

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

Code	43473
Name	Educational principles 1
Cycle	Master's degree
ECTS Credits	9.0
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. year	Period
2157 - M.D. in Research in Subject Didactics	Faculty of Teacher Training	1	First term

Subject-matter

Degree	Subject-matter	Character
2157 - M.D. in Research in Subject Didactics	1 - Fundamentals for research	Obligatory

Coordination

Name	Department
COLOMER RUBIO, JUAN CARLOS	90 - Methodology of experimental and social sciences
FERRANDO PALOMARES, IRENE	85 - Mathematics Education

SUMMARY

The subject Didactic Foundations 2, together with Didactic Foundations 1, is designed to provide trainee researchers with the bases and foundations of the corresponding specific didactics that all researchers must possess in order to be able to carry out their research activity. In particular, these subjects are devoted to studying the didactic theoretical frameworks necessary to carry out different types of didactic research, such as research on well-founded educational designs, on learning problems and difficulties, on teaching processes, on the professional activity of teachers, etc. These foundations have been produced by research developed since the middle of the 20th century, especially in the last 30 years. It is the teaching and learning activities themselves, in formal or non-formal situations, that are the source of the didactic phenomena whose research must then be addressed. These subjects, which complement specific didactic training, enable students to acquire the didactic bases on which current lines of research are based.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

Esta asignatura no requiere conocimientos previos específicos.

OUTCOMES

2157 - M.D. in Research in Subject Didactics

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Analyse and synthesise the main current research agendas in Specific Didactics.
- Evaluate current research problems on teaching or learning in the fields of knowledge characteristic of Specific Didactics.
- Synthesise historical, epistemological and ontological aspects associated with the emergence and evolution of research in Specific Didactics.
- Understand and apply specialised research procedures in Specific Didactics.
- Identify, analyse and evaluate national or international research publications in the field of Specific Didactics.

LEARNING OUTCOMES

The subjects Didactic Foundations 1 and Didactic Foundations 2 must provide students with the necessary didactic knowledge that will enable them to know the theoretical frameworks and didactic contexts in which to frame the solutions proposed in the research publications of the specific didactics of their speciality. These subjects complement the knowledge acquired in the speciality subjects and allow students to reflect on the links and divergences between their speciality and other specific didactics. It is expected that those who take these two subjects will have achieved, at the end of the course and always in relation to their own specific didactics:- Justify the interest of a research in didactics considering its insertion in the disciplinary contents of the official curricula of different educational levels or as a critical review of the absences in these.- Review the designs of classroom programmes and pedagogical proposals in different didactics. Identify learning and teaching problems in different didactics (processes, work strategies, contents and assessment systems...).- Scientifically analyse teaching resources and other teaching materials of different types (textbooks, technological, computer and audiovisual resources, virtual spaces, networks, blogs and websites).- Assess the usefulness of specific theoretical didactic frameworks for research or evaluation of teaching innovation proposals (identification of quality indexes



or parameters) at different educational levels.

DESCRIPTION OF CONTENTS

1. Identification of research problems, their difficulties and how to deal with them in Early Childhood and Primary Education.

2. How is the research in the specific didactics?. An analysis from the different areas.

3. The research lines in the didactics from a historical perspective

4. Main sources of information for the investigation of specific didactics.

5. Study of most relevant research works.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	72,00	100
Development of group work	20,00	0
Development of individual work	20,00	0
Study and independent work	90,00	0
Readings supplementary material	13,00	0
Preparation of evaluation activities	10,00	0
TOTAL	225,00	

TEACHING METHODOLOGY

Dependiendo del tipo de actividad que se tenga que realizar, podrá emplearse: - Exposición magistral de contenidos por los profesores (generalmente en las clases teóricas).- Discusión entre estudiantes bajo la observación del profesor, con o sin la intervención de éste (generalmente en los seminarios).- Trabajo tutelado o autónomo, individual o en pequeños grupos para la realización de proyectos, elaboración de materiales, búsquedas de información, etc. (generalmente en el laboratorio o como actividades no presenciales)- Tiempo de estudio individual autónomo o tutelado (generalmente para elaborar trabajos o para preparar pruebas de evaluación).- Presentación de los trabajos realizados ante profesores y/o otros estudiantes (generalmente en los seminarios).- Reuniones individuales con el profesor tutor para hacer un seguimiento del progreso del estudiante.



EVALUATION

Students who follow up the daily classroom activities (activities carried out during the classroom sessions) as well as the activities requested by the teaching staff, will be eligible for continuous assessment as long as their attendance exceeds 80% of the sessions. In the case of not keeping track of the daily activities, students will pass to a final assessment modality that will involve the delivery of an individual work and/or a written test.

In the continuous assessment modality, the assessment will consist of the delivery of an assignment for each of the areas of knowledge taught in the module. It is essential to pass all these assignments with at least a grade of 5.

REFERENCES

Basic

- Cochran-Smith, M., Feiman-Nemser, S., McIntyre, D. J., & Demers, K. E. (Eds.). (2008). Handbook of research on teacher education: Enduring questions in changing contexts. Routledge.
- Conrad, C. F., & Serlin, R. C. (Eds.). (2011). The Sage handbook for research in education: Pursuing ideas as the keystone of exemplary inquiry. Sage Publications.
- Torres González, J. A. (1999). Educación y diversidad: bases didácticas y organizativas / José Antonio Torres González. Aljibe.

Additional

- English, L. D., & Kirshner, D. (Eds.). (2015). Handbook of international research in mathematics education. Routledge.
- Harlen, W. (2007). Enseñanza y aprendizaje de las ciencias. Ediciones Morata / Ministerio de Educación y Ciencia.
- Hernández, F. H. (2008). La investigación basada en las artes. Propuestas para repensar la investigación en educación. *Educatio siglo XXI*, 26, 85-118.
- Long, M.H. y Doughty, C. J. (eds.) (2009). The Handbook of Language Teaching. Blackwell Publishing.
- Solbes, J., Domínguez, C. y Furió, C. (2011). Materials per a l'ensenyament i l'aprenentatge de la física i química. Publicacions de la Universitat de València. <http://roderic.uv.es/handle/10550/21429>
- Viadel, R. M. (2011). Las investigaciones en educación artística y las metodologías artísticas de investigación en educación: temas, tendencias y miradas. *Educação*, 34(3), 271-285.