

68571 - Design, organisation and development of activities for the learning of Chemical, Health, Agrarian processes, etc.

Información del Plan Docente

Academic Year	2018/19
Subject	68571 - Design, organisation and development of activities for the learning of Chemical, Health, Agrarian processes, etc.
Faculty / School	107 - Facultad de Educación
Degree	371 - University Master's in Professional Development Teaching: Chemical, Sanitary, Personal Image, Agrarian, Maritime-Fishing, Food and Community Service Processes 415 -
ECTS	4.0
Year	XX
Semester	Indeterminate
Subject Type	Compulsory
Module	---

1. General information

1.1. Aims of the course

Train future professors in the specialty for:

- Select the most appropriate materials to deal with the contents of each level.
- Prepare activities appropriate to the diversity of students.
- Design practical activities that facilitate the mobilization of knowledge, skills and abilities acquired in the work environment to which the training is directed.
- Select the techniques to evaluate the contents of these subjects.
- Learn to collaborate with other colleagues to develop projects related to the didactics of the specialty.

1.2. Context and importance of this course in the degree

This subject focuses specifically on the development of skills related to the analysis and design of learning activities of the different specialties. The aim is to give a practical approach in coherence with the contents studied in the subjects "Fundamentals of instructional design and learning methodologies in the different specialties" and "Curricular Design of Vocational Training".

1.3. Recommendations to take this course

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This subject is part of module 5 of the subject "Design, organization and development of learning activities in the specialty ..." and therefore, will be coordinated with the subjects "Fundamentals of instructional design and learning methodologies in the specialties" and "Curriculum design of Professional Training".

As it appears in the memory of the master, the subjects cited will be independent. The first "Fundamentals of instructional design and methodologies" has a more theoretical character and analysis of cases, while the second "Design, organization and development of learning activities in the specialty" is devoted primarily to the development of practical instructional design projects. In the field of the subjects of the specialty, however, both subjects are strongly coordinated among themselves: the principles and analyzes worked on in the first one and collected in the student's portfolio, are the basis on which the projects of the second.

For all the above, it is recommended the attendance and active participation in the face-to-face sessions of the subject, both in those focused on the theoretical foundation and in the practices, sharing and presentation of proposals.

2.Learning goals

2.1.Competences

Upon passing the subject, the student will be more competent to:

- Understand the basics of the design of specific activities for learning in different specialties.
- Design theoretical and practical activities for learning.
- Apply innovative techniques for the teaching and learning process.
- Identify the potential and real difficulties of application of the didactic proposals (concrete activities).
- Organize the theoretical and practical contents of the subjects according to the specific didactic context.
- Apply the proposals designed during the course to real situations in the classroom.
- Design and apply different evaluation techniques according to the programmed and / or developed activities.

2.2.Learning goals

The student, to pass this subject, must demonstrate the following learning goals:

- Identify and analyze the difficulties and specific characteristics of learning the different subjects and knowledge included in the specialty.
- Assess and select the most relevant strategies for the approach of their learning in the classroom.
- Design teaching units and activities for the learning of the different specialties.
- Prepare and organize the necessary resources for the configuration of a learning environment for the designed activities, following the principles and criteria previously established in the subject "Fundamentals of instructional design ..."
- Organize and guide the work process of the students: development of activities (lectures, seminars and debates, attention to work groups); tutoring and support of the learning process, especially through formative evaluation.

2.3.Importance of learning goals

By overcoming the objectives set out in the previous sections, students will be able to adequately develop the theoretical and practical contents of the different subjects related to the different FP specializations.

3.Assessment (1st and 2nd call)

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

The student must demonstrate that he has achieved the expected learning outcomes through the following assessment activities

A system of continuous evaluation is established in the tasks and / or activities that will be carried out in the classes and

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that are specified in the 3 following sections:

1. Student's portfolio

The portfolio should incorporate reflections on the problems and strategies of the teaching-learning process of the subject or module of the student's specialty, highlighting those contents, documents, references and activities that have been most appropriate and interesting for the acquisition of the knowledge and skills, as well as a self-evaluation of the activities carried out and an evaluation of the feedback received in each of them. (Individual)

2. Design project

Carry out a project of complete design of learning activities in the subject, with planning and / or elaboration of the resources and solutions for the configuration of your learning environment. At least it will contain: learning outcomes, evaluation criteria, learning objectives, content, teaching-learning and evaluation activities, methodologies and necessary resources. (It can be done in groups)

3. Teaching-learning activity

Prepare, present and defend a teaching-learning activity of practical nature, using an innovative methodology, with its corresponding evaluation, of one of the teaching units of a professional module of a LOE degree of its specialty, making special reference to the contextualization of the activity, the materials elaborated for its realization and evaluation, the resources, training spaces and necessary equipment and the bibliography. (It can be done in groups). The students will have a maximum time of 15 minutes to perform the oral defense of the work. If presented as a group, the maximum time will be 20 minutes. The defense will be coevaluada by the rest of students.

Students who do not opt for continuous assessment, do not pass the subject by this procedure or want to improve their qualification, will have the right to take a global test, which will be fixed in the academic calendar. The global evaluation test will have the following sections:

1. Portfolio

It will consist of a reflexive analysis on the difficulties and specific characteristics that the learning of the professional family selected by the student, deepening in the competences and knowledge included in the specialty and evaluating and selecting the most relevant strategies for the learning and evaluation activities,

2. Teaching-learning activities

Prepare, present and defend three teaching-learning activities of a practical nature, using innovative methodologies, with their corresponding evaluations, of a work unit corresponding to a professional module of a LOE degree in their specialty. It will have to put special emphasis on the contextualization of the activities, the materials developed for its realization and evaluation, the resources, the training spaces and necessary equipment and the bibliography. The students will have a maximum time of 15 minutes to perform the oral defense of the work.

3. Oral examination

Question time, about the content and programmed learning activities, which will allow both a sampling of knowledge on the subject, and assess the skills that are treated in the subject. The global test will be based on the program of programmed learning activities.

Qualification criteria

When opting for continuous evaluation, the specific weight assigned to each of the evaluation sections is as follows:

20% of the final grade corresponds to the student's portfolio.

30% of the final grade corresponds to the design project.

50% of the final grade corresponds to the teaching-learning activity (40% goes to the preparation, presentation and defense of the activity and 10% in the co-evaluation by rubric by the rest of students). The rubric used for the co-evaluation of the presentations is available on the Moodle platform.

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Each section will be scored from 0 to 10. Although some work is done in a group, the members can obtain different grades. If the mark obtained in any of the previous sections is less than 4, the subject will be considered not passed, regardless of the grades obtained in the rest.

In order to be eligible for continuous assessment, the student must attend at least 80% of the sessions of the subject.

If the student chooses the global test, the specific weight assigned to each of the evaluation sections is as follows:

20% of the final grade corresponds to the student's portfolio.

40% of the final grade corresponds to the teaching-learning activity.

40% of the final grade corresponds to oral exam.

In case of presenting to the global test to improve, the higher grade obtained will always prevail.

Each section will be scored from 0 to 10. If the mark obtained in any of the previous sections is less than 4, the subject will be considered not passed, regardless of the grades obtained in the rest.

Evaluation criteria

When evaluating the activities, the following aspects will be considered:

In the evaluation of the student's portfolio, the design project and the teaching-learning activity, the following will be taken into account:

- Structure of the reports (coherent articulation of the different sections).
- Clarity and quality of the writing.
- Orthography.
- Correct use of the cited and referenced methods.
- Organization of the theoretical and practical contents developed.
- Materials and methods used.
- Applicability of the designed proposals.
- Accuracy in determining available resources.
- Originality.
- Justification and argumentation of the decisions made.
- Assessment of the results obtained.
- Analytical, critical and self-critical capacity.

In the evaluation of the oral defense, the following will be taken into account:

- Presentation of the information in a clear, rigorous and in a logical sequence, that the audience can follow.
- Appropriate use of the established time (neither excess nor defect), managing to discuss all aspects of their work.
- Relevance and originality of the resources used (of good quality and increase the interest of the audience).
- Use of body language and voice (facial expressions and body language generate interest and enthusiasm on the subject, establish eye contact and is heard by the entire audience throughout the presentation).
- Justification and argumentation of the decisions made
- In the group exhibitions, the coordination between the different members that intervene.

In continuous evaluation, the student will know his qualification at least three days before the global test so that he can choose to present himself to it (whether it is suspended, or if for other reasons he considers it appropriate), after giving notice to the person in charge of the subject.

Following the rules of the University of Zaragoza, fraud or total or partial plagiarism in any of the evaluation tests will lead to the suspension of the subject with the minimum grade, in addition to the disciplinary sanctions that the center adopts, once informed by the faculty responsible for the subject.

Any student may be called to tutorship to fully or partially defend any of the evaluation tests presented in order to guarantee the original authorship and participation in all of them.

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

The learning process that has been designed for this subject is based on the following:

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The subject has a theoretical-practical nature, not programming "a priori" a certain number of theoretical and practical sessions. In many of the face-to-face sessions, different practical cases will be presented, analyzed and discussed based on textbooks, specialized literature, project folders, existing materials on the Internet and even proposals that arise from the experience and / or creativity of the students during these sessions.

They will be taught 4 hours per week, in sessions of 2 hours.

Throughout the course, individual and group reports will be made, collecting all the documentation generated in the individual portfolio of each student.

For individual or group follow-up, specific face-to-face tutorials (designs and concrete proposals) and face-to-face general tutorials or via email will be proposed.

4.2.Learning tasks

The program offered to the student to help him achieve the expected results includes the following activities
Exhibition sessions and classroom practices:

- Base the main criteria for the design of activities in each of the disciplines
- Present types of concrete activities and support, if necessary, from the scientific and didactic point of view, the mechanisms for their practical resolution
- Reflect and discuss in a group about different methodological proposals related to the design of activities for the learning of the different specialties
- Prepare in a group a compilation of didactic examples for presentation and discussion in the classroom.
- Prepare reports assessing critically the possibilities of application in educational centers

Analysis of innovative projects and materials for the class:

- Read and / or analyze different didactic proposals for learning different specialties
- Collect information on the actual results of the application of the analyzed methodologies.
- Make a report on the potential of application in different contexts, anticipated difficulties, proposals for modification and / or improvement.

Design and application of intervention proposals in the classroom

- Develop group intervention projects in the classroom for each of the disciplines.
- Design in group concrete activities (theoretical and practical) for their application in the classroom.
- Differentiate different activities for the treatment of different contents and to attend to the diversity of the students.
- Present the proposed projects and activities for analysis and debate to the rest of the class.
- Present individually proposals for action in the classroom adapted to specific contexts for their real application in the practice centers.
- Resolve, if necessary, problems or suggestions for improvement that appear in the sessions of sharing or meetings with the department's faculty.
- Apply the proposals in the classrooms during the Practicum.
- Prepare a report on the actual application of the proposals presented.

Analysis and evaluation of the interventions in the classroom:

- Present briefly and analyze the real application in the classrooms of the materials designed in the subject.
- Self-evaluation and co-evaluation of classroom interventions

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Analysis and evaluation of interventions in the classroom: 0.5 ECTS

Individual work of review of documentation and bibliography and portfolio preparation: 1 ECTS

4.3.Syllabus

The program includes the following contents:

1. Organization, educational offer and problem of the specialty. The initial evaluation of the students.
2. Parts and design of a didactic program of a professional module a title of the specialty.
3. Competencies (professional, social and personal) and curriculum related to activities for teaching the specialty.
4. The teaching-learning process, the didactic strategy and the design of activities.
5. Units of work. Development of activities in the specialty
6. Organization, management and development of activities in the specialty and orientation of the work process of students within the framework of active methodologies.

4.4.Course planning and calendar

Sessions and the dates of presentation of activities and works will be published in the Digital Teacher Ring (Moodle Platform).

Students will have the materials, activities, recommendations and presentation dates in the Digital Teacher Ring (Moodle Platform).

Presentation and monitoring of the different activities, as well as the work, will be done through the aforementioned platform.

4.5.Bibliography and recommended resources