



COURSE DATA

Data Subject

Code	44464
Name	Curricular design, development and evaluation
Cycle	Master's degree
ECTS Credits	4.5
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. year	Period
2211 - M.D. in Psychopedagogy	Faculty of Philosophy and Educational Sciences	1	First term

Subject-matter

Degree	Subject-matter	Character
2211 - M.D. in Psychopedagogy	8 - Pedagogical training	Optional

Coordination

Name	Department
GALLARDO FERNANDEZ, ISABEL MARIA	100 - Education and School Management

SUMMARY

The content of this field takes us into the complexity of perspectives and factors which contribute to the design, development and Curriculum Evaluation. It is intended to expand the look all that contributes to building knowledge and teaching culture: knowledge about oneself, about what is taught, how it is taught and how students on the social and cultural environment, learn about new knowledge that enrich the educational knowledge itself ... Knowledge that start reflecting on the practice or testing of new concepts and reconstructions. Knowledge, after all, who understand the theory and practice as a natural and necessary point to undertake any type of educational action game.



The theory should help make the analysis of practices, but these analyzes are to help broaden understanding of the theory.

The aim of this course is to show ways of approaching the theory and practice of curriculum design and evaluation and teachers' work, from the perspective of critical rationality and argue about it.

A wide range of content that is redrafted / will adjust depending on the interests and needs of students taking this module is presented.

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

LEARNING OUTCOMES

English version is not available

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	13,00	100
Group work	7,75	100
Classroom practices	7,75	100
Tutorials	4,50	100
TOTAL	33,00	

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

- AA. VV. (1995). Volver a pensar la educación (Vol. I y II).Madrid. Morata.

AA. V V. (1999): Un currículo de Ciencias Sociales para el Siglo XXI. Sevilla, Diada

ALTAVA, V.; GALLARDO, I. M.; PÉREZ, I. Y RÍOS, I. (2002). La reflexión como motor de cambio en la escuela: una propuesta de análisis de la intervención educativa. *Investigación en la escuela*, 47, 105-112.

ALTAVA RUBIO, V.; GALLARDO FERNÁNDEZ, I. M. (2003). Del análisis de la práctica a la construcción del conocimiento en la Formación de Maestros. *Revista Interuniversitaria de Formación del Profesorado*. Vol. 17. 135-150.

ALTAVA, V.; GALLARDO I. M.; GIMENO, F.; PÉREZ, I.; RÍOS, I. (2006). El análisis de las Situaciones de Aula como instrumento para la Formación del Profesorado. En A. Camps (Coords.), *El aula como ámbito de investigación sobre la enseñanza y el aprendizaje de lengua*, (Capítulo XI. pp. 263-285). Barcelona: Graó

