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## **COURSE GUIDE**

**Universidad Católica de Valencia**

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

Didactic resources for teaching economics

### **Specific Module**

Economy

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Year 2023-2024

## COURSE GUIDE TO Didactic resources for teaching economics

		ECTS
<b>MODULE:</b> Didactic resources for teaching economics		6
<b>FIELD:</b> Specific Module Economy		6
<b>Subject:</b> Didactic resources for teaching economics		24
<b>Type of learning:</b> Compulsory	<b>Semester:</b> 2	
<b>Teacher:</b> Dr. José Antonio Llibrer Escrig	<b>Department:</b>	
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## SUBJECT ORGANIZATION

Didactic resources for teaching economics			Nº ECTS: 24	
Duration and temporal location within the curriculum				
Subjects and Courses				
Subject	ECTS	Courses	ECTS	Course/ semester
Subject 1: Complements disciplinary training	6	The curriculum of Business Administration and Bachelor of Secondary Education	6	1/1
Subject 2: Learning and teaching materials for	6	Subject 3: Teaching of Business Administration	6	1/1
		Subject 4: Resources for the teaching of		



<b>Subject 3: Teaching innovation and introduction to educational research</b>	6	Business Administration	6	1/2
		Subject 5: Innovation and Research in Teaching of Business Administration	6	1/1

## COURSE GUIDE TO THE SUBJECT:

Didactic resources for the education for teaching economics

### GENERAL GOALS

- Knowledge of teaching resources needed
- Learning motivational tools in the classroom
- Learn to design instruction
- Know and apply fair evaluation systems
- Learning cooperative work tools / collaborative
- Learn how to foster creativity and entrepreneurial culture in classrooms
- Develop communication skills and appropriate language with students
- Domain educational social networks

### CROSS-SECTIONAL COMPETENCES

#### Competence measuring scale

	1	2	3	4
G9. Design and develop learning with a focus on equity, emotional and values education, equal rights and opportunities for men and women, civic education and respect for human rights that make life easier in society, decision making and building a sustainable future				<b>X</b>
G11. Now the processes of interaction and communication in the classroom, mastering skills and social skills necessary to promote learning and living together in the classroom, and addressing problems of discipline and conflict resolution.				<b>X</b>
G1. Ability to apply knowledge and ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.				<b>X</b>
G2. Being able to integrate knowledge and handle complexity, and formulate judgments based on information that was incomplete or limited, include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments.				<b>X</b>
G3. Knowing how to communicate their findings (and the knowledge and rationale underpinning these,) to specialists and non-specialists in a clear and unambiguous; April. Possessing learning skills to enable them to continue studying in a way that will be largely self-directed or autonomous.				<b>X</b>
G4. Possessing learning skills to enable them to continue studying in a way that will be largely self-directed or autonomous.				<b>X</b>



G5. To Know the curriculum of the matters relating to the corresponding teaching specialization, and the body of didactic knowledge around teaching and learning processes concerned. Vocational training to include knowledge of the respective professions.				X
G6. Plan, develop and evaluate the teaching and learning process enhancing educational processes that facilitate the acquisition of the competences of the respective teachings, based on the level and previous training of the students and guiding them, both individually and in collaboration with other teachers and school professionals.				X
G7. Search for, obtain, process and communicate information (oral, print, visual, digital or multimedia), transform it into knowledge and apply it in the teaching and learning materials Studied own specialization.				X
G8. Fleshing out the curriculum that will be implemented in a school participating in collective planning of the same, develop and implement teaching methodologies both groups and individually adapted to the diversity of students				X
<b>SPECIFIC COMPETENCES</b>				
	1	2	3	4
13. Knowing the rules and institutional organization of the education system and models of quality improvement with application to the schools.				X
14. Understand and analyze the historical characteristics of the teaching profession, current situation, perspectives and interaction with the social reality of the time.				X
1. Knowing the cultural and educational value of the relevant areas of specialization and contents that are taught in the respective teachings				X
4. Knowing the theoretical and practical aspects of teaching and learning relevant material.				X
7. Foster a climate that facilitates learning and put in value the contributions of students.				X
9. Learn strategies and techniques for assessing and understanding the assessment as a tool to regulate and stimulate the effort.				X
12. Identify issues related to teaching and learning matters and to propose alternatives and solutions.				X
6. Acquire selection criteria and preparing educational materials.				X
11. Analyze critically the process of teaching, of good practice and orientation using quality indicators.				X



13. Understand and apply methods and techniques of research and evaluation and to be able to design and develop research, innovation and evaluation.				X
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LEARNING OUTCOMES	COMPETENCES
R-1 design objective evaluation systems	G9, G6, G7, 9
R-2 Building motivation, creativity, cooperative and entrepreneurial culture	G9, G11, G4, 8, 7
R-3 Development of communication skills and appropriate language	G11, G3 7, 12
R-4 domain of educational social networks	G7 14, 1

ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship With Learning Outcomes for the subject	ECTS
ON-CAMPUS CLASS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.	R3	0.5
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.	R1, R2, R4	1



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LABORATORY	Activities carried out in spaces with specialized equipment.	R2	
SEMINAR	Supervised monographic sessions with shared participation	R2,R3	
GROUP PRESENTATION OF PAPERS	Application of multidisciplinary knowledge	R2,R3	0.5
OFFICE ASSISTANCE	Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, readings, papers, etc.	R1, R2,R3	
ASSESSMENT	Set of oral and/or written tests used in initial, formative or additive assessment of the student	R1	0.4
Total			2.4*

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



	<p>INDEPENDENT WORK</p> <p>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.</p> <p>Work done on the university e-learning platform (<a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a>)</p>	R.2, R.3	1.6
Total			(3.6*)

### SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM

Assessment Tool	LEARNING OUTCOMES ASSESSED	Allocated Percentage
Multiple-choice test	R1, R2, R3,R4	40%
Activities	R2, R3	30%
Attendance to practice sessions	R3	25%
Class participation	R1, R2,R3	5%

#### 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).

<b>DESCRIPTION OF CONTENTS</b> Organization blocks of content or thematic groupings. Content development in teaching guides.	<b>COMPETENCES</b>
<b>Introduction to teaching resources</b> - What are they? - Teaching resources - Its function - General	G5, G6, G8,G13

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## TEMPORAL ORGANIZATION OF LEARNING:





	CONTENT/TEACHING UNIT	# OF MEETINGS
1	Introduction to teaching resources	1
2	Motivation in the classroom	1
3	Design motivating instruction	1
4	Assessment in the classroom	1
5	Workgroups	1
6	Developing creativity	1
7	Promoting entrepreneurial culture	1
8	Communication skills as a teaching resource	2
9	Using educational social networks	1
10	Practice session	2

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## BIBLIOGRAFÍA

- Ruiz, A. (2007): *Programación Didáctica Economía*. Editorial Vision Libros, Madrid.
- VV.AA. (2001): *Didáctica de la Economía en Bachillerato*. Editorial Síntesis, Madrid.
- Martínez, M.V. (2007): *Economía. Programación Didáctica en Secundaria*. Editorial Mad, Madrid
- ALONSO TAPIA, J. (1998): *Motivar para el aprendizaje: Teoría y estrategias*. Barcelona: EDEBE.
- WALTER F. DREW (1983): *Cómo motivar a sus alumnos*. CEAC, Barcelona.
- JOHNSON, O., JOHNSON, R. y HOLUBEC, E. (1999): *El aprendizaje cooperativo en el aula*. Paidós, Barcelona.
- GINÉ FREIXES, NÚRIA. (2013): *Evaluación en la educación Secundaria : elementos para la reflexión y recursos para la práctica*. Barcelona.



## **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.