

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

<b>Code</b>	43474
<b>Name</b>	Educational principles 2
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	7.0
<b>Academic year</b>	2023 - 2024

**Study (s)**

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

**Subject-matter**

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

**Coordination**

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

**SUMMARY**

The subject Didactic Foundations 2, in conjunction with Didactic Foundations 1, aims to provide trainee researchers with the foundations necessary to carry out their research work. These subjects focus on interdisciplinary topics related to didactic research, such as the study of well-founded educational designs, research in emotional education and embodiment, reading and writing, information and communication technologies (ICT) and educational assessment, among others.

These foundations have been developed over years of research, especially in the last three decades, and are the result of enquiries into specific didactics. The didactic phenomena under investigation originate in teaching and learning activities, both in formal and informal contexts. Once these phenomena have been identified, they can be addressed in further research.



These subjects complement the specific didactic training and allow students to acquire the necessary foundations to understand the current lines of research in different areas of knowledge that form part of the Master's syllabus.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

No enrolment restrictions with other subjects in the curriculum have been specified.

Other types of requirements

This subject does not require specific prior knowledge.

## 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.
- Conocer y utilizar procedimientos básicos de investigación didáctica.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- Analyse and synthesise the main current research agendas in Specific Didactics.
- Integrate ethical values and responsibility associated with research tasks into one's own research.
- Create spaces for research and learning with special attention to equity, emotional and values education, equal rights and opportunities between men and women, citizenship training and respect for human rights that facilitate life in society, decision-making and the construction of a sustainable future.
- 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.



- Value the social importance of research in Specific Didactics and the need to apply the results of research to improve the quality of education and make it available to all citizens.
- Critically analyse, from the point of view of research in Specific Didactics, the performance of teaching, good practice and guidance using quality indicators.
- Develop and apply innovative teaching proposals in the field of specialisation in each specific didactic area.
- Understand and apply specialised research procedures in Specific Didactics.
- Analyse current tools and methods used in didactic research in order to develop didactic units for innovation and research in the classroom.
- 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 should provide students with the necessary didactic knowledge that will enable them to know the theoretical frameworks and didactic contexts in which to frame research in specific didactics. These subjects complement the knowledge acquired in the specialised subjects and allow students to reflect on the links and divergences between their specialisation 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:

- To know the interdisciplinary thematic frameworks that make up research in 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 curricula.
- 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 various 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. The transversality of reading and writing: multimodal texts and the teaching role.

**2. Formative assessment and competency-based learning****3. ICT: research approach regarding technological resources in specific didactics****4. Emotional and affective education through corporeality****WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	56,00	100
Development of group work	15,00	0
Development of individual work	15,00	0
Study and independent work	70,00	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	9,00	0
<b>TOTAL</b>	<b>175,00</b>	

**TEACHING METHODOLOGY**

Depending on the type of activity to be carried out, it may be used:

- Lectures by teachers (usually in theory classes). Discussion among students under the observation of the teacher, with or without the teacher's intervention (usually in seminars).
- Tutored or autonomous work, individually or in small groups for the realisation of projects, elaboration of materials, information research, etc. (generally in the laboratory or as non-face-to-face activities).
- Time for individual self-study or tutored study (generally to prepare assignments or to prepare for assessment tests).
- Presentation of the work done in front of teachers and/or other students (usually in seminars).
- Individual meetings with the tutor to monitor the student's progress.

**EVALUATION**

Assessment will be continuous. Students who follow up the daily classroom activity (activities carried out during the non-recoverable face-to-face sessions) as well as the recoverable 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 (they will keep the grade of all the recoverable continuous assessment activities and will keep the grade of the non-recoverable ones carried out in the classroom).

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

## REFERENCES

### Basic

- Álvarez, D. y Trujillo, F. (2023). Transformación digital y plan digital de centro. Grao.
- Ballester-Roca, J. y Ibarra-Rius, N. (Coords., 2020). Entre la lectura, la escritura y la educación. Paradigmas de investigación en Didáctica de la Literatura y la Lengua. Narcea.
- Jiménez-Pérez, E. P. (2023). Leer nos hace humanos. Octaedro.
- Morales, M. y Fernández, J. (2022). La evaluación formativa. Estrategias eficaces para regular el aprendizaje. SM.
- Muñoz-Basols, J., Gironzetti, E. y Lacorte, M. (Eds., 2019). The Routledge Handbook of Spanish Language Teaching: metodología, contextos y recursos para la enseñanza del español L2. Routledge.
- Pekrun, R., Muis, K. R., Frenzel, A. C., y Götz, T. (2017). Emotions at school. Routledge.
- Whitehead, W. (2019). Physical Literacy across the World. Routledge.

### Additional

- Area, M. (2008). Una breve historia de las políticas de incorporación de las tecnologías digitales al sistema escolar en España. Quaderns digitals: Revista de Nuevas Tecnologías y Sociedad, 51, 1-12.
- Cano, E. (2015). Las rúbricas como instrumento de evaluación de competencias en Educación Superior: ¿Uso o abuso? Revista de Curriculum y Formación del Profesorado, 19, 265280. <http://www.ugr.es/local/recfpro/rev192COL2.pdf>
- Daly-Smith, A., Quarmby, T., Archbold, V. S. J., Corrigan, N., Wilson, D., Resaland, G. K., Bartholomew, J. B., Singh, A., Tjomsland, H. E., Sherar, L. B., Chalkley, A., Routen, A. C., Shickle, D., Bingham, D. D., Barber, S. E., van Sluijs, E., Fairclough, S. J., & McKenna, J. (2020). Using a multi-stakeholder experience-based design process to co-develop the Creating Active Schools Framework. International Journal of Behavioral Nutrition and Physical Activity, 17(1), 13. <https://doi.org/10.1186/s12966-020-0917-z>
- Flury, C. y Geiss, M. (Eds.). (2023). How Computers Entered the Classroom, 1960-2000: Historical Perspectives. Walter de Gruyter GmbH & Co KG.





- Isusi-Fagoaga, R. y García-Aracil, A. (2020). Assessing Master Students' Competencies Using Rubrics: Lessons Learned from Future Secondary Education Teachers. Sustainability, 12, 9826. <https://doi.org/10.3390/su12239826>
- Whitley, B. (2014). Affect Regulation Training-a Practitioners Manual. Springer-verlag New York Incorporated.

