

## COURSE PROGRAM

Academic Year: 2023/2024

Identification and characteristics of the course			
Code	501542 (FEyP) 501580 (FFP) 502000 (CUSA) 502853 (Bilingüe)	ECTS Credits	6
Course name (English)	General Didactics		
Course name (Spanish)	Didáctica General		
Degree programs	Bachelor's Degree in Primary Education		
Faculty/School	Faculty of Education and Psychology (FEyP). Faculty of Teacher Training (FFP). Santa Ana University Center (CUSA)		
Semester	2	Type of course	Basic (type II)
Module	Basic formation		
Matter	Educational processes and contexts		
Lecturer/s			
Name	Office	E-mail	Web page
Manuel Montanero Fdez (G1)	A4 (FEyP)	mmontane@unex.es	
María Jesús Fernández Sánchez (G2)	A7 (FEyP)	mafernandezs@unex.es	
Daniel Cambero Rivero (G3)	Prof. Anexo (FEyP)	danielcambero@unex.es	
Alberto González Fernández (G4)	Sala prof. (FEyP)	albertogf@unex.es	
María Inmaculada Pedrera Rodríguez (G1)	1.1.7 (FFP)	inmapedrera@unex.es	
M <sup>a</sup> Gloria Solís Galán (G2)	1.3.8 (FFP)	glsolisg@unex.es	
M <sup>a</sup> Rosa Mateos García (Gbilingüe)	1.3.8 (FFP)	roseteos@unex.es	
María Gordillo (CUSA)	4 (CUSA)	mgordillgt@unex.es	
Subject Area	Didactics and School Organization		
Department	Educational Sciences		
Coordinating Lecturer (If more than one)	Manuel Montanero Fernández (all faculties and FEyP) María Inmaculada Pedrera Rodríguez (FFP)		
Competencies*			
1. CG2: To design, plan and evaluate teaching-learning processes, both individually and in collaboration with other teachers and professionals from the school.			

\* The sections concerning competencies, course outline, educational activities, teaching methodologies, learning outcomes and assessment systems must conform to that included in the ANECA verified document of the degree program.

2. CG10: To reflect on classroom practices to innovate and improve teaching. Acquire habits and skills for autonomous and cooperative learning and promote it among students.
3. CE9: To analyze teaching practice and the institutional conditions that frame it.
4. CE11: To know the processes of interaction and communication in the classroom.
CE12: To approach and resolve disciplinary problems
CE13: To promote cooperative work and individual work and effort.
CE16: To design, plan and evaluate teaching activity and learning in the classroom.
CE17: To know and apply innovative experiences in primary education.
CT1.1: To publicly present ideas, problems and solutions in a logical, structured manner, both orally and in writing.
CT1.3: To use the new information technologies as a tool for intellectual work and as an essential element for information, learning and communication.
CT1.4: To manage and use social and interpersonal skills in relationships with other people and work cooperatively in multidisciplinary groups.
CT2.2: To efficiently use a set of resources, techniques and learning strategies that facilitate autonomous, responsible and continuous learning throughout life.
CT2.4: To maintain an attitude of innovation and creativity in the exercise of their profession.

### Contents

#### Course outline\*

Teaching-learning processes, interaction and communication in the classroom. Curriculum design and development. Teaching methods. Design and assessment of teaching activity and learning in the classroom. Analysis of teaching practice. Projects and experiences of educational innovation.

#### Course syllabus

Name of lesson 1: Curriculum design and development. Contents of lesson 1: Fundamentals of the Primary Education curriculum. Levels of curricular specification. Key competencies. Objectives and curricular contents. Teaching methods, activities and resources. Criteria, standards and assessment instruments. Description of the practical activities of lesson 1: To design a teaching unit.
Name of lesson 2: Teaching methods and strategies. Contents of lesson 2: Direct teaching. Cooperative and inquiry learning. Other methods and experiences of didactic innovation. Description of the practical activities of lesson 2: To plan and discuss several didactic proposals.
Name of lesson 3: Educational practice in the classroom. Contents of lesson 3: Communication and interaction in the classroom. Contextualization, development and supervision of activities in the classroom. Management of participation, well-being and work climate in the classroom. Analysis of teaching practice in the classroom. Description of the practical activities of lesson 3: To plan and discuss several practical cases (based on video recordings or dramatizations).

### Educational activities \*

Student workload in hours by lesson		Lectures	Practical activities				Monitoring activity	Homework
Lesson	Total	L	HI	LAB	COM	SEM	SGT	PS
<b>1</b>	52	15-17 h.				4-6 h.		30-35 h.
<b>2.1</b>	52	15-17 h.				4-6 h.		30-35 h.
<b>2.2</b>	44	12-14 h.				4-6 h.		25-30 h.

<b>Assessment **</b>	2	2						
<b>TOTAL</b>	<i>150 h.</i>	<i>45 h.</i>				<i>15 h.</i>		<i>90 h.</i>

L: Lectures (100 students)  
 HI: Hospital internships (7 students)  
 LAB: Laboratory or field practices (15 students)  
 COM: Computer room or language laboratory practices (30 students)  
 SEM: Problem classes or seminars or case studies (40 students)  
 SGT: Scheduled group tutorials (educational monitoring, ECTS type tutorials)  
 PS: Personal study, individual or group work and reading of bibliography

### Teaching Methodologies\*

1. Verbal exposition.
3. Commented reading of bibliographic materials.
4. Viewing of audio-visual materials and debate about them.
5. Exhibition of the works carried out autonomously.
6. Carrying out exams.
7. Case analysis and problem solving.
8. Experiences and practical applications.
9. Analysis and discussion of bibliographic and audio-visual materials.
10. Debates on current issues related to the subject.
11. Project design.
12. Guidance, decision making and resolution of doubts raised by the student.
13. Reading of documents before to the teacher's oral presentation.
14. Study of the subject and exam preparation.
15. Search of bibliographic material to carry out projects.
16. Realization of monographic works.
17. Analysis of texts and audio-visual materials.

### Learning outcomes \*

1. To understand the sources, ideological foundations, components and levels of specification of the Primary Education curriculum.
2. To eloquently argue controversial issues related to curriculum design and development in schools.
3. To specify the official curriculum (basic or autonomous) of Primary Education in coherent, realistic and inclusive teaching units.
4. To understand the meaning of teaching by key competencies in Primary Education and be able to apply it to the design of a teaching unit.
5. To understand several teaching methods and critically analyze their advantages and limitations.
6. To design sequences of direct instruction activities suitable for the teaching of conceptual and procedural contents of Primary Education.
7. To design sequences of cooperative and inquiry learning activities, suitable for Primary Education.
8. To plan learning innovations within the framework of curricular proposals, contextualized in Primary Education; co-assess teaching units, projects and innovation experiences, recognizing their strengths and weaknesses and arguing suggestions for improvement.
9. To be able to contextualize, develop, assess and manage teaching-learning activities in the classroom (through dramatizations and practical cases).
10. To analyze the teaching practice in the classroom (based on narrations, transcriptions or audio-visual recordings).

\*\* Indicate the total number of evaluation hours of this subject.

## Assessment systems \*

The assessment of this subject is governed by the Regulations for the Evaluation of Official Bachelor's and Master's Degrees of the University of Extremadura (DOE 212, of November 3, 2020).

The subject has two assessment modalities for all calls: continuous or final-global.

### a) Modality of continuous assessment.

Continuous assessment will include individual and group tasks aimed to verify the students' skills acquisition (40% of the final mark) and final tests in the official calls (60% of the final mark).

- The assessment activities (such as debates, didactic designs, practical case studies, knowledge questionnaires, participation, etc.) will take place in the classroom and in the virtual learning campus. They will have a "non-recoverable" character, so their mark will be maintained in the academic year calls. Attendance at the seminars will be part (as a requirement or partial mark) of the continuous assessment of the subject. The teacher may also offer non obligatory activities that allow obtaining an additional bonus in the final mark (not higher than 2 points).

- The final tests will consist of an objective test and another of practical cases, with a maximum duration of 2 hours.

### b) Modality of global final assessment

An alternative global assessment modality will also be offered, which would allow obtaining up to 10 in the final mark (with the same final tests as the continuous assessment modality), aimed at students who cannot attend classes regularly or who cannot do a significant part of continuous assessment tasks.

In any case, the possibility for students to pass the subject in the official calls for the final exam will be guaranteed, regardless of the evaluation modality chosen. The student will communicate to the professor by the procedure established in the regulations the type of evaluation chosen in the first three weeks of each semester. When a student does not make this communication, it will be understood that he opts for continuous evaluation. Once the type of evaluation has been chosen, the student will not be able to change in the ordinary call for that semester and will abide by the evaluation regulations for the extraordinary call.

In any case, the possibility to pass the subject in the official calls will be guaranteed, regardless of the assessment modality chosen. The student will communicate through the procedure established in the regulations the chosen assessment modality in the first three weeks of each semester. If a student does not make this communication, it will be understood that the continuous assessment modality has been chosen. Once the type of assessment has been chosen, the student will not be able to change in the ordinary call for that semester.

## Bibliography (basic and complementary)

### *Basic bibliography*

Decreto 103/2014, de 10 de junio, por el que se establece el currículo de Educación Primaria para la Comunidad Autónoma de Extremadura (DOE 114 de 16 de junio).

Medina, A. & Salvador, F. (coord.) (2009). *Didáctica General* (2ª ed.). Prentice may.

Montanero, M. (2019). *Didáctica General. Planificación y práctica de la enseñanza primaria*. Servicio de publicaciones de la UEx.

[https://www.unex.es/organizacion/servicios-universitarios/servicios/servicio\\_publicaciones/publicacion?id=1731](https://www.unex.es/organizacion/servicios-universitarios/servicios/servicio_publicaciones/publicacion?id=1731)  
Real Decreto 126/2014, de 28 de febrero, por el que se establece el currículo básico de la Educación Primaria (BOE, 52 de 1 de marzo).  
Real Decreto 157/2022, de 1 de marzo, por el que se establecen la ordenación y las enseñanzas mínimas de la Educación Primaria.

*Complementary bibliography*

Arnau, L. (2007). *Cómo aprender y enseñar competencias*. Graó.  
De la Herranz (coord.) (2008). *Didáctica General. La práctica de la enseñanza en la Educación Infantil, Primaria y Secundaria*. McGraw Hill.  
Moral, C. (coord.) (2010). *Didáctica. Teoría y práctica de la enseñanza*. Pirámide.  
Navarro, R. (coord.) (2011). *Didáctica y currículum para el desarrollo profesional docente*. Dykinson.  
\* Other bibliographic references and supporting documentation will be provided in the virtual learning space of the subject.

**Other resources and complementary educational materials**

In the virtual learning space of each group, students will have access to several learning support resources (questionnaires, forums, tasks, glossaries...), as well as all the essential documentation to pass the subject.