STUDY GUIDE

Didactics
Bilingual programme

Degree in Teacher Training Infant Education
C.U. Cardenal Cisneros
Universidad de Alcalá

Academic year 2014/15
Year: 1st – First Term
1. PRESENTATION

The subject of **Didactics** is part of the module of Education.

**Didactics** focuses on the study of the teaching-learning process. Knowledge of Didactics is therefore essential for any teacher, because it is they who will teach the most appropriate attitudes and learning strategies for lifelong learning.

**Didactics** centres on studying all valid principles and techniques for teaching any subject or discipline. It studies teaching in general, as a whole. Specific didactics studies particular issues, in relation to a stage of education (teaching of infants, primary, adults, etc), or in relation to different disciplines, for example mathematics, languages, or music.

Since bilingual education became popular in Spain, the learning of English as a Foreign Language has evolved dramatically from being a subject in the school curriculum to be considered a real communication tool to create meaning in most content areas. This shift must be considered in the training of the future Primary Education teachers.

**Prerequisites and recommendations**

Students should have passed the Bilingual route entry exam whose level corresponds to an A2 level according to the Common European Framework of Reference\(^1\).

---

\(^1\) More information can be found here: [http://www.coe.int/T/DG4/Portfolio/?L=E&M=/main_pages/levels.html](http://www.coe.int/T/DG4/Portfolio/?L=E&M=/main_pages/levels.html)
2. COMPETENCES

Generic competences:

- To know the objectives, the curriculum content and assessment criteria of Infant Education. (CG1)
- To promote and facilitate learning in early childhood, from a global and integrated perspective, of the cognitive, emotional, psychomotor and volitional dimensions (CG2)
- To design and regulate learning spaces in contexts of diversity that for the unique educational needs of students, gender equality, equity and respect for human rights. (CG3)
- To know the organization of infant schools and the diversity of actions its functioning comprises. To assume that the exercise of the teaching has to be refined and adapted to scientific, pedagogical and social changes throughout life. (CG9)
- To reflect on classroom practices to innovate and improve teaching. To acquire habits and skills for independent and cooperative learning and to promote it in students. (CG11)

Specific competences:

- To understand the processes of learning and education in the period 0-6 years, in the family, social and school context. (C1)
- To know how to promote the acquisition of habits related to autonomy, freedom, curiosity, observation, experimentation, imitation, acceptance of rules and limits, symbolic and heuristic play. (C3)
- To know the pedagogical dimension of interaction with peers and adults and know how to promote participation in group activities, collaborative work and individual effort. (C4)
- To understand that the daily dynamics in infant education is changeable depending on each student, group and situation, and know how to be flexible in the practice of the teaching function. (C9)
- To know how to work in teams with other professionals in and outside the school in the attention of each student, as well as in the planning of learning sequences and in the organisation of work situations in the classroom and play space, identifying the peculiarities of the periods 0-3 and 3-6. (C11)
- To participate in the development and monitoring of infant education projects in the framework of school projects and in collaboration with the territory and with other professionals and social workers. (C15)
- To know the laws governing infant schools and their organisation. (C16)
3. CONTENTS

<table>
<thead>
<tr>
<th>Modules</th>
<th>Total hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MODULE I. Didactics and the Curriculum&lt;br&gt;Unit 1. Conceptualisation of Didactics&lt;br&gt;Unit 2. The curriculum: concepts and foundation. The curriculum for the Primary Education.</td>
<td>• 12 hours</td>
</tr>
<tr>
<td>MODULE II. The planning of teaching for learning&lt;br&gt;Unit 3. Objectives and competences&lt;br&gt;Unit 4. Activities and resources&lt;br&gt;Unit 5. Methodology&lt;br&gt;Unit 6. Evaluation</td>
<td>• 36 hours</td>
</tr>
</tbody>
</table>

4. TEACHING-LEARNING METHODOLOGY. FORMATIVE ACTIVITIES

4.1. Credit distribution

Lessons will be structured throughout the term in three different ways:

1. *Theoretical lessons* or lectures (big group, 30 hours)<br>   These will rely on the teacher’s explanations and the necessary resources, as well as on activities such as communication-based work (pair or group discussions), information searching, question answering based on different texts, and others, all aimed at consolidating the theoretical contents. Based upon these activities, the student will develop each of the units’ notes. The work here will mainly be done individually and in small- to medium-sized groups.

2. *Practical lessons* (medium group, 15 hours)<br>   These will consist of activities such as problem solving, analysis of legal documents or other materials, film viewing and commenting, resource creation or adaptation, and the use of Information and Communication Technologies (ICT) for different purposes. During these sessions the work will be done individually, in pairs and small- to medium-sized groups.

3. *Seminars* (small group, 3 hours).<br>   The seminars will consist of case studies, cooperative group work, tutorial sessions and the final project’s oral presentations. The work here will be done in the groupings previously fixed for the development of the final project.
Apart from the above detailed 48 hours of lesson attendance, the student must also complete 102 hours of independent work at home, which will include finishing activities from class, preparing presentations, reading articles or other texts, and revising the subject contents. Questions will be answered during tutorial hours.

<table>
<thead>
<tr>
<th>Total number of hours (6 ECTS): 150</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of hours of classroom attendance: 48</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Number of hours of independent learning: 102</td>
</tr>
</tbody>
</table>

4.2. Methodological strategies, materials and resources

The teaching-learning methodology will be based on the CLIL (Content and Language Integrated Learning) approach, whose main aim is to create a communicative atmosphere and to involve the students actively in high-order thinking processes. Thus, students will be improving their competence in the English language and, at the same time, learning the subject contents. In addition, they will be helped to reflect upon the “mechanics” of this approach, enabling them to transfer their learning experience to their teaching practice.

The contents will therefore be worked through the English language, and methodology will vary according to the type of grouping, but will always be active and require the student’s participation. The teacher will act as a facilitator of learning, providing resources and explanations, whilst the assistant teacher will support the linguistic area and enhance cooperative work.

During the development of the unit, students will be provided with various handouts in order to complete the activities through which the unit contents will be worked. All these activities, once completed, will compose the student’s workbook. Throughout the whole term, students will have access to the library, to the digital interactive whiteboard in the classroom and to several other Information and Communication Technologies (ICT) in order to develop their work and carry out theoretical and practical activities. Additionally, the on-line platform will allow them to contact the teacher, receive additional material and hand in their activities once they have been completed. They will also receive e-mails from the teacher regularly, reminding them of their homework, materials they should bring to class, as well as any useful tips or suggestions.
<table>
<thead>
<tr>
<th>Group work and revisión</th>
<th>0</th>
<th>5</th>
<th>5</th>
<th>0</th>
<th>20</th>
<th>10</th>
<th>0</th>
<th>45</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent / individual work and revision</td>
<td>20</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>18</td>
<td>10</td>
<td>0</td>
<td>53</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>10</td>
<td>17</td>
<td>0</td>
<td>41</td>
<td>38</td>
<td>0</td>
<td>150</td>
</tr>
</tbody>
</table>

5. **ASSESSMENT**: assessment criteria, report criteria and assessment procedures

Relationship between specific competences and assessment criteria
<table>
<thead>
<tr>
<th>Competences</th>
<th>Assessment criteria</th>
</tr>
</thead>
</table>
| To understand the processes of learning and education in the period 0-6 years, in the family, social and school context. (C1) | - Explains correctly the main topic areas of Didactics.  
- Shows interest in applying theoretical knowledge to practice.  
- Knows the specific vocabulary for the content of the curriculum very well in English and Spanish. |
| To know how to promote the acquisition of habits related to autonomy, freedom, curiosity, observation, experimentation, imitation, acceptance of rules and limits, symbolic and heuristic play. (C3) | - Shows interest in applying theoretical knowledge to practice. |
| To know the pedagogical dimension of interaction with peers and adults and know how to promote participation in group activities, collaborative work and individual effort. (C4) | - Identifies the different methodological principles and selects the most suitable for each moment and age.  
- Designs evaluation systems and values the importance of it in different areas. |
| To understand that the daily dynamics in infant education is changeable depending on each student, group and situation, and know how to be flexible in the practice of the teaching function. (C9) | - Identifies the different methodological principles and selects the most suitable for each moment and age.  
- Shows interest in applying theoretical knowledge to practice. |
| To know how to work in teams with other professionals in and outside the school in the attention of each student, as well as in the planning of learning sequences and in the organisation of work situations in the classroom and play space, identifying the peculiarities of the periods 0-3 and 3-6. (C11) | - Works as a team assuming individual responsibility for achieving common goals. |
| To participate in the development and monitoring of infant education projects in the framework of school projects and in collaboration with the territory and with other professionals and social workers. (C15) | - Manages with ease the legislation on education of infant education.  
- Determines the different key curriculum levels.  
- Shows interest in applying theoretical knowledge to practice.  
- Explores the reality from a critical point of view.  
- Designs appropriate strategies to develop skills in students.  
- Develops educational syllabus designed for real contexts.  
- Designs evaluation systems and values the importance of it in different areas. |
| To know the laws governing infant schools and their organisation. (C16) | - Manages with ease the legislation on education of infant education.  
- Determines the different key curriculum levels. |

**Assessment criteria**

- Explains correctly the main topic areas of Didactics.  
- Manages with ease the legislation on education of infant education.  
- Determines the different key curriculum levels.
- Identifies the different methodological principles and selects the most suitable for each moment and age.
- Shows interest in applying theoretical knowledge to practice.
- Explores the reality from a critical point of view.
- Designs appropriate strategies to develop skills in students.
- Develops educational syllabus designed for real contexts.
- Designs evaluation systems and values the importance of it in different areas.
- Works as a team assuming individual responsibility for achieving common goals.
- Knows the specific vocabulary for the content of the curriculum very well in English and Spanish.

Report criteria:

The report criteria define, according to the degree of achievement of the established assessment criteria, the mark that corresponds to the student.

<table>
<thead>
<tr>
<th>Assessment criterion</th>
<th>Weight(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explains correctly the main topic areas of Didactics.</td>
<td>10</td>
</tr>
<tr>
<td>Manages with ease the legislation on education of infant education.</td>
<td>7</td>
</tr>
<tr>
<td>Determines the different key curriculum levels.</td>
<td>6</td>
</tr>
<tr>
<td>Identifies the different methodological principles and selects the most suitable for each moment and age.</td>
<td>10</td>
</tr>
<tr>
<td>Shows interest in applying theoretical knowledge to practice.</td>
<td>10</td>
</tr>
<tr>
<td>Explores the reality from a critical point of view.</td>
<td>7</td>
</tr>
<tr>
<td>Designs appropriate strategies to develop skills in students.</td>
<td>10</td>
</tr>
<tr>
<td>Develops educational syllabus designed for real contexts.</td>
<td>10</td>
</tr>
<tr>
<td>Designs evaluation systems and values the importance of it in different areas.</td>
<td>10</td>
</tr>
<tr>
<td>Works as a team assuming individual responsibility for achieving common goals.</td>
<td>10</td>
</tr>
<tr>
<td>Knows the specific vocabulary for the content of the curriculum very well in English and Spanish.</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Continuous assessment. Ordinary and extraordinary sittings:

<table>
<thead>
<tr>
<th>Assessment criterion</th>
<th>Group and Individual Activities</th>
<th>Final work and self-assessment</th>
<th>Practical activities and self-assessment</th>
<th>Exam</th>
<th>WEIGHT (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explains correctly the main topic areas of Didactics.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>10</td>
</tr>
<tr>
<td>Manages with ease the legislation on education of infant education.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>7</td>
</tr>
<tr>
<td>Determines the different key curriculum levels.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>6</td>
</tr>
<tr>
<td>Identifies the different methodological principles and selects the most suitable for each moment and age.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>10</td>
</tr>
<tr>
<td>Shows interest in applying theoretical knowledge to practice.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Explores the reality from a critical point of view.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Designs appropriate strategies to develop skills in students.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Final work and self-assessment</td>
<td>Exam</td>
<td>WEIGHT (%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
<td>-------------------------------</td>
<td>------</td>
<td>------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develops educational syllabus designed for real contexts.</td>
<td>X</td>
<td></td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Designs evaluation systems and values the importance of it in different areas.</td>
<td>X</td>
<td>X</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works as a team assuming individual responsibility for achieving common goals.</td>
<td>X</td>
<td></td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knows the specific vocabulary for the content of the curriculum very well in English and Spanish.</td>
<td>X</td>
<td>X</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>25</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Final assessment. Ordinary and extraordinary sittings:**

<table>
<thead>
<tr>
<th>Assessment criterion</th>
<th>Final work and self-assessment</th>
<th>Exam</th>
<th>WEIGHT (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explains correctly the main topic areas of Didactics.</td>
<td>X</td>
<td>X</td>
<td>10</td>
</tr>
<tr>
<td>Manages with ease the legislation on education of infant education.</td>
<td>X</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Determines the different key curriculum levels.</td>
<td>X</td>
<td>X</td>
<td>6</td>
</tr>
<tr>
<td>Identifies the different methodological principles and selects the most suitable for each moment and age.</td>
<td>X</td>
<td>X</td>
<td>10</td>
</tr>
<tr>
<td>Shows interest in applying theoretical knowledge to practice.</td>
<td>X</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Explores the reality from a critical point of view.</td>
<td>X</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Designs appropriate strategies to develop skills in students.</td>
<td>X</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Develops educational syllabus designed for real contexts.</td>
<td>X</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Designs evaluation systems and values the importance of it in different areas.</td>
<td>X</td>
<td>X</td>
<td>10</td>
</tr>
<tr>
<td>Works as a team assuming individual responsibility for achieving common goals.</td>
<td>X</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Knows the specific vocabulary for the content of the curriculum very well in English and Spanish.</td>
<td>X</td>
<td>X</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment system:**

The assessment system that must be followed is based on the regulation of assessment of learning processes of the Universidad de Alcalá. This regulation establishes, among others, the following guidelines:

1. This subject has an ordinary exam in January and extraordinary one in June.
2. The ordinary exam will be developed under the continuous assessment system.
3. If a student cannot follow the continuous assessment in order to sit the ordinary exam, they should request final assessment to the course coordinator. This request will be presented during the first two weeks of the term, and will be analysed by the University’s Head Teachers, who may or may not accept it.
4. The extraordinary exam is for those students who do not pass the ordinary one, and will always be based on a final assessment system.
5. The characteristics of continuous and final assessment are described in the present study guide.
6. For further information about regulations on assessment, the following link can be visited:

6. BIBLIOGRAPHY

Basic bibliography.

The following references will constitute the basic bibliography for the course, and more specific textbooks or journal articles will be provided throughout the term for each of the units of the syllabus.


Juan Manuel Álvarez explain in the chapters of this book several topics: the change that implies of Pedagogy as Educational Science, the curriculum as a field of study, the epistemological foundation, the social and ethical educational assessment, interdisciplinarity as an alternative to organize the curricular knowledge and the teacher training.


The contents of the book have a theoretical and practical character. The first three chapters set the basis of basic competences, as provided by law. Later, it begins the practical part: how to program with competences, How to assess them, and practical proposals for programming with competences, according to LO . It is completed with two annexes with a glossary of key terms refer to the text as well as an extensive bibliography and documentary sources that help to broaden and deepen the different topics.


The syllabus is more than defining objectives, sequencing contents and planning activities. In this book we can find ideas and practices about different educational stages explaining what must be taken into account in the programming and how to do it.


An essential reference book to understand the origins and development of the CLIL approach in Europe. It contains both theoretical and practical information.


Amparo Escamilla stated in this practical book about how to programming with competences: what to consider, essential clues, suggestions and proposals for the classroom. The author tries to demonstrate that the competence approach is an orientation closely linked to meaningful learning: the principle of globalization and techniques on how to learn: It provides elements of great interest for the initial training of future teachers.


In education, the identification of core competences as a benchmark for various frameworks and contexts is essential. Thus, based on the conviction of the value of competences to achieve higher levels of quality and equity, the book argues that its development should not be left to chance or improvisation, so that the systematic work helps to ensure projection. This book places special emphasis on the definition of the competences, functions, relation to the curricular elements and their integration into the documents of the center and alternatives for development, and so on. This book offers practical suggestions and strategies for developing competences in infant, primary and secondary.

This digest discusses the role of curriculum models in early childhood education. The digest discusses comparative evaluations of models and points out that research suggests that models do affect child outcomes. It is suggested that there may be potential negative consequences associated with highly structured, academic preschool programs.


This excellent book is a practical guide to the effective current teaching practice in early childhood education. The book provides teachers with a broad and diverse range of teaching techniques. The organisation of the book allows teachers to dip in and dip out, trying out different strategies. The techniques range from simple methods, such as describing and listening, to complex techniques like scaffolding. The authors also explore approaches such as the Reggio Emilia Approach, the anti-bias curriculum, High/Scope preschool program, and a strategic approach used in the Department of Early Childhood Studies (University of Melbourne) Children’s Centre.


This book encourages readers to explore significant aspects of current thinking in primary education (for ages three to 13 years) focusing on pedagogy: the study of processes of teaching. The authors consider contexts, knowledge, skills and curriculum within a framework of practice. A distinctive feature is the voices of teachers, children, parents, advisors and inspectors.

The book covers: learning, knowledge and pedagogy; pedagogic issues, application of practice. The authors also present a discussion of national strategies and The National Curriculum update for 2000, discussions of a world-wide curriculum, and ICT and citizenship viewed as tools for developing aspects of pedagogy.

• Salinas, D (2002). *Mañana Examen. La evaluación: entre la teoría y la realidad*. Barcelona: GRAO.

On this book Salinas reflects on the problems commonly faced by teachers in the field of student assessment. Assessment is not easy, since it involves value judgments about the learning process, and even harder to make these judgments in grades.

**Electronic resources.**

- [www.educationworld.com/](http://www.educationworld.com/)
- [www.eslpartyland.com/](http://www.eslpartyland.com/)
- [www.globalschoolnet.org/gsh/project/gg/](http://www.globalschoolnet.org/gsh/project/gg/)
- [www.kidlink.org](http://www.kidlink.org)
- [www.sciencegeek.net/lingo.html](http://www.sciencegeek.net/lingo.html)
- [www.sparklebox.co.uk/cll/story/handa.html](http://www.sparklebox.co.uk/cll/story/handa.html)
- [www.teacherstv.com](http://www.teacherstv.com)