

**COURSE DATA****DATA SUBJECT****Code:** 44464**Name:** Curricular design, development and evaluation**Cycle:** Master's Degree**ECTS Credits:** 4.5**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
2211 - Master's Degree in Psychopedagogy	Facultat de Filosofia i Ciències de l'Educació	1	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
2211 - Master's Degree in Psychopedagogy	Pedagogical training	ELECTIVES

**COORDINATION**

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**SUMMARY**

The content of this subject introduces us to the complexity of perspectives and factors that occur in Curriculum Design, Development and Evaluation. The aim is to broaden the view towards everything that contributes to building knowledge and teaching culture: knowledge about oneself, about what is taught, about how it is taught and how students learn, about the social and cultural environment, about new ones. knowledge that enriches one's own educational knowledge... Knowledge that arises from reflection on practice or from the experimentation of new conceptions and reconstructions. Knowing, in short, that they understand theory and practice as a natural and necessary meeting point to undertake any type of educational action.

The theory must help to carry out analyzes of practices, but these analyzes must contribute to expanding the understanding of the theory.

The aim of this subject is to show ways of approaching the theory and practice of curricular design and evaluation as well as teaching work, from a perspective of critical rationality and to discuss it.

A broad Content Program is presented that will be reworked/adjusted based on the interests and needs of the students taking this Module



## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

### OTHER REQUIREMENTS

Enrolment restrictions with other subjects in the curriculum have not been specified.

## COMPETENCES / LEARNING OUTCOMES

### 2211 - Master's Degree in Psychopedagogy

Colaborar con el profesorado en el desempeño de la función docente, tutorial y en la de organización de los centros educativos y Asesorarle y colaborar con él en el diseño de procedimientos e instrumentos de evaluación, tanto de los aprendizajes del alumnado, como del mismo proceso de enseñanza, así como en técnicas de dinámica y manejo de grupo, resolución de conflictos, mediación escolar y fomento de la convivencia y valores democráticos

Conocer, comprender y valorar críticamente las políticas educativas y sus fundamentos ideológicos, en los contextos nacional e internacional a fin de poder asesorar e intervenir en el diseño y ejecución de las mismas.

Diseñar, aplicar y evaluar programas, procesos, recursos y prácticas educativas dirigidas a cualquier persona o grupo social tomando en consideración su nivel de desarrollo, sus necesidades y limitaciones, así como los contextos multiculturales

Diseñar, asesorar, coordinar y evaluar programas y medidas de compensación de las desigualdades educativas; analizar las necesidades y demandas referidas a la escolarización de alumnos en situación de desventaja social, familiar o personal, así como aquellas condiciones personales y sociales que faciliten o dificulten el proceso de enseñanza y aprendizaje del alumnado y su adaptación al ámbito escolar.

Evaluar y diagnosticar a los aprendices en los diferentes aspectos del desarrollo (aptitudes, intereses, personalidad, motivación....) con el objetivo de adoptar las medidas ordinarias y extraordinarias de atención a la diversidad.

Promover, organizar y evaluar cuantas medidas de asesoramiento e intervención posibiliten una mejor implicación y capacitación de las familias en la educación de sus hijos, así como su participación y colaboración con centros escolares y con otras instituciones, tanto en la dimensión personal, como en la evolutiva y/o la social.

Promover y/o colaborar en la implementación de los procesos de calidad, innovación y mejora de la educación, así como en la investigación sobre los mismos y asesorar y colaborar con el profesorado para la mejora de los procesos de enseñanza/aprendizaje.



## DESCRIPTION OF CONTENTS

### 1. Design concepts and virtualities

The design of the curriculum as an instrument for regulating teaching practice.

- ¿ Theories and conceptions of the curriculum and their implications for its design, development and innovation. The components of the resume.
- ¿ Design and its control capacity in the distribution of the power to intervene and innovate in practice. Experts, teachers and participation in curricular design.
- ¿ From ideas to action: design as a bridge between theory and practice.
- ¿ Design of the curriculum and professional culture of teachers.

Design models as ways of understanding the regulation of teaching practice.

- ¿ Rationalization models in design processes. The scientific claim and its technological development: the objective model and instructional design.
- ¿ The crisis of deterministic models. Flexible practical models and the intervention capacity of teaching actors. The paths of diversity.

### 2. The structure of the curriculum: Continuity and curricular transitions

The structure of the curriculum in the educational system.

- ¿ The general aims and purposes of teaching: Culture, curriculum and conditions of schooling. Curricular coherence. The problem of educational and curricular transitions. The most significant transitions in relation to and within the educational system

Concepts of culture and the possibilities of designing and innovating in the curriculum.

- ¿ The complexity and ambiguity of the concept of educational content and the possibilities of regulating educational practice. The design and teaching focused on different meanings of school culture: Contents, subjects, context and collective identities to be addressed in the curriculum.

### 3. Curriculum design and innovation agents. Schools and curricular innovation

#### A) Curriculum policy

Curriculum and practice design agents.

- ¿ Design, develop and innovate the curriculum in a democratic society: The distribution of powers.
- ¿ The areas of decision, practice and innovation
- ¿ Curriculum policy in Spain. The reasons and consequences of intervention in the curriculum in democratic societies. Decentralization and control of the curriculum as a framework for the development of teaching practice. Intervention models in the curriculum. The legal order of curricular design. Innovation through educational policies: possibilities and consequences. Structure and characteristics of the curriculum at different levels of the educational system.

B) The function of schools and curricular design. The consequences of decentralization and



democratization. Center differentiation policies. Autonomy, efficiency, equality and respect for respectable differences in the curriculum designed by schools. The meaning and limits of the autonomy of centers in the development and innovation of the curriculum.

#### 4. The functions of the Professor in Curriculum Design and Assessment

The action of teachers in design. The real power of mediation of teachers in the design, development and innovation of the curriculum.

Professional culture in different decision frameworks and control over the curriculum.

Autonomy and professional responsibility. Student autonomy and participation. The teacher's plans: areas of his competence. Teaching tasks or activities.

### WORKLOAD

#### PRESENCIAL ACTIVITIES

Activity	Hours
Tutorials	4,50
Theory	13,00
Group work	7,80
Classroom practices	7,80
<b>Total hours</b>	<b>33,10</b>

#### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	5,00
Independent study and work	20,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	8,00
<b>Total hours</b>	<b>33,00</b>

### TEACHING METHODOLOGY

In terms of methodology, the programme presented by the lecturer in charge of the subject will be followed. In any case, this will take the form of working sessions on texts, expository sessions, exploration of training experiences, among other possibilities.

The aim is to generate a work dynamic in classes based on discussion and collaborative work. Involvement in class (In-person) is essential. There, the documents and bibliographic references that will constitute the basis of the thematic development of the subject will be discussed and worked on. The aim will be for students to develop written texts in which they incorporate the conceptual background that the teachers and the texts provide.



There is no division between theory and practice. What is done in the face-to-face class is theoretical-practical, and what is done outside of class must also be.

Students will work in teams/work groups, stable throughout the entire semester, around problems such as:

- The design of the curriculum as an instrument for regulating teaching practice.
- The agents of curriculum design and innovation. In Infant, Primary and Secondary.
- The functions of materials in the design and innovation of the curriculum
- The functions of teachers in curricular design and evaluation
- Design of activity based on the principle of integration of boys/girls with special difficulties in the secondary education classroom.
- Incorporation of technologies in classrooms and use of Platforms.

## EVALUATION

The evaluation will be continuous and qualitative, with monitoring of the students and assessment of learning. The quantitative evaluation will be final, globalized and joint at the end of the subject. The final grade will be the joint assessment of the work done by the student throughout the semester.

The evaluation will be carried out based on a written test for the development of topics on the contents of the program and the annotated bibliography, class participation and individual and group work derived from the practices carried out. Works and exhibitions thereof. Initiation to research.

The evaluation will be governed by the following general criteria:

- Use of available knowledge.
- Understanding of basic ideas
- Development of own ideas
- Ability to relate ideas
- Depth of analysis.



- Reasoned criticism.
- Expository clarity.
- Rich and coherent structuring
- Rigor in citing sources.

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

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