexistence in the classroom, and dealing with discipline and resolution problems. of conflicts		X		

Code	Specific	Weighting			
		1	2	3	4
E15	To know the contexts and situations in which the different curricular contents are used or applied.				X
E16	To know the theoretical and practical developments of the teaching and learning of the corresponding subjects		X		
E17	Transforming curricula into programs of activities and work.			x	
E18	Acquire criteria for selection and elaboration of materials. educational.			x	
E20	Integrating training in audiovisual communication and multimedia in the teaching-learning process.			X	
E21	Know assessment strategies and techniques and understand evaluation as an instrument of regulation and encouragement of effort				X
E22	To know and apply innovative teaching proposals in the field of the specialization studied.			X	
E23	Critically analyze the performance of teaching, good practice and guidance using quality indicators				X
E24	Identify the problems related to teaching and learning the subjects of the specialization and to propose alternatives and solutions				X

## System of evaluation of the acquisition of competencies and system of qualifications

Learning outcomes assessed	Percentage granted	Evaluation instrument
R1. Elaborate a didactic unit corresponding to the subjects that, according to his/her specialty, he/she is qualified teach, following a basic structure.	20%	Process evaluation: Submission of papers 
R2. Present orally and through multimedia tools the didactic unit elaborated.	10%	Oral presentation of group and individual work



R3. Work in a team sharing knowledge and critically analyzing problems related to the teaching and learning of the subjects of the specialization, proposing alternatives and solutions.	20%	Process evaluation: Submission of papers
R4. Formulate didactic objectives and conceptual, procedural and attitudinal contents; and relate them to evaluation criteria to be used to assess the teaching-learning process.	20%	Summative and final theoretical-practical test (open questions, objective test questions, solution of practical cases, single case, etc.).
R5. Elaborate a sequence of activities that allow students to achieve the didactic objectives set, as well study its implementation in the classroom, analyzing the environment, resources, methodology, groupings, specific needs of students and timing.	10%	Summative and final theoretical-practical test (open questions, objective test questions, solution of practical cases, single case, etc.).
R6. Design of objective evaluation systems. Promotion of motivation, creativity, cooperative work and entrepreneurial culture.	10%	Summative and final theoretical-practical test (open questions, objective test questions, solution of practical cases, single case, etc.).
R7. Proficiency in educational social networks	10%	Process evaluation: oral and written evidence of all types of activities.

**Criteria for the awarding of Honor Grades:** accordance with the regulations governing the evaluation and grading of the subject in force at the UCV, the mention of "Honor Grades" may be awarded to students who have obtained a grade equal to or higher than 9.0. The number of "Matrículas de Honor" may not exceed five percent of the students enrolled in the group in the corresponding academic year, unless the number of students enrolled is less than 2.

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Business Administration and Management

Exceptionally, students may be assigned to the same subject in C to the same subject as a whole. However, the total number of honors to be awarded will be the same as if they were assigned by group, but these may be distributed among all students according to a common criterion on the different groups group to which they belong.

The criteria for the awarding of "Honors" will be carried out according to the criteria stipulated by the professor responsible for the course detailed in the "Observations" section of the evaluation system of the teaching guide...

**Single evaluation:** Exceptionally, this evaluation system may be used by those students who, for justified and accredited reasons, are unable to undergo the continuous evaluation system and request it to the Coordination of the specialty, within the first month of teaching.

In this case, it will be evaluated in the following manner: work consisting of didactic proposals, elaboration of didactic resources, research, analysis of materials/resources and reflections.



The methodologies we will use for students to achieve the learning outcomes of the course will be:

M1	Application of interdisciplinary knowledge.
M2	Personalized and small attention. Period of instruction and/or orientation conducted by a tutor with the objective of reviewing and discussing the materials and topics. presented in classes, seminars, lectures, readings, assignments, etc.
M3	A set of oral and/or written tests used in the initial, formative and formative evaluation or additive of the learner
M4	Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform of the university ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> )
M5	Presentation of content by the teacher, analysis of competencies, explanation and demonstration of abilities, skills and knowledge in the classroom. Construction knowledge through learner interaction and activity.
M6	Group work sessions in groups supervised by the professor. Case studies, diagnostic analysis, problems, field study, computer classroom, visits, data search, libraries, network, internet, etc.



TRAINING ACTIVITIES FOR FACE-TO-FACE WORK		
Activity	Relationship to Learning Outcomes of the subject	ECTS
THEORETICAL CLASSES	R1, R2, R3, R4, R5, R6, R7	1,20
PRACTICAL CLASSES	R3, R7	1
EXHIBITION GROUP WORK	R2 and R5	0,06
TUTORIAL	R1, R2, R3, R4, R5, R6, R7	0,04
EVALUATION TESTS	1, R3, R4, R5 and R6	0,10
Total		2,4

SELF-EMPLOYMENT TRAINING ACTIVITIES		
Activity	Relationship to Learning Outcomes of the course	ECTS
GROUP WORK	R3, R7	1,44
INDIVIDUAL WORK	R1, R2, R3, R4, R5, R6	2,16
Total		3,6

## Description of contents

Description of content required for the acquisition of the learning outcomes.

BLOCK OF CONTENTS	Contents
The teaching of subjects related to Business Administration and Management in education. secondary	The learning-teaching process in Business Administration Presentation of the training offer that he/she will be able to provide with his/her specialty in a public, private or subsidized center. Levels of curricular concreteness.
Didactic and classroom programming.	The renewed master class Learning styles Design of learning situations Gamification. Flipped classroom
Good teaching practices	Excellence in teaching
The didactic unit, introduction, contextualization, general objectives, methodology, didactic objectives, contents, evaluation criteria, and temporalization.	Active methodologies: Cooperative learning, Collaborative learning, Problem-based learning. The evaluation system, evaluation criteria, evaluation instruments. Performance evaluation



## Temporal organization of learning

CONTENT BLOCK/ DIDACTIC UNIT	No. of sessions	Hours
Analysis and study of different didactic methodologies. Design of didactic projects	4	10
Competencies and skills of the "good teacher" and the excellent teacher	1	2.5
Practical analysis of ADE learning materials	2	5
Evaluation strategies and techniques. Design of evaluation instruments.	3	7.5
Design of learning situations. Application of different methodologies in didactic programming.	4	10



## References

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- SANZ PINYOL, G. (2005) *Comunicació efectiva a l'aula*. Barcelona: Graó.
- VERGARA RAMÍREZ, J. J. (2012), *Aprendizaje por proyectos y metodología TIC en Educación Secundaria*. Madrid: SM.
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