

Academic Year/course: 2022/23

63144 - Planning and assessment of teaching. Innovative perspectives

Syllabus Information

Academic Year: 2022/23

Subject: 63144 - Planning and assessment of teaching. Innovative perspectives

Faculty / School: 107 - Facultad de Educación

Degree: 330 - Complementos de formación Máster/Doctorado
573 - Master's in Lifelong Learning: Introduction to Research

ECTS: 3.0

Year: 573 - Master's in Lifelong Learning: Introduction to Research: 1
330 - Complementos de formación Máster/Doctorado: XX

Semester: First semester

Subject Type: 330 - ENG/Complementos de Formación
573 - Optional

Module:

1. General information

1.1. Aims of the course

1. Know, understand and analyse the processes of planning teaching in new scenarios.
2. Know, understand and analyse educational intentions from new models.
3. Analyse evaluation as a process for reflection and improvement of teaching.
4. Assess the importance of educational, curricular and methodological innovation, taking into account its theories and phases, as well as the different agents and resistance to change.

These objectives are aligned with the following Sustainable Development Goals (SDGs) of the United Nations Agenda 2030 (<https://www.un.org/sustainabledevelopment/es/>), so that the acquisition of the learning outcomes of the subject provides training and competence to contribute to some extent to their achievement:

- Goal 4: Quality Education
- Goal 5: Gender equality
- Goal 10: Reducing inequalities

1.2. Context and importance of this course in the degree

Within the framework of the training of trainers, there is a basic area for the development of this training: its planning and evaluation. The aim of this subject is not only to go deeper into educational intentions but also into the evaluation of learning as a process of reflection and improvement. Likewise, educational, curricular and methodological innovation will be the reference in both the planning and evaluation process, focusing on the different agents of change and on the resistance that is generated naturally and/or intentionally. The development of projects and the design of coherent and innovative programmes within the framework of the areas that the student will work on will be, finally, another of the areas that will be worked on in this subject.

1.3. Recommendations to take this course

Innovative proposals are presented in the teaching/learning processes.

2. Learning goals

2.1. Competences

- To know, understand and analyse teaching planning processes in new scenarios.
- To know, understand and analyse educational intentions from new models.
- To analyse evaluation as a process for reflection and improvement of teaching.

- Assess the importance of educational, curricular and methodological innovation, taking into account its theories and phases, as well as the different agents and resistance to change.

2.2. Learning goals

- Analyse the different teaching planning processes contextualised in new scenarios.
- Know, understand and analyse educational intentions from new models.
- Analyse evaluation as a process for reflection and improvement of teaching.
- Assess the importance of educational, curricular and methodological innovation, taking into account its theories and phases, as well as the different agents and resistance to change.

2.3. Importance of learning goals

The learner approaches and reflects on new approaches to both planning and evaluation of teaching, with particular emphasis on innovation.

3. Assessment (1st and 2nd call)

3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

The assessment criteria for this course is based on active participation of the studentes during the Master's sessions and a final project:

1) Active participation in the activities of each session: 40 %

Amongst other points, it will be taken into consideration:

- a) Development/Reflection on the different proposals that will be made in each session.
- b) Participation during discussions.
- c) Quality participation and discussions

2) Final project: 60 %

Its evaluation criteria consists of:

- a) Contents and knowledge review.
- b) Points and objectives of investigation.
- c) Methodological design.
- d) Adequate and sufficient bibliography.
- e) Grammatical aspects.

In the case students have to take the general exam and second sitting, the evaluation will be based exclusively on the final project.

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

Both theoretical and practical activities will be aimed at providing knowledge on the state of the art of research questions. Consultation of databases and documentary sources will be essential in order to learn about the advances in research in this field, as well as the different epistemological currents in the study of the issues raised.

In the methodological development, priority will be given to the aim of contributing, with a desire for synergy and from the field of the subject itself, to enriching and opening up perspectives of analysis and interpretation to the student's Master's thesis, as well as contributing to the development of professional and personal competences. In this way, active methodologies will be integrated into the development of the subject.

A research project will be prepared based on the readings and considering the contributions made by the debates in class. This work will be adjusted to the orthotypographic and content requirements of the scientific community.

4.2. Learning tasks

The programme offered to students to help them achieve the expected results comprises the following activities....



Actividad	Horas
Participation in theoretical and practical activities	12
Problem solving and case studies: <ul style="list-style-type: none"> • Analysis of written, visual and/or virtual-digital documents. • Presentation of contents by students. • Debate activities, discussion groups, exchange and contrast of information. 	18
Discussion and monitoring of work: <ul style="list-style-type: none"> • Work supervised by the teacher, which will essentially consist of personal work guidance, with students having to attend, at least once, a tutorial with the teacher who coordinates their work 	12
Autonomous work and study	30
Assessment tests	3

All these activities will be based on a critical reflection of the Sustainable Development Goals (SDGs) and their socio-educational implications.

4.3. Syllabus

Content:

1. Planning teaching in new scenarios. Promotion of new learning.
2. Educational intentions: objectives, competences.
3. Educational, curricular and methodological innovation. New models, old proposals: Flipped Learning, Integrated Curriculum Model (ICM), Gamification...
4. Theories, phases and attributes of innovation
5. Agents and resistance to change.
6. Evaluation: a process for reflection and improvement of teaching.
7. Assessment of learning.
8. Assessment and quality.

4.4. Course planning and calendar

The academic calendar of the Master's degree can be consulted on the Faculty of Education's website dedicated to this degree:

http://educacion.unizar.es/calendario_Master_aprendizaje.html

For those subjects that contain final assessment tests and for those students who do not pass the continuous assessment, the dates and places of the final exams can be found on the following page:

http://educacion.unizar.es/inf_academica_Master_aprendizaje.html

The subject will be developed from two essential activities:

- 1.- Class discussion based on the teacher's proposals and the readings that the students will be advised to do.
- 2.- A research project on an aspect that the student chooses from the areas of discussion that arise in class.

4.5. Bibliography and recommended resources