STUDY GUIDE

DIDACTICS

**Degree in Primary Teacher Training
Bilingual Programme
C.U. Cardenal Cisneros
Universidad de Alcalá**

**Academic Year 2023-24
1st Year - 1st Term**

STUDY GUIDE

Nombre de la asignatura:	**Didactics**
Código:	**510001**
Titulación en la que se imparte:	**Degree in Primary Teacher Training Bilingual Programme**
Departamento y Área de Conocimiento:	**Department of Education**
Carácter:	**Basic Training**
Créditos ECTS:	**6**
Curso y cuatrimestre:	**1st year, 1st term**
Profesorado:	**Eva Peñafiel Pedrosa**
Horario de Tutoría: Número de despacho Correo electrónico	**Monday 9:45-10:40 and Thuesday 9:45 a 11:40 29 eva.penafiel@cardenalcisneros.com**
Idioma en el que se imparte:	**English**

1. PRESENTATION

Cardenal Cisneros University College guarantees its students that, if, due to sanitary demands, competent authorities should suspend face-to-face teaching partially or totally, teaching plans will achieve their aims through an online teaching-learning methodology and an online assessment process, and will retake face-to-face teaching as soon as these impediments should cease.

Presentation of the subject

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.

This subject is part of CUCC's Digital Teaching Competence Program, which is developed transversally in the different subjects throughout the Degree. Specifically, in agreement with the Resolution published by Dirección General de Evaluación y Cooperación Territorial on 4 May 2022, in which the "Acuerdo de la Conferencia Sectorial de Educación" is published concerning the update in the frame of reference for digital competence teachers, this subject will work on the B1 level of Area A3. Teaching and learning. The competences worked on in the subject are: 3.1 Teaching, 3.2. Guidance and support in learning, 3.3. Peer learning and 3.4. Self-regulated learning.

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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].
It is also necessary to have a B1 level of Spanish to be able understand legal texts related to education.

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

2. COMPETENCES

Generic competences:

1. To know the curriculum areas of Primary Education, the interdisciplinary relationship between them, the assessment criteria and the body of didactic knowledge around teaching and learning procedures (C1).
2. To design, plan and evaluate teaching and learning processes (C2).
3. To design and regulate learning places in diverse contexts (C4).
4. To understand the organization of Primary schools and the diversity of actions its functioning comprises (C6).
6. To reflect on classroom practices to innovate and improve teaching (C10).
7. To acquire habits and skills for independent and cooperative learning and promote them among students (C10).

Specific competences

1. To analyse and understand the educational processes in and outside the classroom for the period 6-12. (C1)
2. To understand the fundamentals of Primary education. (C2)
3. To analyse the teaching practice and institutional conditions that surround it. (C3)
4. To promote cooperative work and individual effort. (C5)
5. To promote values education activities aimed at the preparation of active and democratic citizenship (C7)
6. To design, plan and evaluate teaching and learning in the classroom. (C8)
7. To know and apply innovative experiences in Primary education. (C9)
8. To know and apply methodologies and educational research techniques and be able to design innovative projects identifying evaluation indicators. (C11)

3. CONTENTS

MODULES	Total hours, lessons, credits or working time
MODULE I. Didactics and the Curriculum Unit 1. Conceptualisation of Didactics Unit 2. The curriculum: concepts and foundation. The curriculum for the Infant Education.	• 12 hours
MODULE II. The planning of teaching for learning Unit 3. Educational programming Unit 4. Neuroeducation Unit 5. Didactics qualities for the teacher	• 36 hours

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)
   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)
   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).
   The seminars will consist of designing an activity and developing it with a group of children.

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.

Total number of hours (6 ECTS): 150	
Number of hours of classroom attendance: 48	30 hours of theoretical lessons
	15 hours of practical lessons
	3 hours of seminars
Number of hours of independent learning: 102	102 hours of independent learning

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.

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

Assessment criteria

- Knowledge and understanding of the subject contents.
- Appropriate management of educational legislation on primary education.
- Analysis and selection of methodological strategies for teaching in primary education.
- Design, planning and interpretation of learning evaluation systems.
- Development of educational proposals for Primary.
- Knowledge and use of research strategies for innovation and improving the quality of education.
- Solving problems in real contexts applying theoretical and practical knowledge acquired.
- Teamwork assuming individual responsibility to achieve common goals.

Relationship between specific competences and assesment criteria

Competences	Assessment criteria
To analyse and understand the educational processes in and outside the classroom for the period 6-12.	• Knowledge and understanding of the subject contents.
To understand the fundamentals of Primary education.	• Knowledge and understanding of the subject contents. • Appropriate management of educational legislation on primary education.
To analyse the teaching practice and institutional conditions that surround it.	• Solving problems in real contexts applying theoretical and practical knowledge acquired.
To promote cooperative work and individual effort.	• Teamwork assuming individual responsibility to achieve common goals.
To design, plan and evaluate teaching and learning in the classroom.	• Analysis and selection of methodological strategies for teaching in primary education. • Design, planning and interpretation of learning evaluation systems. • Development of educational proposals for Primary.
To promote values education activities aimed at the preparation of active and democratic citizenship	• Development of educational proposals for Primary. • Knowledge and use of research strategies for innovation and improving the quality of education.
To know and apply innovative experiences in Primary education.	• Knowledge and use of research strategies for innovation and improving the quality of education.
To know and apply methodologies and educational research techniques and be able to design innovative projects identifying evaluation indicators.	• Knowledge and use of research strategies for innovation and improving the quality of education.

Report criteria:

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

Assessment criteria	Weight (%)
Knowledge and understanding of the subject contents.	15
Appropriate management of educational legislation on primary education.	10
Analysis and selection of methodological strategies for teaching in primary education.	15
Design, planning and interpretation of learning evaluation systems.	15
Development of educational proposals for Primary.	15
Knowledge and use of research strategies for innovation and improving the quality of education.	10
Solving problems in real contexts applying theoretical and practical knowledge acquired.	10
Teamwork assuming individual responsibility to achieve common goals.	10
TOTAL	**100%**

Continuous assessment. Ordinary and extraordinary sittings:

Assessment criterion / Assessment instrument	Group and Individual Activities	Final work and self-assessment	Practical activities and self-assessment	Exam	WEIGHT (%)
Knowledge and understanding of the subject contents.				X	15
Appropriate management of educational legislation on primary education.	X	X	X	X	10
Analysis and selection of methodological strategies for teaching in primary education.	X	X		X	15
Design, planning and interpretation of learning evaluation systems.	X	X	X	X	15
Development of educational proposals for Primary.	X	X	X	X	15
Knowledge and use of research strategies for innovation and improving the quality of education.	X	X			10
Solving problems in real contexts applying theoretical and practical knowledge acquired.	X		X		10
Teamwork assuming individual responsibility to achieve common goals.	X	X	X		10
TOTAL	**15**	**20**	**25**	**40**	**100**

Final assessment. Ordinary and extraordinary sittings:

Assessment criterion / Assessment instrument	Group and Individual Activities	Final work and self-assessment	Practical activities and self-assessment	Exam	WEIGHT (%)
Knowledge and understanding of the subject contents.		X		X	20
Appropriate management of educational legislation on primary education.		X		X	10
Analysis and selection of methodological strategies for teaching in primary education.		X		X	15
Design, planning and interpretation of learning evaluation systems.		X		X	15
Development of educational proposals for Primary.		X		X	15
Knowledge and use of research strategies for innovation and improving the quality of education.		X			10
Solving problems in real contexts applying theoretical and practical knowledge acquired.			X		15
Teamwork assuming individual responsibility to achieve common goals.					
TOTAL	**0**	**25**	**0**	**75**	**100**

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 o continuous and final assessment are describe don the present study guide.
6. For further information about regulations on assessment, the following link can be visited:

https://www.uah.es/export/sites/uah/es/conoce-la-uah/organizacion-y-gobierno/.galleries/Galeria-Secretaria-General/Normativa-Evaluacion-Aprendizajes.pdf

In order to pass the subject it is essential for the student to have reached all the skills detailed in this guide through the different instruments established to measure them, in at least 40%. The student must perform all assessment tests set out in this guide as a prerequisite, both in the continuous evaluation and the final evaluation process, either in ordinary and extraordinary sitting.

During all assessment tasks, the guidelines established in the University of Alcalá Coexistence Regulations must be followed, as well as the possible implications of irregularities committed during those tasks, including the consequences for committing academic fraud, according to the Disciplinary Regulations for Students of the University of Alcalá.

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.

Álvarez, J.M. (2000). *Didáctica, currículo y evaluación: ensayos sobre cuestiones didácticas.* Miño y Dávila.

Juan Manuel Alvarez 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.

- Bueno i Torrens, D., & Forés i Miravalles, A. (2018). 5 principios de la neuroeducación que la familia debería saber y poner en práctica. Revista Iberoamericana de Educación, 2018, 78(1), 13-25

- Caballero, M. (2017). Neuroeducación de profesores y para profesores: De profesor a maestro de cabecera. Madrid: Ediciones Pirámide.

- Cabrerizo, J., Rubio, M.J. y Castillo, S. (2008): *Programación por competencias. Formación y práctica.* Pearson Educación.

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.

Carmen, L. del (2004). *La planificación didáctica.* Graó.

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.

Collins, J., Insley, K. and Soler, J. (Eds) Developing Pedagogy: researching practice. Open University Press

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.

- Coyle, D., Hood, P. and Marsh, D. (2010). *CLIL.* CUP.

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

Escamilla, A. (2008). *Las competencias básicas: claves y propuestas para su desarrollo en los centros.* Graó.

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.

- Escamilla, A. (2009). *Las competencias básicas. Claves y propuestas para su desarrollo en los centros.* Graó.

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.

Goffin, S. (2000). *The Role of Curriculum Models in Early Childhood Education*, ERIC publications.

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.

- Guillén, J.C. (2017). Neuroeducación en el aula: De la teoría a la práctica. CreateSpace Independent Publishing Platform

A new education is possible and necessary. It requires going beyond the cognitive and attending to the social, emotional and physical needs of all children and adolescents. This book presents an integrative and transdisciplinary approach which aims to improve the teaching and learning process based on scientific knowledge about the functioning of the brain. This text discusses many practical applications that can help anyone involved in education to discover what it means to learn to our full potential.

MacNaughton, G. & Williams, G. (1998). *Techniques for teaching young children: choices in theory and practice.* Frenchs Forest, NSW.

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.

- Miguel Pérez, V. y Blanco López, J.L. (2019). Neurociencia en las aulas, su aplicación en los procesos de aprendizaje. Cuadernos de Pedagogía

This book develops some of the scientific advances applied to education, especially valuable for all those who have some type of learning or neural development disorder (autism, attention deficit hyperactivity disorder, etc.).

Nieto Gil, J.M. (2011). Neurodidactica: aportaciones de las neurociencias al aprendizaje y la enseñanza. Editorial CSS

This book intends to be a rigorous and practical contribution regarding the dependent relationship between the psychological and pedagogical sciences in connection with the findings of neuroscientific research. It is a fundamental approximation of the repercussions that Neuroscience research discoveries have on Psychodidactics and educational practice, as it tries to overcome basic informative levels and offer the findings and conclusions with rigor, simplicity and clarity. It includes numerous illustrations on the various anatomical structures involved.

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

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.

- Tokuhama-Espinosa, Tracey (2011). Mind, brain, and education science: a comprehensive guide to the new brain-based teaching. W. W. Norton & Co.

This book is a summary of the author's doctoral thesis on Neuroeducation, where more than two thousand research articles related to the new discipline have been reviewed. It establishes a series of basic principles, analyzes a large number of neuromyths and comments on the evidence that favors the improvement of teaching and learning processes. Its extensive bibliography guarantees the ability to delve into a discipline enthusiastically defended by the author in this and other recent works:

"Education has never had so many tools at its disposal to improve the teaching and learning processses" (p. 229).

Electronic resources.

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