## DETAILS OF THE SUBJECT

**Title:** PLANIFICACIÓN E INNOVACIÓN EN EDUCACIÓN PRIMARIA
**Code:** 100803
**Degree/Master:** GRADO DE EDUCACIÓN PRIMARIA                                    **Year:** 2
**Name of the module to which it belongs:** PROCESOS Y CONTEXTOS EDUCATIVOS
**Field:** EDUCACIÓN
**Character:** BASICA                                    **Duration:** ANUAL
**ECTS Credits:** 9                                    **Classroom hours:** 90
**Face-to-face classroom percentage:** 40%             **Non-contact hours:** 135
**Online platform:** sí

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## SPECIFICS OF THE SUBJECT

### REQUIREMENTS AND RECOMMENDATIONS

**Prerequisites established in the study plan**

None.

**Recommendations**

Good level of English, at least B1.

## SKILLS

| | |
|---|---|
| CB2 | Students must know how to apply their knowledge to their job or vocation in a professional manner and they must possess the competencies which are usually demonstrated by means of the elaboration and defense of arguments and the solution of problems in their field of study. |
| CB3 | Students must possess the capacity to gather and interpret relevant information (usually in their field of study) in order to give opinions which include a reflection about relevant topics which are social, scientific or ethic in nature. |
| CB4 | Students must transmit information, ideas, problems and answers to both specialised and not specialised publics. |
| CB5 | Students must develop those necessary learning abilities to undertake subsequent studies with a high degree of autonomy. |
| CE1 | To know the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria, the body of didactic knowledge around the respective teaching and learning processes. In addition, to know and understand the contents that constitute these curricular areas and that allow the achievement of the basic competences in Primary Education. |
| CE2 | To design, schedule and evaluate teaching and learning processes, both individually and in cooperation with teachers and professionals at the centre. |
| CE4 | To design and regulate learning spaces in contexts of diversity which address gender equality, equity and respect for Human Rights which satisfy the values of citizenship education. |
| CE5 | To foment harmonious relationships inside and outside the classroom and to tackle conflict resolution in a peaceful way. To know how to sistematically observe apprenticeship and coexistence contexts as well as to reflect about them. |
| CE6 | To know the organization of Primary Education schools and the range of diverse actions that are carried out. To play functions of tutoring with the students and their families, taking into account the individual needs of students. To assume that the development of the teacher role has to be improved and adapted to scientific, pedagogical and social changes throughout life. |
| CE7 | To cooperate with the different sectors of the educational community and the social enviroment. To assume the educational dimension of the role of the teachers and promote the democratic education for an active citizenship. |
| CE10 | To think about the practices in the classroom in order to innovate and improve the educational work. To acquire habits and skills for the autonomous and cooperative learning and to promote it with students. |
| CM1.1 | To understand the educational and learning processes in the period from 6 to 12, in the family, social and school context. |
| CM1.5 | To know the current proposals and developments based on learning competences. |
| CM1.6 | To identify and to plan the resolution of the different educative situations which affect students with different capacities and learning paces. |
| CM2.1 | To analyse and understand the educative processes related to the 6-12 period inside and outside the classroom. |
| CM2.3 | To analyse the teaching practice and the institutional conditions that frame it. |
| CM2.10 | To design, schedule and evaluate the teaching activity and the learning process in class. |
| CM2.11 | To know and learn innovative experiences in Primary Education. |
| CM2.12 | To participate in the definition of an Educative Project and in the general activity of the centre meeting the management quality and sostenibility criteria. |

1. To start from the experiences and educational experiences of students to know and understand the conceptual field of Teaching and Curriculum.

2. To know the curricular proposal of the Spanish State and the Autonomous Community of Andalusia.

3. To analyze different approaches and explanatory models of classroom life and value the didactic elements that influence it.

4. To encourage the attitude of search and research of students worked on the topic in class.

5. To enhance reflections of students and their ability to implicate in transformative educational practices.

6. To work in planning curricula for different situations and contexts of teaching and learning.

7. To understand the fundamental principles of attention to diversity

8. To report on the current situation of educational inclusion and meeting the special educational needs from an interdisciplinary perspective

9. To train future teachers in making decisions and solving educational problems

## CONTENT

### 1. Theoretical content

The classroom styles. Didactic Science and Didactic Perspectives.

The curriculum in Spain and in Andalusia

The curriculum in the School

The curriculum in the classroom

Responses to the diversity from educational planning and intervention: Special Needs

Assessment and innovation of the didactic proposal in Primary School

### 2. Practical contents

The contents have a theoretical-practical profile, and it will be concreted in the educacional process during the subject, only some of the lessons will be explained in English.

## METHODOLOGY

### General clarifications on the methodology. (optional)

The subject is shared with some teachers, and the methodological strategies and different part of the subject will be concreted in the educational process from a diversity approach. There is the possibility of involving in theorial-practical lessons with school pupils.

It is necessary pass every assessment part to get the possibility to make a global mark of the subject. In this way

the students have to know the relevance of the assistance, implication and involvement in the educational process of the lessons for the total evaluation.

In the cases of students with no continuous and satisfactory assistance, as previous requirements for the exams, they must have tutorial sessions and accord specific and supplementary activities and tasks in every term.

**Methodological adaptations for part-time students**

This evaluation must be coordinated with the rest of the subject. The evaluation is joint between spanish and english parts. Anyway it will be neccesary to pass (5 over 10) every part and evaluation test.

**Face-to-face activities**

| Activity | Large group | Medium group | Total |
|---|---|---|---|
| *Assessment activities* | 5 | 2 | *7* |
| *Debates* | 5 | 3 | *8* |
| *Group presentation* | 10 | - | *10* |
| *Group work (cooperative )* | - | 20 | *20* |
| *Lectures* | 35 | - | *35* |
| *Text analysis* | 5 | - | *5* |
| *Tutorials* | - | 5 | *5* |
| **Total hours:** | *60* | *30* | *90* |

**Not on-site activities**

| Actividad | Total |
|---|---|
| *Finding information* | *20* |
| *Group work* | *55* |
| *Self-study* | *60* |
| **Total hours:** | 135 |

| WORK MATERIALS FOR STUDENTS |
|---|

Dossier

## EVALUATION

| Skills | Tools | | | | |
|---|---|---|---|---|---|
| | **Assignments and projects** | **Essay tests** | **Objective tests** | **Portfolios** | **Short answer tests** |
| *CB2* | x | x | x | x | x |
| *CB3* | x | x | x | x | x |
| *CB4* | x | x | x | x | x |
| *CB5* | x | x | x | x | x |
| *CE1* | x | x | x | x | x |
| *CE10* | x | x | x | x | x |
| *CE2* | x | x | x | x | x |
| *CE4* | x | x | x | x | x |
| *CE5* | x | x | x | x | x |
| *CE6* | x | x | x | x | x |
| *CE7* | x | x | x | x | x |
| *CM1.1* | x | x | x | x | x |
| *CM1.5* | x | x | x | x | x |
| *CM1.6* | x | x | x | x | x |
| *CM2.1* | x | x | x | x | x |
| *CM2.10* | x | | | | |
| *CM2.11* | | | | x | |
| *CM2.12* | x | | | | |
| *CM2.3* | | | | x | |
| **Total (100%)** | 25% | 17% | 16% | 25% | 17% |
| **Minimum grade.(*)** | 1.3 | .9 | .8 | 1.3 | .9 |

(*) Minimum grade necessary to pass the subject

**What is the weight of the attendace in the final grade ?:**

Attendance is compulsy in practical lessons (80%). Attendance and positive participation in lectures (theoretical lessons) are valued as key element of the teaching-learning process, can be a 5% of the final grade.

**General clarifications on instruments for evaluation:**

In English it will be used in projects and exams

**General clarifications on evaluation and methodological adaptation for part-time students:**

This evaluation must be coordinated with the rest of the subject. The evaluation is joint between spanish and english parts. Anyway it will be neccesary to pass every part and evaluation test (5 over 10).

**Qualifying criteria for obtaining honors:** *Se requiere de la excelencia en el global de la asignatura, siendo recibido solo por quienes sobresalgan del resto de la clase de forma extraordinaria.*

**Aclaraciones generales sobre las evaluaciones parciales, calificación mínima para eliminar materia y período de validez:**

This evaluation must be coordinated with the rest of the subject. The evaluation is joint between spanish and english parts. Anyway it will be neccesary to pass (5 over 10) every part and evaluation test

## BIBLIOGRAPHY

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**2. Further reading:**

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## COORDINATION CRITERIA

- Common evaluation criteria
- Joint activities: lectures, seminars, visits ...
- Selection of common competencies