



COURSE DATA

DATA SUBJECT

Code: 33601
Name: General didactics
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1304 - Degree in Preschool Education	Facultat de Formació del Professorat	1	First quarter, Second quarter
1305 - Degree in Primary School Education	Facultat de Formació del Professorat	1	First quarter, Second quarter
1324 - Degree in Preschool Education (Ontinyent)	Facultat de Formació del Professorat	1	Second quarter
1339 - Grado en Maestro/a Educación Primaria	Facultat de Formació del Professorat	1	

SUBJECT-MATTER

Degree	Subject-matter	Character
1304 - Degree in Preschool Education	Educational processes and contexts	BASIC
1305 - Degree in Primary School Education	Educational processes and contexts	BASIC
1324 - Degree in Preschool Education (Ontinyent)	EDUCATIONAL PROCESSES AND CONTEXTS	BASIC
1339 - Grado en Maestro/a Educación Primaria	Educational processes and contexts	BASIC

COORDINATION

ROS GARRIDO ALICIA

MOLINA GALVAÑ MARIA DOLORES

SUMMARY

General Didactics refers to the knowledge and understanding that underpin the pedagogical practices which make a dynamic and fruitful educational relationship possible. Studying didactics, therefore, does not merely consist of identifying teaching processes and programmes that we can administer to produce pre-defined, uniform learning outcomes for all learners. **Didactics seeks to develop the meaning of teaching and learning** by considering the meaning of pedagogical situations, relationships and actions; and it **seeks to guide the educational purpose** by taking into account the possibilities and limitations



imposed by the current cultural, administrative and social framework.



The subject of General Didactics within the bachelor's degrees in Preschool and Primary School Education has an **introductory and foundational character**. Its aim is to familiarise students with the issues inherent to the educational practice, as well as to encourage inquiry and the acquisition of complex and rich pedagogical knowledge. Particular emphasis is placed on the design and analysis of the conditions that influence the production of the theoretical and practical knowledge required to understand and intervene in school realities.

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.

COMPETENCES / LEARNING OUTCOMES

1305 - Degree in Primary School Education

Address and solve discipline issues.

Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multicultural and intercultural issues; discrimination and social inclusion, and sustainable development; Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.

Analyse teaching practice and the institutional conditions that frame it.

Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.

Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.

Know and deal with school situations in multicultural and co-educational contexts.

Know the fundamentals of pre-primary and primary education.

Know the processes of interaction and communication in the classroom.

Promote cooperative work and individual work and effort.

Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.



Understand that the daily dynamics of education change according to each student, group and situation and know how to be flexible when teaching.

Value the importance of stability and regularity in the school environment, schedules and teachers' moods as factors contributing to the harmonious and comprehensive progress of students.

1324 - Degree in Preschool Education (Ontinyent)

Address and solve discipline issues.

Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multiculturalism and interculturalism; discrimination and social inclusion and sustainable development. Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.

Analyse teaching practice and the institutional conditions that frame it.

Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.

Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.

Know and deal with school situations in multicultural and co-educational contexts.

Know the fundamentals of pre-primary and primary education.

Know the processes of interaction and communication in the classroom.

Promote cooperative work and individual work and effort.

Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.

Understand that the daily dynamics of education change according to each student, group and situation and know how to be flexible when teaching.

Value the importance of stability and regularity in the school environment, schedules and teachers' moods as factors contributing to the harmonious and comprehensive progress of students.

DESCRIPTION OF CONTENTS



1. Knowledge, education and school

- Social challenges of the 21st century and the social function of schools and of compulsory education: knowledge for life. The political nature of education.
- The education system. Legislative and administrative framework of the curriculum. Curricular reforms. The public school. The inclusive school.



2. The curriculum

- Theoretical approaches to the curriculum. The explicit, hidden and non-explicit curriculum. The levels of curricular concreteness. Curriculum planning: objectives, competences, contents, principles of activity, teaching methods, tasks, teaching resources and means and assessment.
- Educational proposals and experiences.

3. The educational relationship and classroom and school life

- Teaching and learning processes. Teaching as a process of relationship and communication in the classroom and at school. The desire to learn and the desire to teach. The student body as an educational subject.
- Knowledge linked to experience, to life. Affective-emotional education. Coexistence and conflict management.
- Classroom spaces, organisation of activity and structure of academic tasks. Collaborative work. Attention to diversity. Monitoring and guidance of learning.
- Assessment as a formative process: assessment of pupils, the curriculum and teaching activities. School failure.

4. Being a teacher

- The profession of teacher. Good teaching practice: emancipatory reflective practice. Professional independence and coordination with the educational community.
- Innovative curricular practices. Coeducation, sustainability and interculturality in the curriculum. The school as a unit of innovation.
- Research on educational practice. Teacher training and professional development.

WORKLOAD

**PRESENCIAL ACTIVITIES**

Activity	Hours
Theoretical and practical classes	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	90,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY**1. FACE-TO-FACE ACTIVITIES**

a) **Theoretical-practical lessons:** face-to-face theoretical-practical classes in which the contents of the subjects will be studied and discussed and activities will be carried out using different teaching resources: lectures, seminars, workshops, working groups, etc.

b) **Group project:** the purpose of the group project is to highlight the importance of cooperative learning and to reinforce individual learning. This project may be presented individually or collectively, in front of the whole group in the classroom or in tutorials and seminars with small audiences.

c) **Individual and/or group tutorials:** individual and group tutorials should serve as a means of coordinating students in individual and group tasks, as well as teaching activities and methodology.

d) **Complementary activities:** during the weeks designated for complementary activities, certain topics related to the subject area will be explored in greater depth through conferences, workshops, seminars, etc. Attendance at these activities will be taken into account, as well as the completion of any work set by the teaching staff in connection with them.

2. NON-FACE-TO-FACE ACTIVITIES

Study and independent work: individual and cooperative work, reading, accessing and processing information. All these activities will be guided, supervised and assessed by the teaching staff.

EVALUATION



Assessment will be continuous and comprehensive, will have a formative character and will analyse individual and collective learning processes. The final mark will be derived from this assessment.

In this sense, the mark will try to reflect individual learning, understood not only as the acquisition of knowledge, but also as a process fundamentally linked to the intellectual and personal development of students as they encounter new situations that require them to develop new capacities of understanding, reasoning and decision-making.

Information to evidence learning can be collected mainly through:

- Regular monitoring of students' progress, both in the classroom and in individual and group tutorials.
- Assessment of assigned work, including the analysis and assessment of observations on work produced by others.
- Assessment of individual and group participation, both in the classroom and in tasks carried out outside the classroom.
- Oral and written exercises and/or tests.

General Assessment Criteria

- a. Correct and adequate application of the conceptual categories studied.
- b. Presentation of a well-reasoned personal viewpoint, structured in a way that clearly distinguishes the thesis being defended and the supporting arguments on which it is based.
- c. Coherence in the application of new knowledge to practical cases.
- d. Timely and proper submission of the recommended tasks:
 - Clarity of exposition, both orally and in writing.
 - Rigour in citing sources: respect for any of the existing systems for citing bibliographic sources.
 - Use of inclusive language.
- e. Authorship: plagiarism or misuse of artificial intelligence tools may be sanctioned in accordance with Article 15 of the University of Valencia's Regulations on Assessment and Marking.

In any case, **each lecturer of each of the General Didactics groups will specify the assessment criteria and instruments for each of the exam sessions** in a more precise manner, based on the principles set out above. They will also indicate the percentage allocated to each assessment instruments proposed in their syllabus, which will derive from those previously mentioned. The total of these percentages will amount to 100% of the final mark.



The assessment instruments and the percentages allocated may differ between the first and the second examination session. According to the Regulations on Assessment and Marking of the Universitat de València (Articles 6.6 and 6.7), students have the right to pass the subject after completing an oral and/or written test in the second examination session. In the course syllabus, each lecturer must clearly specify which continuous assessment activities can be retaken and which cannot. In any case, the activities that cannot be retaken cannot exceed 50% of the final mark.

The addendum from the previous academic year will be taken into account if necessary due to the health situation caused by the pandemic.

REFERENCES

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- JACKSON, P. (1991). La vida en las aulas. Madrid. Morata
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- STENHOUSE, L. (1984). Investigación y desarrollo currículum. Madrid. Morata
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- VAN MANEN, M. (1989). El tacto en la enseñanza. El significado de la sensibilidad pedagógica. Barcelona. Paidós
- ZAMBRANO, M. (2007). Filosofía y Educación. Manuscritos. Málaga. Ágora

The lecturer responsible for each group will specify the basic bibliography for that group, taking into account the list of complementary bibliography.