



IDENTIFYING DATA

Diagnosis and Development of Curricular Competence

Subject	Diagnosis and Development of Curricular Competence			
Code	P02M066V06106			
Study programme	(*)Máster Universitario en Profesorado en Educación Secundaria Obligatoria, Bacharelato, Formación Profesional e Ensino de Idiomas. Especialidade (Pontevedra): Orientación			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	4	Mandatory	1st	1st
Teaching language				
Department				
Coordinator	Martínez Figueira, María Esther Zabalza Cerdeiriña, María Ainoa			
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General description	Through this subject intends approximate to the students to the curricular models *basados in competitions, *reflexionando envelope the changes that went producing in the educational systems around the approach of competitions. From this frame, will #analyze the importance of the incorporation of the competitions to the curricular design and the need to adopt different strategies to board the diagnostic and the *evaluación of the curricular competitions in the educational centres.			

Competencies

Code	B13
C1	(*)Coñecer as características dos estudantes, os seus contextos sociais e motivacións.
C2	(*)Comprender o desenvolvemento da personalidade destes estudantes e as posibles disfuncións que afectan a aprendizaxe.
C3	(*)Elaborar propostas baseadas na adquisición de coñecementos, destrezas e aptitudes intelectuais e emocionais.
C4	(*)Identificar e planificar a resolución de situacións educativas que afectan a estudantes con diferentes capacidades e ritmos de aprendizaxes.
C9	(*)Participar na definición do proxecto educativo e nas actividades xerais do centro atendendo a criterios de mellora da calidade, atención á diversidade, prevención de problemas de aprendizaxe e convivencia.
C23	(*)Coñecer estratexias e procedementos de avaliación e entender a avaliación como un procedemento de regulación da aprendizaxe e estímulo ao esforzo.
C28	(*)Adquirir experiencia na planificación, na docencia e na avaliación das materias correspondentes á especialización.
D1	(*)Utilizar bibliografía e ferramentas de procura de recursos bibliográficos xenerais e específicos, incluíndo o acceso por Internet.

Learning outcomes

Expected results from this subject	Training and Learning Results
(CG-13) To know the rule and institutional organisation of the educational system and models of improvement of the quality with application to the centres of teaching Be able to define the integral activities of a project	B13
(CE-G1) To know the characteristics of the students, his social contexts and motivations	C1
(CE-G2) To comprise the development of the personality of these students and the possible dysfunctions that affect the learning.	C2
(CE-G3) To elaborate proposals based in the acquisition of knowledges, skills and intellectual and emotional aptitudes.	C3
(CE-G4) To identify and schedule the resolution of educational situations that affect the students with different capacities and rhythms of learnings.	C4
(CE-G9) To take part in the definition of the educational project and in the general activities of the centre attending to criteria of improvement of the quality, attention to the diversity, prevention of problems of learning and coexistence.	C9
(CE-E10) To know strategies and procedures of evaluation and understand the evaluation how a procedure of regulation of the learning and stimulus to the effort.	C23
(CE-P1) Purchase experience in the planning, in the teaching and in the evaluation of the corresponding subjects to the specialization.	C28
(CT-1) Use bibliography and tools of research of bibliographic resources generals and specific, including the access by Internet.	D1

Contents

Topic	
1. That are the curricular competitions? Educational models by competitions.	-
2. How work the curricular competitions in the Secondary Education?	-
3. How evaluate by competitions.	-
4. Proposals of improvement of the competences.	-

Planning

	Class hours	Hours outside the classroom	Total hours
Troubleshooting and / or exercises	6	25	31
Tutored works	4	20	24
Master Session	10	35	45

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

	Description
Troubleshooting and / or exercises	It will propose in the different kinds exercises stop his resolution by part of the students.
Tutored works	There will be that do a work stop the subject
Master Session	The different subjects will work in the master sessions, that will have participating character.

Personalized attention

Methodologies	Description
Tutored works	The attention customized to the students will do fundamentally through: - Presencial tutoring: In the dispatch of the teaching staff or by telephone in schedule of tutoring. -E-mail tutoring: doubts envelope to realization of exercises or of the work, etc. -E-learning with the Fatic platform: for comunicados/warnings, delivery of material/documents, to send of activities/exercises, etc.

Assessment

	Description	Qualification	Training and Learning Results		
Troubleshooting and / or exercises	Organisation, quality and coherence of the joint of the contained and of the put in common (when proceed), and delivery in term	40	B13	C3 C9 C23 C28	D1

Tutored works	Presentation, structure, quality of the contained, originality, innovation, documentary updating, and delivery in term.	40	C1 C2 C3 C4 C28	D1
Master Session	Assistance and participation in the kinds	20	B13 C3 C4 C23	

Other comments on the Evaluation

To surpass successfully the subject owes to approved each of the proofs indicated.

The no realized activities and the no purchased competitions in the first announcement will be able to completed in the Announcement of July.

The students no assistant will owe to put in contact with the teaching staff of the subject in schedule of tutoring.

Sources of information

Ainscow, M., Bereford, J., Harris, A., Hopkins, D. & West, M. (2001). *Crear condiciones para la mejora del trabajo en el aula*. Madrid: Narcea.

Aranaz Jiménez, T. (2012). *Orientaciones para valorar las competencias básicas al término de la educación primaria y secundaria Obligatoria*. Gobierno de Navarra. Recuperado de:

Coll, C.; Martín, E. (2006). Vigencia del debate curricular. Aprendizajes básicos, competencias y estándares. *PRELAC*, 3, 6-27.

España. Real Decreto 1631/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria. *Boletín Oficial del Estado*, viernes 5 de Enero de 2007, núm. 5, pp. 677-773

González,O.(2002). Evaluación Basada en Competencias. *Revista de Investigación*, 53, 11-31.

http://www.uclm.es/SEMINARIOS/SEHISP/archivos_master/facal/02Capacidades&Competencias.pdf

Moya, J. y Luengo, F (Coords.) (2011). *Teoría y práctica de las competencias básicas*. Barcelona: Graò.

<http://diversidad.murciaeduca.es/publicaciones/competencias/>

Recommendations

Other comments

It recommends the usual assistance to kind and to the tutoring.
