



Subject Information

Qualification: Master's Degree in Teacher Training for Secondary, Baccalaureate, Vocational Training and Language Teaching

Faculty: Teaching and Education Sciences

Code: 1020054

Name: Technology Didactics

Credits: 6 ECTS

Course: 2024-2025 **Semester:** 1st

Module: Specific Technology Module

Subject Matter: Learning and teaching Technology **Type:** Basic formation

Department: Department of Mathematics, Natural Sciences and Social Sciences, Applied to Education

Type of teaching: Classroom-based learning

Language(s) in which it is taught: Spanish

Teaching staff:

Name and surname: José María Nalda Romero

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Module Organization

BASIC THEORETICAL TRAINING

Matter	ECTS	Subject	ECTS	Course/semester
Complements for disciplinary training	6	The Technology Curriculum	6	1/1
Learning and teaching of the corresponding subjects	12	Technology Didactics	6	1/1
		Didactic resources for the teaching of Technology	6	1/2
Teaching innovation and initiation to educational research	6	Innovation and research in Technology Didactics	6	1/2



Recommended insights

Not applicable

Learning Outcomes

At the end of the course, the student must demonstrate that they have acquired the following learning outcomes:

Code	Learning Outcomes
R1	Know the concept of quality in order to critically analyze teaching practices.
R2	Identify the most frequent situations related to the teaching and learning process.
R3	Know how to transform a simple educational proposal into a sequence of activities by selecting the most appropriate educational material.
R4	Understand the concept of innovation and evaluation in relation to the classroom.
R5	Know how to obtain relevant information on topics related to specific didactics.
R6	Know how to relate theory and practice to build teaching knowledge.
R7	Know how to communicate a brief didactic or research proposal in a formal situation.



Competences

Depending on the learning outcomes of the subject, the competencies to which it contributes are:
(values from 1 to 4, with 4 being the highest score)

Code	General	Weighting			
		1	2	3	4
NG5	Know the curricular contents of the subjects related to the corresponding teaching specialization, as well as the body of didactic knowledge about the respective teaching and learning processes. For vocational training, shall include knowledge of the respective professions			x	
CG6	Plan, develop and evaluate the teaching and learning process, promoting educational processes that facilitate the acquisition of the competencies of the respective teachings, taking into account the level and previous training of the students as well as as well as their guidance, both individually and in collaboration with other teachers and professionals at the centre				x
CG11	Know the processes of interaction and communication in the classroom, master skills and social skills necessary to to promote learning and coexistence in the classroom, and to address problems of discipline and conflict resolution.				x
CG7	Searching, obtaining, processing and communicating information (oral, printed, audiovisual, digital or multimedia), transforming it into knowledge and apply it in the teaching and learning processes in the subjects of the specialization studied.		x		

Code	Specific	Weighting			
		1	2	3	4
CE16	To know the theoretical-practical developments of teaching and learning of the corresponding subjects				x
CE17	Transform curricula into activity and work programs.				x
CE18	Acquire criteria for the selection and preparation of educational materials.				x
CE20	To integrate training in audiovisual and multimedia communication into the teaching-learning process.		x		

CE21	Know evaluation strategies and techniques and understand evaluation as an instrument of regulation and encouragement of effort			X	
CE24	Identify the problems related to the teaching and learning of the subjects of the specialization and propose alternatives and solutions.				X



Competency Acquisition Assessment System and Grading System

Learning outcomes assessed	Percentage awarded	Assessment instrument
Performance as a future teacher in a class simulation	25	Checklist
Process Evaluation: Portfolios, presentation of papers, guides, evidence oral and written of all kinds of Activities.	25	Checklist
Oral presentation of group work and singles	25	Rubric
Continuous evaluation: follow-up Individual Session Attendance face-to-face and active participation in theoretical-practical classes, seminars, tutorials and fieldwork.	25	Checklist

Mention of Distinction: In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded.

Exceptionally, these distinctions may be assigned globally across different groups of the same subject.

Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong.

The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Single evaluation: Exceptionally, those students who, for supervening, justified and accredited cause, cannot undergo the continuous evaluation system and request it from the Coordination of the specialty, within the first month of teaching, may opt for this evaluation system.

In this case, it will be evaluated as follows: the student will submit, through UCVnet, all the work that is carried out during the course, within the established deadlines. Likewise, he will take the evaluation test on the date assigned for this purpose.



Training activities

The methodologies that we will use for students to achieve the learning outcomes of the subject will be:

M1	Monographic sessions with shared participation
M2	Application of interdisciplinary knowledge
M3	Presentation of content by the teacher
M4	Microteaching
M5	Set of classroom work
M6	Development of group materials



FACE-TO-FACE WORK TRAINING ACTIVITIES		
Activity	Relationship with Learning Outcomes of the subject	ECTS
Group production of audiovisual material	R3	1
Activity development	R1, R2, R6, R7	1
Evaluation of real student work	R4, R5	1
Resolution of conflict situations in the classroom	R2	1
Total		4

TRAINING ACTIVITIES FOR SELF-EMPLOYMENT		
Activity	Relationship with Learning Outcomes of the subject	ECTS
Microteaching	R6	1
Participation in debates	R1	1
Total		2

Description of the contents

Description of the contents necessary for the acquisition of learning outcomes.

CONTENT BLOCK	Contents
The teaching-learning process.	Introduction to General Didactics: the teacher as the protagonist. Teaching models. How to teach in the usual classroom, workshop and computer science? Effort and discipline as an engine of learning and creativity. Banish educational myths without a scientific basis and new pedagogies without foundation. To know the student as a person.
Prior knowledge: detection and management. Development of ad hoc strategies.	Bring out the students' previous concepts in order to achieve satisfactory learning. Confusion in key scientific and technical concepts in adolescence.
Design of activities in the classroom: adaptation to the course, type of student, centre, extension, reinforcement, etc. Cover the widest possible spectrum of cases.	Transform the curriculum into classroom activities. What to do with students in class? Development according to the type of students we find.
Classroom management: promoting communication and the work environment	How to manage the classroom environment. Authority.
Evaluation: bases, tools and application	How to give an exam and how to evaluate various projects such as a computer program or a construction.



Temporal organization of learning

CONTENT BLOCK/DIDACTIC UNIT	Number of sessions	Hours
The teaching-learning process.	4	10
Prior knowledge: detection and management. Development of ad hoc strategies.	3	7,5
Design of activities in the classroom: adaptation to the course, type of student, centre, extension, reinforcement, etc. Cover the widest possible spectrum of cases.	2	5
Classroom management: promoting communication and the work environment	2	5
Evaluation: bases, tools and application	2	5



References

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