DIDACTICS: TEACHING THEORY AND PRACTICE

Curso 2020-2021
(Fecha última actualización: 12/07/2020)
(Fecha de aprobación en Junta de Dirección: 13/07/2020)

MODULE	SUBJECT	COURSE	SEMESTER	CREDITS	TYPE
EDUCATIONAL PROCESSES AND CONTEXTS	DIDACTICS: TEACHING THEORY AND PRACTICE	1º	2º	6	Basic training

LECTURER:	LECTURER CONTACT INFORMATION (address, telephone, e-mail, etc.)
Katia Caballero Rodríguez, PhD	Faculty of Education Dpt. Didactics and School Organisation **Katia Caballero Rodríguez** Office 240 or 241 E-mail: kaballero@ugr.es Tel.: 958 24 63 60 / 958 24 39 89
	OFFICE HOURS
	• Wednesday: 9.30 to 14.00 • Thursday: 12.30 to 14.00

DEGREE

Primary Education Degree

REQUIREMENTS AND/OR RECOMMENDATIONS

None.

BRIEF DESCRIPTION OF CONTENTS (ACCORDING MEMORY OF DEGREE VERIFICATION)

Teacher and teaching. Curriculum and action plan. Educational aims and purposes. Educational contents and competences. Teaching-learning models. Teaching customization. Direct teaching with the whole class. Teaching through collaborative-cooperative work teams. Teaching through inquiry and discovery. Autonomous work. Development of creative thinking in class. Class direction for teaching. Teaching assessment and evaluation. Educational innovation and improvement.

GENERAL AND SPECIFIC COMPETENCES

A specific number of competences have been taken into account to conform the following synthesis:

- Teaching White Paper (2005). Cross-curricular (or generic) competences valued by teachers and common competences to all Teaching degrees.

- Order ECI/3857/2007, by which verification requirements of official university degrees enabling Primary School teachers are established. Competences to be acquired by students:

  - C1. To know the curricular areas in Primary Education, the interdisciplinary relationship among them, the evaluation criteria and the body of didactic knowledge around the teaching and learning procedures.

  - C2. To design, plan and evaluate teaching and learning processes, individually as well as in collaboration with other school teachers and professionals.

  - C5. To foster living together in and outside class, solve discipline problems and contribute to the pacific problems solution. To encourage and value effort, perseverance and discipline.

  - C8. To keep a critical and autonomous relationship with regard to knowledge, values and the public and private social institutions.

  - C10. To reflect about practices in class to innovate and improve teaching activity. To acquire habits and skills to get an autonomous and cooperative learning and to promote it among students.

  - C12. To understand the function, possibilities and limits of the education in the current society and the basic competences that influence in primary schools and their professionals. To know models of quality improvement with application in schools.

Degree specific competences are defined in the Annex II within the Order ECI/3857/2007. They are going to be named as CDMx.y (CDM for Module Competence, x for the number of module and y for the number of competence within that module).

  - CDM2.3. To analyze the teaching practice and the framework of institutional conditions.

  - CDM2.4. To know the educational system historic evolution in our country and the political and legislative conditions determining educational activity.

  - CDM2.5. To know the interaction and communication processes in class.

  - CDM2.6. To tackle and solve discipline problems.

  - CDM2.7. To promote cooperative and individual work and effort.

  - CDM2.8. To promote values education oriented to active and democratic citizenship.

  - CDM2.9. To know and tackle school situations in multicultural contexts.

  - CDM2.10. To design, plan and evaluate teaching activity and learning in class.

  - CDM2.11. To know and apply innovative experiences in Primary Education.

  - CDM2.12. To participate in the educational project definition and in the school general activity, paying attention to quality management criteria.

  - CDM2.13. To know and apply methodologies and basic techniques of educational research and be able to design innovative projects identifying evaluation indicators.

OBJETIVOS (EXPRESADOS COMO RESULTADOS ESPERABLES DE LA ENSEÑANZA)

- To understand the concept of Didactics, its study object and other related terms.
- To know what curriculum is, its characteristics and elements that make it up.
- To choose the appropriate procedure to plan the curriculum.
- To have a methodological repertoire to promote significant and varied learning.
- To design instruments for learning evaluation.
- To connect evaluation methods with teaching methods.
- To develop different learning techniques in class.
- To know recommended guidelines for a good class management.
- To offer creative and pacific solutions for school conflicts.
- To encourage critical and creative reflection capacities to promote innovation and improvement in educational processes.
- To raise awareness on how teaching planning has to respond to students heterogeneity.

CONTENTS

THEORETICAL CONTENT:

Unit 1. Didactics and Curriculum.

Unit 2. Objectives, competences and educational contents.

Unit 3. Teaching methodology.

Unit 4. Techniques and strategies for learning.

Unit 5. Assessment and evaluation of the teaching-learning process.

Unit 6. Class management for teaching.

PRACTICAL CONTENT:

- Reflection about what a good teacher is.
- Simulation and analysis of teaching-learning situations.
- Analysis of the different levels of curricular concretion.
- Planning teaching from different approaches and including the design of evaluation instruments and materials.
- Creation of a system of rules applicable in a Primary Education class.
- Conflict prevention and resolution originated in a Primary Education class.
- Reading and commenting scientific articles published in English and related to Primary Education didactic aspects and drew from the University of Granada library database.

METHODOLOGY

Option A: For students who will attend class

The classroom dynamic will be focused on a Project-Based Learning methodology. Students will adopt an autonomous role to construct the subject through a project divided into two sub-projects. They will receive the lecturer's guide, support and supervision. This kind of methodology includes:

- AF1. Master lessons (if appropriate). Presentation in class of main concepts to clear up and guide the different sub-projects development.

- AF2. Practical activities (practical classes or teamwork). Oral and written activities as part of the project for students to learn and reflect on subject contents.

- AF5. Non-attending group activities. Teamwork to develop aspects related to the project.

- AF6. Academic supervision. Periodic group meetings to guide and revise the different proposed academic activities.

Attendance to classes will be mandatory.

To carry out the project of the subject, students will work in groups of five people and will have to fill in a group card given by the lecturer.

Option B: For students who will not attend to class

Students who want to belong to this option must apply for a unique and single evaluation. The methodology used will be the Project-Based Learning. Students must prepare a project independently, being able to deal with the material provided by the lecturer. These students will not receive a continuous follow up, but it is important to arrange an appointment with the lecturer in office hours to know the process of work. It is recommended to do it in the first two weeks, since the preparation of the project takes time.

Those who choose this option will have to give in an abstract and commentary of eight articles written in English. Articles must be related to the subject and selected from the University of Granada journals catalogue (printed or electronic version). Each article must contain a minimum of 10 pages.

Before starting to read, lecturer will have to approve the selected articles. The length of each abstract will be 20% of the article and the commentary between one and two pages. Together with the abstract and commentary of each article it will be attached the highlighted document as well as the bibliography (following APA format style available on the Internet).

The deadline to give in the project and the abstract and commentary of the eight articles is May (an appointment must be arranged by e-mail).

EVALUATION (EVALUATION CRITERIA, EVALUATION INSTRUMENTS AND PERCENTAGE OVER THE FINAL MARK, ETC.)

Evaluation criteria and percentages

Students that follow option A:

The value of the work performed during the semester will be calculated in relation to the following percentages and criteria:

- **Project. Teaching plan: 70%.** It will be written and defended orally in English and divided into two sub-projects as follows:

  - **Subproject 1. Didactic Unit based on Direct teaching (10-15 max): 35%.** This subproject will consist of preparing a Didactic Unit by using direct teaching methodology. The proper selection, development, sequence and interconnection of the curricular elements will be valued as well as the level of creativity.

  - **Subproject 2. Didactic Unit based on Project-Based Learning (10-15 pages max): 35%.** This subproject will consist of preparing a Didactic Unit through PBL methodology. The proper selection, development, sequence and interconnection of the curricular elements will be valued as well as the level of creativity.

    The predisposition to work in class hours and the group organisation will be also valued in every sub-project. The student cannot be absent more than 3 hours in a sub-project, otherwise will not pass it. If the student is absent more than 3 hours in total, the final mark will be reduced.

- **Final exam with materials: 30%.**

  * It will be necessary to pass the two subprojects separately, obtaining at least 1.7 points for each of them and 1.5 in the exam. In order to pass the subject a 5 must be reached.

Those who fail any of these three elements (subproject 1, subproject 2 and/or exam) will have to retake the corresponding part in the official date established by the Faculty.

EVALUATION INDICATORS

- **Written presentation**

The group as a team will be assessed by taking into consideration the following indicators:

- Foundation. Justify correctly the DU presented.
- Structure. Organise the content of the DU properly.
- Content. Include, formulate and describe properly the different elements of the DU.
- Sequence. The proposal includes a logical sequence for learning.
- Interconnection of elements. The curricular elements are connected with each other.
- Creativeness. Include innovative ideas.
- Pedagogical aim. The DU builds meaningful learning and is useful for students' life.
- Psychological aim. The DU is adapted to children to whom it is aimed.
- Attention to Diversity. The DU is adapted to students' diversity.
- Written expression in L2. Make a correct and understandable use of the L2.
- Team organisation. The team is well organised and make the most of the time.

These indicators will be also used for assessing the exam (except the last one).

- **Oral presentation**

Although the oral presentation will be in groups, each intervention will be assessed individually, valuing the following indicators:

- Synthesis capability. Selects and organise in an appropriate way the most relevant information of the sub-project.
- Oral clarity. Transmits the content in an understandable way.
- Attitude in front of the audience: Uses an adequate tone of voice, looks at the audience and feels self-confident.
- Foundation. Justifies correctly the ideas presented.
- Content. Formulate and describe properly the curricular elements.
- Oral expression in L2. Has skill to communicate in English.
- Creativeness: Innovates in presenting the contents.
- Organisation: Knows what has to be done and said.

- **Attendance and attitude**

They will be valued individually according to the following indicators:

- Level of cooperation. Shows commitment and participates together with the work team.
- Use of English as language of communication. Makes effort to use the L2 to speak either to the lecturer or the classmates.
- Attendance. Is permanently in class working on the project

Apart from mentioned, students can <u>voluntarily</u> read, summarize and comment an article written in English selected from the University of Granada journals catalogue (printed or electronic version). The abstract will have an extension of 20% article and the commentary between one and two pages. Together with the abstract and commentary of each article the highlighted document will be attached as well as the bibliography (following APA format style available on the Internet). Each article must content a minimum of 10 pages. Article recentness, relation to the subject, interest, accurate summarizing, quoting, commentary richness and argumentation will be aspects taken into account to raise marks. If within the same group several students decide to hand in this volunteer work, they will have to read different articles.

<u>Students that follow option B:</u>

1. **Project: 50%.** The characteristics of the Project will be the same as explained in the previous section for students that follow option A, but with a different percentage. There will not be oral defense.

2. **Readings: 20%.** Article recentness, relation to the subject, interest, accurate summarizing, quoting and commentary and argumentation will be aspects valued. It is compulsory to hand in abstract and commentary of each article to take into account the rest of marks.

3. **Exam with materials: 30%.**
   * To pass the subject it will be necessary to obtain 3 points out of 6 in the project and 2 out of 4 in the defense.

IMPORTANT ASPECTS OF THE SUBJET TO TAKE INTO CONSIDERATION:

- To read thoroughly the syllabus, especially the section of methodology and evaluation and ask for solving any doubt.
- **Style of works presentation: font Calibri 12, single line, a line among paragraphs, margins 2.5cm each side and justified text.**
- Those works not given in on time will not have value for evaluation.
- In general, no concession will be done after the deadline under no avoidable circumstances with a good organisation.
- **Watch out plagiarism! Those students, who copy texts from other authors without quoting them, will automatically fail the practice part and, therefore, the subject as well.**
- It is recommended to arrange an appointment for office hours in order to avoid waiting. You can contact lecturer through e-mail.

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SITUATION A (BLENDED LEARNING)

OFFICE HOURS

TIMETABLE	TOOLS
Wednesday: 9.30 to 14.00 Thursday: 12.30 to 14.00	Prado & Google Meet

MEASURES TO ADAPT TEACHING

There will not be special measures. The methodology will continue being applied the same. Place-based classroom, Prado and Google Meet will be the meeting points for teaching and learning.

MEASURES TO ADAPT ASSESSMENT

Ordinary Call

- See page 4, 5 and 6

Extraordinary Call

- See page 4, 5 and 6

Unique and Final Assessment

- See page 4, 5 and 6

SITUATION B (ONLINE LEARNING)

OFFICE HOURS

TIMETABLE	TOOLS
Wednesday: 9.30 to 14.00 Thursday: 12.30 to 14.00	Prado & Google Meet

MEASURES TO ADAPT TEACHING

- There will not be special measures. The methodology will continue being applied the same. Prado and Google Meet will be the meeting points for teaching and learning.

MEASURES TO ADAPT ASSESSMENT

Ordinary Call
• See page 4, 5 and 6
Extraordinary Call
• See page 4, 5 and 6
Unique and Final Assessment
• See page 4, 5 and 6

ADDITIONAL INFORMATION
Dates for the Projects' submission and defence will be published in Prado