

Curriculum

For the the full study programme of Subject:	Master en Profesor de Enseñanza Secundaria Obligatoria, Bachillerato, Formación Profesional y Enseñanza de Idiomas. Especialidad de Geografía Historia e Historia del arte.
	(Master in Teacher Training Education for Compulsory and non Compulsory Secondary, Vocational Education, and Foreign Language. Geography, History and Art History Speciality)
Country/University	Spain
In force since	Year 2009/2010
Short description	Syllabus in English, links to full texts in Spanish

Introduction

In Spain¹, the initial training of History teachers for Secondary school (12 to 16 years old) and High school (16 to 18 years old) has suffered main modifications, due to the necessity to adapt university studies to the Bologna Process, according to the Organic Law 2/2006, for Education (Ley Orgánica 2/2006, de 3 de mayo, de Educación - LOE).

The adopted training model responds to the consecutive scheme, which in order to exercise the teaching activity, it is necessary to be in possession of an university degree of 240 ECTS in History, Geography and Art History, and besides, of a Master with a pedagogical and didactic knowledge (60 ECTS), where a practical time has an specific and important issue.

The new law, (ECI/3858/2007/, DECEMBER 27th) defines how to apply this Master's throughout the country, and abolishes the previous qualifications :

- "CAP" (Curso Adaptación Pedagógica) (LGE,1970)
- "CCP" (Curso de Cualificación Pedagógica) (LOGSE,1990)
- "TED" (Título de Especialización Didáctica)(LOCE,2002)

Syllabus

<http://www.boe.es/boe/dias/2007/12/29/pdfs/A53751-53753.pdf>

The law establishes the Master's syllabus and divides it in tree general sections:

- 1 General, 12 ECTS
- 2 Specific, 24 ECTS

¹ In the Elementary School Program (6-12 year-olds), history is not a required subject for the curriculum. It's area of knowledge belongs to a general subject called "Socials and Earth Science" ("Conocimiento del medio natural, social y cultural/Cultural, Social, and Natural Environment knowledge"). The teacher in charge of this subject is a Primary School Teacher whose competencies belong to psychology and education training.

(ECI/3857/2007, December 27th)
<http://www.boe.es/dias/2007/12/29/pdfs/A53747-53750.pdf>

3 Practical and Final Paper ,16 ECTS

Universities have not a very large autonomy, they are able to define and plan their Master's program just by assigning credits to respective subjects, and offering the 8 ECTS elective subjects.

1- General Section - three subjects

1-1 Personality Learning and Develop

Basic Skills:

- To know social context, motivation and students' characteristics.
- To understand how their personalities are developing and identifying some dysfunctions that might be affecting their learning process.
- To create work proposals based upon their own learning achievements, skills and intellectual and emotional aptitudes.
- To identify, plan and resolve those situations in an education world affecting students with different abilities and learning speeds.

1-2 Process and education context

Basic Skills:

- To understand the interaction process, related to school and classroom communications.
- To identify and resolve future troubles.
- To know the history and development of our educational system.
- To know and apply facilities information, and professional counseling strategies.
- Stimulate emotional and social education.
- To participate in the school education program and general activities based upon quality improvement, attention to diversity, learning skills and fellowship challenges.

1-3 Education, family and Society

Basic Skills:

- To link education and society, to understand family and the role of education in society; acquired learning skills and abilities; the role of education in personal rights, freedom and opportunities. Understanding equal treatment, and not discriminating against people with disabilities.
- To understand the differences in the historical development of the family; the differences and these influences in a child's education.
- To acquire social skills in order to counsel and build relationships.

2-Specific Section - three subjects

2-1 Additional Training. (Geography, History and Art History)

Basic Skills:

- To know the cultural background of these special subjects and how to apply and teach them .
- To know the history and recent developments of these subjects in order to communicate a compelling and dynamic point of view.
- To know the different contexts and situations in which various curricular elements are utilized.

2-2 Learning and Teaching Specifics Subjects. (Geography, History and Art History)

Basic Skills:

- To know the theory and practical application for effecting teaching/learning in the classroom.
- To adapt the curriculum to an active and dynamic program.
- To prepare grading criteria and develop instruction material.
- To promote a work environment that helps learning and encourages students to develop strong values and creative ideas.
- To integrate media studies into the learning process.
- To learn assessment strategies and techniques, and to understand the evaluation process as an instrument of control that can encourage learning.

2-3 Innovative Teaching and Introductory Course to Education Research. (Geography, History and Art History)

Basic Skills:

- To know and apply innovative teaching techniques in the learned specialty field.
- To assess the teaching performance, best practices and orientation using quality indicators.
- To identify relative teaching difficulties and learning problems in specific subjects, and focus on creative alternatives in finding solutions.
- To research, develop and apply technical and teaching processes in order to bring innovation to various projects and evaluation processes.

3-Practical and Final Paper

These basic skills, with the rest of the skills acquired during the Master's program, must be reflected on the Final Paper as a summary of the learning process.

Basic Skills:

- To acquire experience in planning, teaching and evaluating the learning process in each specific subject.
- To provide the best oral and written teaching skills.
- To possess excellent social skills in order to create an environment that encourages learning and fellowship.
- To collaborate on proposals and improve the different fields of action based on this practice period.

LINKS TO THE FULL STUDY PROGRAMMES

UNIVERSITY OF VALLADOLID

Master in Geography and History Teacher Training Education

http://www.uva.es/opencms/consultas/planesestudios/asignaturas?codigo_plan=4082&ano_academico=1112

Degrees:

History Degree

<http://grado.uva.es/grado-en-historia>

Geography and Spatial Planning Degree

<http://grado.uva.es/grado-en-geografia-y-ordenacion-del-territorio>

Art History Degree

<http://grado.uva.es/grado-en-historia-del-arte>

UNIVERSITY OF SANTIAGO DE COMPOSTELA

Master in Geography and History Teacher Training Education

http://www.usc.es/es/centros/cc_educacion/titulacions.html?plan=13251&estudio=14315&codEstudio=13850&valor=9

History Degree

<http://www.usc.es/es/centros/xeo/historia/titulacions.html?plan=12651&estudio=12652&codEstudio=12253&valor=9>

Art History Degree

<http://www.usc.es/es/centros/xeo/historia/titulacions.html?plan=12734&estudio=12735&codEstudio=12332&valor=9>

Geography and Spatial Planning Degree

<http://www.usc.es/es/centros/xeo/historia/titulacions.html?plan=12713&estudio=12714&codEstudio=12317&valor=9>

COMPLUTENSE UNIVERSITY OF MADRID

Master in Geography and History Teacher Training Education

<http://www.ucm.es/centros/webs/m5057/index.php?tp=Estructura%20del%20Máster&a=dir3&d=18668.php>

History Degree

<http://www.ucm.es/info/ghistoria/>

Art History Degree

<http://www.ucm.es/info/ghistoriarte/>

Geography and Spatial Planning Degree

<http://www.ucm.es/info/ggeografia/>