

**COURSE DATA****Data Subject**

Code	33601
Name	General didactics
Cycle	Grade
ECTS Credits	6.0
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. year	Period
1304 - Degree in Preschool Education	Faculty of Teacher Training	1	First term
1305 - Degree in Primary School Education	Faculty of Teacher Training	1	First term
1324 - Degree in Preschool Education (Ontinyent)	Faculty of Teacher Training	1	First term

Subject-matter

Degree	Subject-matter	Character
1304 - Degree in Preschool Education	2 - Educational processes and contexts	Basic Training
1305 - Degree in Primary School Education	1 - Educational processes and contexts	Basic Training
1324 - Degree in Preschool Education (Ontinyent)	2 - EDUCATIONAL PROCESSES AND CONTEXTS	Basic Training

Coordination

Name	Department
MOLINA GALVAÑ, MARIA DOLORES	100 - Education and School Management
ROS GARRIDO, ALICIA	100 - Education and School Management

SUMMARY

English version is not available



La Didáctica General hace referencia al conocimiento y al saber que sustentan las prácticas pedagógicas que hacen posible una relación educativa viva y fértil. Estudiar la didáctica, entonces, no se reduce a identificar únicamente procesos y programas de enseñanza que podemos gestionar para evidenciar resultados de aprendizaje, previamente definidos y homogéneos para todo el alumnado. La **Didáctica trata de elaborar el sentido del enseñar y el aprender** atendiendo al sentido de las situaciones, las relaciones y las acciones pedagógicas; y **trata de orientar el sentido de lo educativo** atendiendo las posibilidades y los límites que impone el marco cultural, administrativo y social actual.

La asignatura de Didáctica General en las titulaciones de Grado de Maestro/a en Educación Infantil y de Grado de Maestra/o en Educación Primaria **tiene carácter introductorio y de formación básica** tratando de acercar, a los y las estudiantes, a las problemáticas propias de las prácticas educativas así como a la indagación y elaboración de un conocimiento pedagógico complejo y rico. Poniendo especial atención en el diseño y análisis de las condiciones que intervienen en la producción del conocimiento teórico-práctico necesario para comprender e intervenir en las realidades escolares.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

OUTCOMES

1305 - Degree in Primary School Education

- Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.
- Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multicultural and intercultural issues; discrimination and social inclusion, and sustainable development; Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.
- Promote cooperative work and individual work and effort.
- Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.
- Know the processes of interaction and communication in the classroom.
- Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.



- Know the fundamentals of pre-primary and primary education.
- Analyse teaching practice and the institutional conditions that frame it.
- Address and solve discipline issues.
- Know and deal with school situations in multicultural and co-educational contexts.
- Understand that the daily dynamics of education change according to each student, group and situation and know how to be flexible when teaching.
- Value the importance of stability and regularity in the school environment, schedules and teachers' moods as factors contributing to the harmonious and comprehensive progress of students.

1324 - Degree in Preschool Education (Ontinyent)

- Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.
- Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multiculturalism and interculturalism; discrimination and social inclusion and sustainable development. Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.
- Promote cooperative work and individual work and effort.
- Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.
- Know the processes of interaction and communication in the classroom.
- Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.
- Know the fundamentals of pre-primary and primary education.
- Analyse teaching practice and the institutional conditions that frame it.
- Address and solve discipline issues.
- Know and deal with school situations in multicultural and co-educational contexts.
- Understand that the daily dynamics of education change according to each student, group and situation and know how to be flexible when teaching.
- Value the importance of stability and regularity in the school environment, schedules and teachers' moods as factors contributing to the harmonious and comprehensive progress of students.

LEARNING OUTCOMES

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**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Study and independent work	90,00	0
TOTAL	150,00	

TEACHING METHODOLOGY**English version is not available****EVALUATION****English version is not available****REFERENCES****Basic**

- La profesora o el profesor de cada grupo de estudiantes concretará la selección bibliográfica básica propia para ese grupo, teniendo en cuenta el listado de bibliografía complementaria.
- La professora o el professor de cada grup d'estudiants concretarà la selecció bibliogràfica bàsica pròpia per a eixe grup, tenint en compte el llistat de bibliografia complementària.

Additional

- AAVV (2010). Buenas noticias de la escuela. Madrid. Sabina Editorial
- CARBONELL, J. (coord.) (2000). Pedagogías del Siglo XX. Barcelona. Ciss-Praxis
- DANIELS, H.(2003). Vygostsky y la pedagogia. Barcelona. Paidós
- DELORS, J. (1994). Los pilares de la educación. Madrid. Santillana
- DIAZ, A. (2009). Pensar la didáctica. Buenos Aires. Amorrortu.
- FENSTERMACHER, G. y SOLTIS, J. (1998). Enfoques de la enseñanza. Buenos Aires. Amorrortu
- FREIRE, P. (1993). Cartas a quién pretende enseñar. Buenos Aires. Siglo XXI.
- GIMENO, J. (coord.) (2009). Educar por competencias. ¿Qué hay de nuevo?. Madrid. Morata
- HERNÁNDEZ, F. (coord.) (2010). Aprender a ser en la escuela primaria. Barcelona. Octaedro



- JACKSON, P. (1991). La vida en las aulas. Madrid. Morata
- JOYCE, B. y WEIL, M. (2002). Modelos de enseñanza. Barcelona. Gedisa
- PIUSSI, A.M. y MAÑERU, A. (coords.) (2006). Educación, nombre común femenino. Barcelona. Octaedro
- POSTMAN, N. (1999). El fin de la Educación. Barcelona. Octaedro
- SALINAS, D. (2002). ¡Mañana a examen! La evaluación: entre la teoría y la práctica. Barcelona. Graó
- SILVA, T. (2001). Espacios de identidad: nuevas visiones sobre el currículum. Barcelona. Octaedro
- STENHOUSE, L. (1984). Investigación y desarrollo currículum. Madrid. Morata
- SUÁREZ, C. (2010). El aprendizaje cooperativo como condición social de aprendizaje. Barcelona. UOC
- VAN MANEN, M. (1989). El tacto en la enseñanza. El significado de la sensibilidad pedagógica. Barcelona. Paidós
- ZAMBRANO, M. (2007). Filosofía y Educación. Manuscritos. Málaga. Ágora