UAB

Universitat Autònoma de Barcelona

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Teaching and Curricular Development

Code: 102068
ECTS Credits: 6

Degree	Type	Year	Semester
2500798 Primary Education	FB	2	1

Contact

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Teachers

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Use of languages

Principal working language: catalan (cat)

Some groups entirely in English: Yes

Some groups entirely in Catalan: Yes

Some groups entirely in Spanish: No

Prerequisites

Education and Curriculum Development is a second-year subject of the degree in Primary Education. As it follows on from the first-year subjects *Education and Educational Contexts* and *Contemporary Theories and Practices in Education*, a minimum proficiency level is required in these latter subjects in order to take full advantage of it. Competencies in **education and educational contexts** are closely related to those required in education and curriculum development. Similarly, educational contexts and contemporary theories and practices are part of the foundations of education and curriculum development.

Objectives and Contextualisation

During this year, student teachers will learn about teaching and learning processes and they will analyse, on the one hand, curricular approaches within learning and teaching methods and, on the other, the curriculum perspective in primary education.

Education and Curriculum Development will continue in the 3rd year with the subject *Planning, Research and Innovation*. This latter will go into detail about teaching and curriculum approaches, with specific reference to planning, research and innovation.

In this way, this subject aims to establish theoretical and practical benchmarks for working in primary education.

This year prepares student teachers to:

1. Understand curriculum conceptions and how these are related to *didactics*.
2. Analyse the structure of the current primary education curriculum.
3. Analyse the components of *didatics* and curriculum development by competencies.
4. Design teaching and learning processes according to learning groups' needs.

5. Think about the teacher's role in relation to tutorial intervention and management and dynamics of learning groups.

Skills

- Design and regulate learning spaces in contexts of diversity that take into account gender equality, equity and respect for human rights and observe the values of public education.
- Design, plan and evaluate teaching and learning activity in the classroom.
- Develop the functions of tutoring and guidance of pupils and their families, attending to the pupils own needs. Understand that a teachers functions must be perfected and adapted in a lifelong manner to scientific, pedagogical and social changes.
- Know the curricular areas of Primary Education, the interdisciplinary relation between them, the evaluation criteria and the body of didactic knowledge regarding the respective procedures of education and learning.
- Recognise and evaluate the social reality and the interrelation of factors involved as a necessary anticipation of action.
- Respect the diversity and the plurality of ideas, people and situations.

Learning outcomes

1. Analyse the characteristics of a quality tutorial.
2. Analyse the learning processes in the classroom and outside the classroom.
3. Design and develop learner assessments.
4. Design teaching strategies according to the varying needs and characteristics of groups.
5. Design tutorial processes in accordance with an analysis of pupils needs.
6. Exchanging experiences, ideas, know-how and values with the work group, while respecting the opinions and insights of the different individuals in the group.
7. Identifying the curricular areas in the primary stage.
8. Planning teaching/learning initiatives which address diversity in the classroom.
9. Understand the evaluative approach, specifically evaluation criteria in primary education.
10. Understand the processes that occur in educational activities and their impact on training while accepting that the exercise of the educational function must be refined and adapted lifelong to scientific, educational and social changes.

Content

THE CONTENTS OF THE SUBJECT ARE:

First block: Didactics and curricular theory

1. *Didactics* and Curriculum: conceptual approach.
2. Curriculum theories.
3. Curriculum foundations.

Second block: Curriculum design and development

4. Structure of the Curriculum of Primary education.
5. Key competencies as a cross-curricular topic within curriculum design and development.
6. Classroom planning: from competencies to objectives, selection and sequencing of topics, methodology strategies for developing competencies, and learning assessment.

Third block: Teacher's role and group management

7.Teacher's role: from planning to assessment, the tutoring role.
8. Management and dynamics of a learning group.

Methodology

The **methodological proposal** is designed within the principle of multivariate methodological strategies in order to facilitate active participation and the construction of the learning process by students.

Thus, we propose whole-group lectures and also seminars that allow work to be done in small groups with a focus on cooperative learning.

Autonomous work is going to be intensified. Within this framework, the teacher has to support the students frequently and has to provide them with resources in order to guide their learning process.

Tutorial interventions will be an important part of the working methodology.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Seminars. Cooperative learning activities in which the students work in groups. These activities will be structured in a specific way and will be known at the beginning of the subject. Likewise, these activities will further develop and apply the contents	15	0.6	2, 1, 10, 9, 4, 3, 5, 7, 6, 8
Whole group. Lectures in which the teacher takes an active role and gets the students involved in the teaching process. Its aim is to present contents, give instructions, carry out individual and group activities, and make other propositions	30	1.2	2, 1, 10, 9, 4, 3, 5, 7, 6, 8
Type: Supervised			
Supervisory. Group work, tutorial interventions and delivery of work	16	0.64	3, 6
Type: Autonomous			
Autonomous	75	3	3, 6

Evaluation

The evaluation is according to the "Criteris i pautes generals d'avaluació de la Facultat de Ciències de l'Educació" aprovat per la COA a 28 de maig de 2015 i modificat a la Junta de Facultat del 6 d'abril del 2017 (http://www.uab.cat/web/estudiar/graus/informacio-academica/avaluacio/normativa-1345725436339.html).

The **evaluation** of this subject is carried out by monitoring the student teacher's learning process in the seminars and the tutorial interventions. This monitoring process will allow us to take decisions about the development of the subject. At the end, we are going to verify if learning results agree with competencies and goals.

There are three **assessment components**:

1. Work seminar and all the **practice activities/exercises/tests** that will be done (5 is the minimum mark needed to pass each one). Student teachers should do 3 practice activities. One of these is to design a unit plan. At least 80% of the **seminars** must be **attended**. Otherwise, this part of the subject will be failed. Consequently, the entire subject is also going to be failed.
2. **Group presentation** of the unit plan (5 is the minimum needed to pass this).
3. **Test/Exam** (written, individual and in-class) based on the content and readings (5 is the minimum needed to pass). If the exam is failed, the student teacher can retake it. The retaken exam/test will also be written, individual and in-class (5 is the minimum needed to pass).

To pass the subject, the student teacher has to do all the **practice activities/exercises/tests and the exam**, and deliver (and when necessary, defend,) them on time. Likewise, the student teacher must **pass each one separately** (5is the minimum pass mark for each one).

Another aspect to consider is the **weight of each one** of these components (see the next table for this).

Likewise, all activities (individual and group) will consider the proofreading, writing and formal presentation. Students should be able to express themselves with fluency and accuracy and should show a high degree of understanding of academic texts. An activity can be returned (not rated) or suspended if the teacher believes that does not meet these requirements. To pass this subject, the student should have good general communicative competence, both orally and in writing, and a good command of the language or the vehicular languages that appear in the teaching guide.

If the teacher identifies **plagiarism** or the attempted copying of any work/ practice activity/ exercise it will be given a fail mark of 0, which will be reflected in the final grade. In the same way, if **copying or an obvious attempt at copying**, is detectedin the exam, this will also be given a fail mark of 0, tobe reflected in the final grade. In the event of subsequent plagiarism or attempted copying, the subject will be given a fail grade of 0.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Presentation and defence of one practice (group assessment)	5%	2	0.08	2, 1, 10, 9, 3, 5, 7, 6
Test/exam (individual assessment)	50%	4	0.16	2, 1, 10, 9, 7
Work done in the seminars, delivery of tests/practice activities (group assessment and individual assessment)	45%	8	0.32	2, 1, 10, 9, 4, 3, 5, 7, 6, 8

Bibliography

Compulsory readings

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