Teaching Guide				
Identifying Data				2021/22
Subject (*)	The design of interdisciplinary projects		Code	652513205
Study programme	Mestrado Universitario en Didácticas Específicas			
Descriptors				
Cycle	Period	Year	Type	Credits
Official Master's Degree	1st four-month period	First	Obligatory	3
Language	SpanishGalician			
Teaching method	Face-to-face			
Prerequisites				
Department	Didácticas Específicas e Métodos de Investigación e Diagnóstico en EducaciónPedagoxía e Didáctica			
Coordinador		E-mail		
Lecturers		E-mail		
Web				
General description				
Contingency plan	1. Modifications to the contents 2. Methodologies *Teaching methodologies that are maintained *Teaching methodologies that are modified 3. Mechanisms for personalized attention to students 4. Modifications in the evaluation *Evaluation observations: 5. Modifications to the bibliography or webgraphy			

Study programme competences / results	
Code	Study programme competences / results
A1	To know the theoretical basis of interdisciplinary work and identify its centre of interest in school and non-school contexts.
A2	To identify and critically analyse interdisciplinary proposals in the educational world.
A3	To design, justify and evaluate in a systematic manner interdisciplinary proposals in different educational contexts.
A8	To be able to defend and argue in oral and written ways the completed investigation and/or innovation work, using audio-visual aids.
A9	To test and evaluate disciplinary and interdisciplinary teaching projects in real educational contexts and to promote suggestions for improvement related to the obtained results.
A12	To identify the main research and innovation lines and their evolution in the area of Specific Didactics.
A14	To know the different types of methodologies used in educational research considering its appropriateness for problem-solving.
A16	To design, justify and evaluate research and innovation projects in the field of Specific Didactics.
B1	To have and understand general knowledge to establish foundations and /or opportunities to stand out in the development and implementation of ideas, mainly in an action- research context.
B2	To be able to apply the acquired foundations and their problem-solving capabilities in new multidisciplinary contexts related to the specific research areas.
B4	To be able to transfer and communicate their conclusions and opinions in a clear and straight manner both in a specialized and a non-specialized audience.
B9	To work in a collaborative way.
B10	To be able to organize and plan in curricular and cross-curricular subjects.

B11	To be able to innovate (creativity) within educational and non-educational contexts.
B15	To be able to update knowledge, methodologies and strategies in their teaching practices
C1	To express correctly, both orally and in written texts, in the two co-official languages of the Autonomous Community.
C3	To use the main ICT?s basic tools for their professional development and for their life-long-learning process.
C7	To assume as a professional and as a citizen the importance of life-long-learning.
C8	To value the importance that research, innovation and technical developments have on society?s socio-economical and cultural progress.

Learning outcomes			
Learning outcomes	Study programme competences / results		
Incorporar los proyectos de innovación, procedimientos y criterios para la evaluación conjunta de la actividad docente y el aprendizaje de las diferentes didácticas específicas.	AJ3 AJ8 AJ9	BJ4	CJ1 CJ3 CJ7 CJ8
Planificar procesos de elaboración de proyectos interdisciplinares que integren de manera coherente la identidad curricular de las didácticas específicas.	AJ1 AJ2 AJ3 AJ8 AJ12 AJ14 AJ16	BJ1 BJ2 BJ9 BJ10 BJ11 BJ15	CJ3 CJ7 CJ8
Desarrollar proyectos interdisciplinares innovadores orientados al desarrollo de las habilidades docentes y de investigación didáctica.	AJ1 AJ2 AJ12 AJ14 AJ16	BJ1 BJ2 BJ9 BJ10 BJ11 BJ15	CJ3 CJ7 CJ8

Contents	
Topic	Sub-topic
Deseño, desenvolvemento e avaluación de proxectos interdisciplinares: modelos, principios e estructura.	.
Estratexias metodolóxicas innovadoras no desenvolvemento de proxectos interdisciplinares.	.
Elaboración de proxectos interdisciplinares basados no traballo colaborativo e na mellora da práctica educativa.	.

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Document analysis	A2 A8	0	8	8
Supervised projects	A2 A3 A8 A9 A16 B2 B9 B10 B11	0	25	25
Directed discussion	A1 A2 A8	5	0	5
Guest lecture / keynote speech	A1 A12 A14 B15 C8	11	9	20
Oral presentation	A16 B4 C1 C3	2	2	4
Collaborative learning	A3 B1 B2 B9 B10 C7	3	10	13
Personalized attention		0	0	0
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	**Description**
Document analysis	.
Supervised projects	.
Directed discussion	.
Guest lecture / keynote speech	.
Oral presentation	.
Collaborative learning	.

Personalized attention	
Methodologies	**Description**
Supervised projects	Os traballos tutelados requiren atención personalizada por iso as titorías terán unha importancia relevante.

Assessment			
Methodologies	**Competencies / Results**	**Description**	**Qualification**
Oral presentation	A16 B4 C1 C3	.	30
Supervised projects	A2 A3 A8 A9 A16 B2 B9 B10 B11	.	70

Assessment comments
A avaliación nesta materia consistirá na presentación e defensa dun proxecto interdisciplinar, en grupos de dous ou tres estudantes, e excepcionalmente de maneira individual. O traballo consistirá na elaboración dun proxecto interdisciplinar, fundamentalmente centrado nas ciencias da natureza e nas matemáticas. O traballo escrito terá unha valoración do 70% da nota final e a presentación oral unha valoración do 30%. Se o estudante non alcanza unha asistencia do 80% das clases presenciais deberá ser avaliado ademais de polo traballo individual e a súa presentación, por unha proba tamén individual. Neste caso os dous ítems da avaliación (traballo máis presentación e proba individual) terán unha ponderación do 50% esixíndose en cada unha delas a nota igual ou superior a 5 sobre 10. Aqueles alumnos/as con dispensa académica de exención de asistencia serán avaliados a través do traballo e a proba individual, ao igual que aqueles que non cumpran a asistencia do 80% das sesións presenciais. A nota final será a media das calificacións obtidas, solicitándose en cada unha delas unha nota igual ou superior a 5 sobre 10 para aprobar a materia".

Sources of information

Basic	- Alsina, A (2012). Hacia un enfoque globalizado de la educación matemática en las primeras edades. Numeros, (80),7-24. - Arbonés, J. y Milrud, P. (2001). La armonía es numérica. Música y matemáticas. España: RBA. - Cabello, A. España, E. y Blanco A. (2016). La competencia en alimentación. Barcelona: Octaedro - Cézar, R. F., Harris, C., & Pérez, C. A (2014). Propuestas para el tratamiento de la Competencia Matemática y de Ciencias a través de la literatura infantil en Educación Infantil y Primaria.. Números, (85), 25-39. - Edo, M. (2008). Matemáticas y arte en educación infantil. . Uno: Revista de didáctica de las matemáticas, 47, 37-53. - García Barros, S. Martínez Losada, C (2013). Inmersos en el aire miramos al cielo. . Barcelona: Graó - Hernández, F. (2002). Los proyectos de trabajo. Mapa para navegantes en mares de incertidumbre.. Cuadernos de Pedagogía, 310, 78-82. - López Sancho, J M..; Gómez Díaz, M. J.; Refolio Refolio, M. C.; López Álvarez, J. M.; Moreno Gómez, (2009). Óptica para maestros Una aproximación del modelo de rayos para el aula de educación infantil y primaria. . Recuperado de https://digital.csic.es/handle/10261/83872 - Majó Masferrer, F.; Baqueró Alos, M. (2014). Ocho ideas clave. Los proyectos interdisciplinarios . Barcelona:Graó - Mato-Vázquez, D.; López Chao, V. y Pérez-Mato, A. (2015). Interdisciplinaridad entre Matemáticas y Educación Plástica en educación Infantil. XII Foro Internacional sobre Evaluación de la Calidad de la Investigación y la Educación Superior In - Ramiro, E. (2010). La maleta de la ciencia. 60 experimentos de aire y agua y centenares de recursos para todos. . Barcelona. Graó Esta bibliografía completarase no desenvolvemento da materia
Complementary	

Recommendations
Subjects that it is recommended to have taken before
Subjects that are recommended to be taken simultaneously
Subjects that continue the syllabus
Other comments

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.