COURSE GUIDE
TECHNIQUES AND TOOLS FOR TEACHING AND LEARNING PROCESSES

Degree of Social Education

1º COURSE

Faculty of Education and Educational Sciences
Universidad Católica de Valencia San Vicente Mártir

Academic Year 2023-2024

COURSE GUIDE

	ECTS
SUBJECT: Techniques and Tools for teaching and learning processes	6
Field: Education	24
Module: CONCEPTUAL AND CONTEXTUAL BASES OF EDUCATION	36
Type of learning: Basic	**YEAR**: 2023-2024 **Semester**: 2º
Professor: PhD Mar Paulo Noguera	**Departament:** GENERAL DIDACTICS, THEORY OF EDUCATION AND TECHNOLOGICAL INNOVATION
	E-mail: mar.paulo@ucv.es

MODULE ORGANIZATION

CONCEPTUAL AND CONTEXTUAL BASES OF EDUCATION	Nº ECTS 36

Duration and temporal location within the curriculum: Techniques and tools for teaching and learning processes is a subject belonging to the field of Education. This course is taught in the second half of the first year including the following: Strategies for teachers and students to develop the teaching-learning process, different styles of learning, analysis tools and techniques and the types of knowledge that are activated while performing a learning task.

Subject and Course				
Subject	**ECTS**	**COURSE**	**ECTS**	**Course/ semester**
EDUCATION	24	EDUCATIONAL FOUNDATIONS AND SCHOOL ORGANIZATION	6	1/1
		TEACHING AND EDUCATIONAL INNOVATION	6	2/2

		SOCIAL POLICY AND WELFARE SYSTEMS	6	1/2
		TECHNIQUES AND TOOLS FOR TEACHING AND LEARNING PROCESSES.	6	1/2
SOCIOLOGY	6	SOCIETY AND INTERCULTURAL EDUCATION	6	1/1
EDUCATION IN SOCIAL AND CULTURAL CONTEXT	6	SOCIAL FOUNDATIONS OF EDUCATION	6	2/1

COURSE GUIDE
TECHNIQUES AND TOOLS FOR TEACHING AND LEARNING PROCESSES

Prerequisites: None

GENERAL AIMS

a. Analyze and understand the different approaches to teaching and learning.
b. Analyze and reflect on the elements that are part of this process.
c. Know the strategies that intervene in the teaching and learning process and their adequacy to the elements that intervene in it.
d. Engage students with the design of educational actions attending to the techniques and instruments required to develop teaching and learning processes.

CROSS-SECTIONAL COMPETENCES	Competence measuring scale			
Instrumental	**1**	**2**	**3**	**4**
1. Analysis and synthesis.			X	
2. Organisation and planning.				X
3. Oral and written communication in native language.			X	
5. Use of ICT in the field of study and in a profesional context.				X
6. Information management skills.				X
7. Problem-solving and decision-taking				X
Interpersonal	**1**	**2**	**3**	**4**
8. Criticism and self-criticism.			X	
11. Interpersonal Skills.				X

Systemic	1	2	3	4
13. Autonomy in learning.				X
15. Creativity				X

SPECIFIC COMPETENCES				
	1	2	3	4
1. Understand and identify the historical, socio-cultural, political and legislative processes that underlie the profession and socioeducational intervention.		X		
2. Know and analyse social welfare systems, social and economic changes and legislation that underpin socio-educational intervention processes.		X		
3. Identify the different evolutionary stages and levels of development of the target population.			X	
5. Analyze and diagnose the different complex realities that underlie the development of adequate socio-educational processes.				X
6. Know the pedagogical, psychological and sociological basis of the socioeducational intervention processes				X
10. Learn about the different methodologies and techniques of socio-educational research.			X	
11. Learn and use the tools, instruments and resources required to incorporate them in the socio-educational intervention in the different areas of action.			X	
15. Understand and use specific techniques of socioeducational and community intervention (socioeducational context, classroom).				X
20. Display an empathetic, respectful, solidarity and trustworthy attitude toward individuals and institutions of social education.			X	

LEARNING OUTCOMES	COMPETENCES
R. 1. The student is able to adequately communicate both orally and in writing, analyzing different aspects	G1, G3, G6, G8
R. 2. The student is able to analyze and understand the models of teaching and learning, adapting to the different realities, from a critical and creative vision.	G1, G7, G8, E3, E4, E6

R.3. The students know the strategies and techniques involved in the teaching and learning process and identified in different contexts.	G6, G9, E5, E6, E10, E15
R.4. The student is able to design and develop appropriate teaching-learning processes of creative and innovative response to the basic needs.	G2,G3, G5, G7, G9, G11, G13, G15, E4, E5, E11, E9, E15, E20
R.5. The student is able to analyze information from a critical perspective and is able to share this information with colleagues, providing essential elements with clear and structured arguments.	G1, G5, G6,G8, G11, G13, E13, E20

ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	**Teaching-Learning Methodology**	**Relationship With Learning Outcomesfor the subject**	**ECTS**
ON-CAMPUSCLASS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.	R1, R2, R3, R4, R5	1,5
SEMINAR	Supervised monographic sessions with shared participation	R1, R2, R3, R4, R5	0,2
GROUP PRESENTATION OF PAPERS	Application of multidisciplinary knowledge	R1, R2, R3, R4, R5	0,4
TUTTORING	Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, readings, papers, etc.	R1, R2, R3, R4, R5	0,2
ASSESSMENT	Set of oral and/or written tests used in initial, formative or additive assessment of the student	R1, R2, R3, R4, R5	0,1

		Total	2,4

INDEPENDENT WORK ACTIVITIES			
ACTIVITY	**Teaching-Learning Methodology**	**Relationship of Course with Learning Outcomes**	**ECTS**
GROUP WORK	Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (www.plataforma.ucv.es)	R1, R2, R3, R4, R5	1,2
INDIVIDUAL WORK	Student study: Group Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (www.plataforma.ucv.es)	R1, R2, R3, R4, R5	2,4
		Total	3,6

SYSTEM FOR ASSESING THE ACQUISITION OF THE COMPETENCIES AND ASSESSMENT SYSTEM		
Assessment Tool	**LEARNING OUTCOMES ASSESSED**	**Allocated Percentage**
Practical activities: individual and group work	R1, R2, R3, R4, R5	15%
Written test	R1, R2, R3, R4, R5	60%

Project presentation	R1, R2, R3, R4, R5	15%
Attendance, participation and attitude toward the subject	R1, R2, R3, R4, R5	10%

- The approved will be from 5.
- All parties should be approved to pass the course.
- The student who wants to qualify for honors should talk to the teacher.
- Work sent after the deadline will not be accepted.
- It is necessary to demonstrate, in all oral and written productions, an advanced
  level of linguistic proficiency. Therefore, each spelling mistake will be penalised
  with 0.50 points in assignments and exams. Three missing accents will be
  equivalent to one spelling mistake.

DESCRIPTION OF CONTENTS	COMPETENCES
1. Teaching-learning Theories 1.1. Conceptual approaches to learning 1.2. Theoretical perspectives of "learning theories" and their incidence in education. 1.3. Key elements involved in the process: 1.3.1 Motivation 1.3.2 Communication	G1, G3, G6, G13, E3, E4, E5
2. Methodology and strategies for the teaching-learning process 2.1. Design of the educational action 2.2. Conceptualization of: Methodology, strategies, techniques, activities	G2, G5, G7, G8, G13, E3, E10, E15

3. Techniques to develop educational actions
3.1 Educating in values
    3.1.1 Conceptualization
    3.1.2 Why educate in values?
    3.1.3 How to educate in values?
3.2 To work cooperatively
    3.2.1 Conceptualization
    3.2.2 Techniques to promote cooperative work
3.3 To promote teamwork
    3.3.1 Importance of teamwork work
    3.3.2 Theories that support the importance of this type of work
3.4 Other techniques
    3.4.1 Structures of Spencer Kagan
    3.4.2 Thinking routines
	G2,G3, G5, G7, G9, G11, G13, G15, E4, E5, E11, E9, E15, E20

4. An innovative perspective towards education and the educational process 4.1. New educations 4.2. Analyse, reflect, act 4.3. Some research techniques applied to education: observation technique, sampling techniques for	G6, G8, G13, G15 E4, E5, E6, E10

education, the survey in education, the interview, the discussion group and the DELPHI technique.

TEMPORAL ORGANIZATION OF LEARNING (First enrollment students):

	CONTENT/TEACHING UNIT	Nº MEETINGS
1	**Theories underlying the teaching-learning process**	**8**
2	**Methodology and strategies for the teaching-learning process**	**8**
3	**Techniques to develop educational actions**	**10**
4	**An innovative perspective on education and the educational process**	**4**

BIBLIOGRAPHY

Ausubel, D. (2012). *Adquisición y retención del conocimiento: una perspectiva cognitiva.* Paidós. Barcelona.

Bandura, A. (1980). *Aprendizaje social y desarrollo de la personalidad.* Alianza. Madrid.

Beltrán, J. (1996). *Procesos, estrategias y técnicas de aprendizaje.* Síntesis. Madrid

Bueno i Torrens, D. (2021). *Neurociencia para educadores: Todo lo que los educadores siempre han querido saber sobre el cerebro de sus alumnos y nunca nadie se ha atrevido a explicárselo de manera comprensible y útil*. Octaedro, Barcelona.

Carbonell, J. (2015). *Pedagogías del siglo XXI: Alternativas para la innovación educativa (recursos educativos)*. Octaedro, Barcelona.

De Bono E. (2012). *Creatividad. 62 ejercicios para desarrollar la mente.* Paidós. Barcelona

De Bono E. (2008). *Seis sombreros para pensar.* Paidós. Barcelona.

Escámez, J*., et al*. (2007). *El aprendizaje de valores y actitudes. Teoría y práctica.* Octaedro. Barcelona.

Forés, A., *et al*. (2021). *Planificación de proyectos socioeducativos participativos.* Grao. Barcelona.

Gardner, H. (2008). *Las cinco mentes del futuro.* Paidós. Barcelona.

Gargallo, B. (2000). *Procedimientos. Estrategias de aprendizaje. Su naturaleza, enseñanza y evaluación.* Humanidades Pedagogía. Valencia.

Gargallo, B. (Coord.) (2017). *Enseñanza centrada en el aprendizaje y diseño por competencias en la universidad.* Tirant humanidades. Valencia.

Gargallo, B., y Pérez, C. (Coord.). (2021). *Aprender a aprender, competencia clave en la sociedad del conocimiento. Su aprendizaje y enseñanza en la universidad.* Tirant humanidades. Valencia.

González, M., y Escudero, J. (1987) *Innovación educativa: Teorías y procesos de desarrollo.* Humanitas. Barcelona.

Grupo INTER (2007). *Racismo. Qué es y cómo se afronta.* Pearson. Madrid.

Joyce, B., et al. (2002). *Modelos de enseñanza.* Gedisa. Barcelona.

Leon del Barco, B., et al. (2005). *Técnicas de aprendizaje cooperativo en contextos educativos.* @becedario. Badajoz.

Mariño, X (2012). *Neurociencia para Julia.* Editorial laetoli. Navarra

Martínez-Otero, V. (2022). *Fundamentos teóricos de la educación.* Pirámide.

Medina, A., y Domínguez, M.C. (2009). *Formación básica para profesionales de la educación.* Editorial Universitas, S.A. Madrid.

Parcerisa, A. *Didáctica en la Educación social. Enseñar y aprender fuera de la escuela.*

Sánchez Rivas, E. (2014). *Ideas creativas para educar.* Ediciones Aljibe. Málaga.

Vázquez, E. (2021). *Medios, recursos didácticos y tecnología educativa.* Editorial UNED. Madrid.

Webgrafia
https://plus.google.com/+EmparGuerrero/about
http://blogs.ucv.es/educacionsocial/
http://www.dandovueltas.es/
http://www.raco.cat/index.php/EducacioSocial
https://www.ucv.es/Publicaciones.aspx?IdRevista=1
http://www.eduso.net/index.htm

Addendum to the Course Guide of the Subject "Techniques and Tools for teaching and learning processes"

Degree on Social Education

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject:

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching.

Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☑ Microsoft Teams   ☐ Blackboard Collaborate Ultra

☐ Kaltura

Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen onsite activities described in this section of the Course Guide, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☑ Microsoft Teams   ☐ Blackboard Collaborate Ultra

☐ Kaltura

Explanation about the practical sessions:

2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:

ONLINE WORK

Regarding the Assessment Tools:

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: