COURSE DATA

DATA SUBJECT

Code: 33674
Name: Teaching proposals for mathematics
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1305 - Degree in Primary School Education	Facultat de Formació del Professorat	3	Second quarter
1305 - Degree in Primary School Education	Facultat de Formació del Professorat	4	Second quarter
1339 - Grado en Maestro/a Educación Primaria	Facultat de Formació del Professorat	3	

SUBJECT-MATTER

Degree	Subject-matter	Character
1305 - Degree in Primary School Education	Specialist in science and mathematics	ELECTIVES
1305 - Degree in Primary School Education	Specialist in science and mathematics	ELECTIVES
1339 - Grado en Maestro/a Educación Primaria	Specialist in inclusive education	ELECTIVES

COORDINATION

PLA CASTELLS MARTA

SUMMARY

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

COMPETENCES / LEARNING OUTCOMES

1305 - Degree in Primary School Education

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.

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

Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.

Develop and evaluate teaching proposals mathematics curriculum contents.

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

Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.

Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.

Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.

Know the processes of interaction and communication in the classroom.

Promote cooperative work and individual work and effort.

Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.

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.

Use information and communication technologies as a teaching resource for science and mathematics in the primary school classroom.

Use information and communication technologies effectively as usual working tools.

DESCRIPTION OF CONTENTS

1. Design and construction of didactic proposals for the teaching of mathematics.

- Analysis of the mathematics curriculum for the design of didactic proposals.
- Analysis of manipulative mathematics resources for primary education.
- Analysis of web pages as facilitators of resources to design activities.
- Analysis of ICT resources
- Analysis of textbooks and resources provided by publishers.
- Analysis of the means of exchange of ideas and updating among teachers (conferences, congresses, etc.).
- Elaboration and substantiation of classroom proposals.
- Analysis of different approaches to teaching and learning mathematics

2. Evaluation of didactic proposals. Evaluation criteria

Evaluation of mathematics resources for primary education.

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	90,00
Independent study and work	0,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	**90,00**

TEACHING METHODOLOGY

The course has a fundamentally practical approach.

The development of the course will be based on a variety of teaching and learning methodologies, appropriate to the different contents of the course, types of activities to be carried out and areas of work.

These methodologies may include:

- Theoretical-practical face-to-face classes by the teaching staff.
- Group discussions between teachers and students or among students.
- Individual and group practical work.
- Individual and group tutorials.
- Computer work.
- Use of ICT resources and didactic materials.

EVALUATION

The evaluation of the students will be carried out by means of continuous evaluation and the realization of a final examination. The continuous evaluation criteria may take into account:

1. The participation of the students in the class sessions.
2. The resolution of all the tasks proposed throughout the course and their presentation within the deadlines to be determined.

The final grade of the course will be based on the following weighting:

- Continuous evaluation (paragraphs 1 and 2): between 20% and 50%.
- Final exam: Between 50% and 80%.

All the tasks proposed to be carried out by the students throughout the course are compulsory and evaluable.

The weight of each one of them in the final grade will be proportional to its extension or complexity.

To pass the course, both in first and second call, it is necessary to pass the final exam (5 points out of 10).

To pass the course in the second call, it will be possible to recover both the continuous evaluation and the final exam.

In the tests, both in the first and second call, there may be excluding activities. It is to say, if they are not passed, the rest of the test will be suspended.

Plagiarism or the improper use of artificial intelligence tools may be sanctioned in accordance with article 15 of the evaluation and grading regulations of the Universitat de València. In any case, the Reglament d'Avaluació i Qualificació de la Universitat de València (ACGUV 108/20917), approved in consell de govern del 30 de maig de 2017, will be applied, especially in articles 3, 5, 6, 7,12, 14, 15, 16 i 17. Link: https://ir.uv.es/ZoGjwU9 7,12, 14, 15, 16 i 17. Link: https://ir.uv.es/ZoGjwU9

REFERENCES

- Currículum oficial de Matemáticas de Educación Primaria de la Comunidad Valenciana.
- School manuals or textbooks.
- Godino et al. (2004): Didáctica de las matemáticas para maestros. Universidad de Granada. http://www.ugr.es/~jgodino/fprofesores.htm
- Segovia, I. y Rico, L. (2011). Matemáticas para maestros de Educación Primaria. Madrid: Editorial Pirámide.
- Ferri, R. B. (2017). Learning how to teach mathematical modeling in school and teacher education. Springer.
- Johnson, D.W., Johnson, R.T. (2015). La evaluación en el aprendizaje cooperativo. Ediciones SM España
- Flores, P., y Rico, L. (2022). Ensenanza y aprendizaje de las matematicas en Educacion Primaria. Madrid, Espana: Piramide.

Throughout the course, appropriate bibliography will be proposed for the different topics.