



COURSE GUIDE
Master of Secondary Education Training,
Professional Training and Teaching of Languages
Specific Module
to Arts and Crafts

**ARTS AND CRAFTS CURRICULUM IN SECONDARY
EDUCATION, HIGH SCHOOL AND PROFESSIONAL
TRAINING**

Universidad Católica de Valencia

2023-24

COURSE GUIDE

		ECTS
SUBJECT: Arts and Crafts Curriculum in secondary education, high school and professional training.		6
Field: Complements disciplinary training		6
Module: Specific Module Arts and Crafts		24
Type of learning: Compulsory	Course: MOPS	
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MODULE ORGANIZATION

Specific Module Arts and Crafts	24 ECTS
<p>Duration and placement within the curriculum:</p> <p>This subject within the specific module of Arts and Crafts, aims to inform the curricula of the subject related to Arts and Crafts through reflection attentive to the varying degrees of specificity of the curriculum. Critical reflection on current educational legislation is the overview of the course: to this end, will provide an overview on the evolution of Arts and Crafts curriculum through successive legislative changes to properly position the LOE. Together with the diachronic analysis, the study of the psychopedagogical basis of the current curricular contents of artistic and visual education will be developed. From these general approaches, is on analysis of matter in subsequent Middle, High School and Professional Training courses. Not forgetting the practical view of the reality of teaching, highlighting the various factors that influence the development of the curriculum: center, activities, educational, material, etc..</p> <p>For each of the specialties of MOPS is designed a specific module. In the case of “Arts and Crafts Curriculum in secondary education, high school and professional training”, the subject seeks to address the following contents:</p> <ol style="list-style-type: none"> 1. - Study of the official curriculum of the subjects given from the specialty of Arts and Crafts in all Middle, High School and Professional training levels. 2. - Analysis of the evolution of matter Arts and Crafts through successive changes in the education law. 3- Critical reflection on the psychopedagogical sources of the different subjects related to Arts and Crafts. 4. - Knowledge of the objectives, content, methodology and evaluation criteria related to specific curriculum. 5. - Knowledge of the contribution of matter Arts and Crafts to the acquisition of basic skills. 6. - Mechanisms of specificity of the curriculum in terms of the educational context. 7.- Analysis of the treatment of the curriculum in the textbooks. 	



Field and Subjects				
Field	ECTS	subject	ECTS	Course / semester
Complements disciplinary training	6	Arts and Crafts Curriculum in secondary education, high school and professional training	6	1/2

COURSE GUIDE

Prerequisites: No prerequisites, except from access to the expertise and knowledge of the languages of the Spanish educational system.

GENERAL OBJECTIVES

- The student will be able to develop a critical reflection of the specific curriculum.
- The student will demonstrate knowledge of the objectives, content and appropriate methodology of Arts and Crafts teaching in the respective secondary high school courses, high school and professional training.
- The student will know the contribution of the subject Arts and Crafts to the acquisition of basic skills.
- The student will learn the various levels of realization of the curriculum and the various factors that influence this specificity.

General competencies, in relation to the Spanish Qualifications Framework for Higher Education (MECES):

- G1 Competence in the application of acquired knowledge and problem solving abilities, encountered in new or unfamiliar environments; and, initiated within broader contexts or multidisciplinary scopes relative to one's field of study;
- G2 Capability to integrate knowledge and determine complex judgment calls based on information which incorporates, but is not limited to, reflections on social and ethical responsibilities associated with pertinent knowledge and judgments;
- G3 Knowledge of effectively communicating summations (and sustaining relative rational or arguments) to specialized and unspecialized audiences, in a clear and unambiguous manner.
- G4 Having learned skills that enable them to continue studying in a self-directed or autonomous manner within the majority of circumstances;
- G5 To Know the curriculum related to the specialization and the didactics of teaching and learning. A knowledge of the different professions will be included for vocational training.
- G6 To plan, develop and evaluate the teaching and learning process enhancing educational activities to facilitate the acquisition of the different competences, taking into account the level and previous training of students to guide them, both individually and in collaboration, with other teachers and school professionals.
- G7 To look for, obtain, process and communicate information (oral, printed, audiovisual, digital, or multimedia), transforming it into knowledge that will be applied in the teaching and learning process.
- G8 To set the curriculum that will be established in a school. Develop and implement teaching methodologies, for both groups and individually, taking into account the diversity of students.
- G9. To design and develop learning processes with special attention to equity, education and emotional values, equal rights and opportunities between men and women, civic education and respect for human rights that make life easier in our society, making decisions and building a sustainable future.
- G10. To acquire strategies to encourage student effort and enhance their capacity to learn by themselves and with others, and develop thinking skills and decision-making abilities to facilitate autonomy, confidence and personal initiative.
- G11. To design and carry out formal and informal activities that make the center a place of participation and culture in the environment where it is located. Perform the functions of mentoring and guiding students in a collaborative and coordinated way. Participate in the evaluation, research and innovation of teaching and learning.
- G12. To know the rules and institutional organization of the education system and models of quality in schools.
- G13. To know and analyze the historical characteristics of the teaching profession, its current status, perspectives and interaction with the social reality of the time.



Specific competences developed in the Specific module:

1. To know the cultural and educational value of the specific subjects and the content that is taught.
2. To know the history and perspectives of the classroom subjects in order to transmit a dynamic point of view.
3. To know contexts and situations in which the various course content is used or applied.
4. To know the theoretical and practical processes in teaching and learning different classroom subjects.
5. To transform the educational plan in work activities.
6. To acquire some criteria to select and develop educational resources.
7. To make different teaching-learning situations according to several methodological situations.
8. To integrate ICT tools in the development of different didactic projects.
9. To learn strategies and evaluation techniques and to understand the evaluation as a tool to regulate and encourage the effort.
10. To know and apply innovative teaching proposals in the field of specialization.
11. To analyze critically the process of teaching, the practicum and the direction using quality indicators.
12. To identify the problems of teaching and learning and to propose alternatives and solutions.
13. To understand and apply methods and techniques of research and evaluation and to be able to design and develop research, innovation and evaluation.

CLASSROOM WORK TRAINING ACTIVITIES			
ACTIVITY	Teaching-Learning	Relationship with Learning Outcomes	2,4 ECTS
CLASS ATTENDANCE	Showroom by the teacher, competency analysis, explanation and demonstration of skills, abilities and knowledge in the classroom.	RA, RB, RC	1,30
WORKSHOPS	Breakout sessions in groups supervised by the teacher. Case studies, diagnostic tests, problems, field study, computer room, visits, data search, libraries, networking, Internet, etc.. Meaningful construction of knowledge through interaction and student activity.	RA, RB, RC.	1
WORK GROUP EXHIBITION	Application of interdisciplinary knowledge.	RA, RB, RC	0,10
Total			(2,4*)

TRAINING ACTIVITIES INDEPENDENT STUDENT WORK			
ACTIVITY	Teaching-Learning	Relationship with Learning Outcomes	3,6 ECTS
GROUP WORK	Preparedness group readings, essays, problem solving, seminars, papers, reports, etc.. Work done in lectures, practical classes and / or small group tutoring. Work done on the platform of the university (www.plataforma.ucv.es)	RA, RB, RC	3,6
Total			(3,6*)

ASSESSMENT SYSTEM ACQUISITION OF SKILLS AND QUALIFICATIONS SYSTEM		
Evaluation Instrument	ASSESSED LEARNING OUTCOMES	Percentage awarded
INDIVIDUAL WORK	RA, RB, RC	40%
GROUP WORK	RA, RB, RC	40%
ATTENDANCE AND PARTICIPATION	RA, RB, RC	20%

DESCRIPTION OF CONTENTS Organization blocks of content or thematic groupings. Content development in teaching guides.	Basic skills
1.- Arts and Crafts characteristics, curricular sources and situation of the subject in the ESO, high school and Professional Training.	G1, G2, G4, G5, G6, G8, G10, G11, G13, E2, E3, E4, E6, E7, E8, E9, E11, E12
2 - The Arts and Crafts at Middle, High School Education and Professional Training: - Introduction: What is the curriculum? - The legal framework. - Psychological basis.	G2, G3, G4, G5, G7, G8, G9, G10, E1, E4, E11, E12
3. - Approaches curricular and educational practice.	G1, G5, G6, G8, G12, E1, E3, E11, E12.
4.- The Arts and Crafts curriculum in textbooks: a critical analysis.	G1, G2, G4, G5, G6, G10, G11, G15, G8, G12, E2, E3, E4, E6, E7, E8, E9, E11, E12



REFERENCES

- AGUIRRE ARRIAGA, I. (2005). *Teorías y prácticas en educación artística*. Barcelona: Octaedro-EUB.
- CAJA, J.(coord.), BERROCAL, M., FERNÁNDEZ IZQUIERDO, J.C., FOSATI, A., GONZÁLEZ RAMOS, J. M^a., MORENO, F.M. y SEGURADO, B. (2014). *La educación visual y plástica hoy. Educar la mirada, la mano y el pensamiento*. Barcelona: Graó.
- *DECRETO 87/2015, de 5 de junio, del Consell, por el que establece el currículo y la ordenación general de la Educación Secundaria Obligatoria y el Bachillerato en la Comunitat Valenciana.*
- *DECRETO 185/2014, de 31 de octubre, del Consell, por el que se establecen veinte currículos correspondientes a los ciclos formativos de Formación Profesional Básica en el ámbito de la Comunitat Valenciana.*
- EISNER, E.W.(2012) *Educación la visión artística*. Barcelona: Paidós.
- HUERTA, R. (ed) (2002) *Los valores del arte en la enseñanza*. Valencia: UV.
- *Ley Orgánica 2/2006, de 3 de mayo, de Educación.*
- *Ley Orgánica 8/2013, de 9 de diciembre, para la Mejora de la Calidad Educativa*
- *Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación.*
- MORENO, J.M. (2006), “Profesorado de Secundaria y calidad de la educación. Un marco de opciones políticas para la formación y el desarrollo profesional docente”, en *Revista de Currículo y Formación de Profesorado*, 10-1 pp. 1-22.
- *REAL DECRETO 1505/2014, de 26 de diciembre, por el que se establece el currículo básico de la ESO y el Bachillerato.*

REVISTAS ESPECIALIZADAS:


- EARI Educación Artística, Revista de Investigación. Valencia: Instituto de Creatividad e Innovaciones Educativas de la Universitat de València. Anual. (1er número 2003).
- REVISTA ELECTRÓNICA DE INVESTIGACIÓN, DOCENCIA Y CREATIVIDAD Granada : Asociación de Docencia y Creatividad. (1er número septiembre, 2011 - agosto, 2012)
- Cuadernos de Educación Artística. Revista electronica de Arte, Educación e Investigación. Chile (1er número 2012)

	BLOCK CONTENT / TEACHING UNIT
1	Arts and Crafts in education system
2	The formative and cultural value of Artistic Education.
3	Basic Skills and Arts and Crafts (Curricular approaches and educational practice; Practical work on curricular material)
4	The curriculum in ESO, high school and Professional Training. Legal framework. (Curricular approaches and educational practice; Practical work on curricular material)


Addendum to the Course Guide of the Subject “Arts and Crafts in secondary education, high school and professional training”

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

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:

The practical part of the subject will be supplemented with the visualization and analysis of both projects and videos, as well as their corresponding explanation and resolution of doubts.

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

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.

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

Comments to the Assessment System:

There will be no changes in the assessment tools. Assessment tools and percentages are specified in the teaching guide. Assessment tests will be done in the campus or online via specified resources.