



## Information about the subject

**Degree:** Bachelor of Arts Degree in Early Childhood Education

**Faculty:** Faculty of Teacher Training and Education Sciences

**Code:** 1410307 **Name:** Teaching-Learning Processes in the Classroom: Techniques and Tools

**Credits:** 6,00 **ECTS** **Year:** 3 **Semester:** 1

**Module:** Educational processes and contexts

**Subject Matter:** Organización del espacio escolar, materiales y habilidades docentes **Type:**

Compulsory

**Department:** -

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

**Lecturer/-s:**

|        |   |                        |
|--------|---|------------------------|
| 143A   | <u>Romana Martínez Martínez</u> ( <b>Responsible Lecturer</b> ) | romana.martinez@ucv.es |
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## Module organization

### Educational processes and contexts

| Subject Matter  | ECTS  | Subject  | ECTS | Year/semester |
|---|-------|--|------|---------------|
| Organización del espacio escolar, materiales y habilidades docentes | 12,00 | Organisation of the Classroom and of the Early Childhood School                                  | 6,00 | 2/1           |
|   |       | Teaching-Learning Processes in the Classroom: Techniques and Tools                               | 6,00 | 3/1           |
| The early childhood education school                                | 24,00 | Design and Assessment of Educational Action Plans  | 6,00 | 2/2           |
|   |       | Didactics and Educational Innovation   | 6,00 | 2/1           |
|   |       | Fundamentals and History of Education  | 6,00 | 1/1           |
|   |       | Teaching and Educational Practice  | 6,00 | 2/2           |
| Systematic observation and context analysis                         | 6,00  | Methodology in Early Childhood Education and Techniques of Observation and Systematic Assessment | 6,00 | 3/1           |

## Recommended knowledge

Not required



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## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Identifies and applies the fundamental elements established by neuroscience in the teaching-learning process.
- R2 Identifies their own learning style and that of pupils in a school by studying the theories of different authors.
- R3 Relates the different teaching styles to learning styles.
- R4 Design different teaching strategies according to the diversity of the students based on their learning style.
- R5 Reads bibliographic texts and critically evaluates them.



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## Competencies

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

| GENERAL  | Weighting |   |   |   |
|--|-----------|---|---|---|
|  | 1         | 2 | 3 | 4 |
| G2 To promote and facilitate learning in early childhood, from a globalizing and integrating perspective of the different cognitive, emotional, psychomotor and volitional dimensions.   |           |   |   | x |
| G8 To know the fundamentals of infant dietetics and hygiene. To know the fundamentals of early care and the bases and developments that allow understanding the psychological, learning and personality building processes in early childhood.   |           |   |   | x |
| G11 To reflect on classroom practices to innovate and improve teaching. To acquire habits and skills for autonomous and cooperative learning and promote it in students.   |           |   |   | x |
| SPECIFIC   | Weighting |   |   |   |
|  | 1         | 2 | 3 | 4 |
| E13 To value the importance of stability and regularity in the school environment, schedules and teacher's moods as factors that contribute to the harmonious and integral progress of students.   |           |   |   | x |
| E14 To know how to work as a team with other professionals inside and outside the center in the attention to each student, as well as in the planning of learning sequences and in the organization of work situations in the classroom and in the play space, identifying the peculiarities of the 0-3 period and the 3-6 period. |           |   |   | x |



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## Assessment system for the acquisition of competencies and grading system

| Assessed learning outcomes | Granted percentage | Assessment method  |
|----------------------------|--------------------|--|
| R1, R3, R4                 | 60,00%             | Written test: Final summative or continuous theoretical and practical test (open questions, objective test questions, truncated exam, etc.). Preparation of fieldwork memorandums. Solution of case studies, single case, etc. |
| R3, R5                     | 10,00%             | Oral presentation of group and individual work.  |
|                            | 5,00%              | Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.  |
| R1, R2, R3, R4, R5         | 25,00%             | Non-final written exams: individual or group directed work.  |

### Observations

The final grade will be the weighted average of the results obtained in each of the sections, provided that they have all been passed with 50%. All assignments will have a specific date for completion and delivery.

The evaluation system is as follows:

1. Development of individual activities related to the content of the subject (20%).
2. An objective test of 20 questions (40%).
3. A group work reflecting an innovative educational proposal based on the content of the subject (25%).
4. A group exhibition in which the students' group work is presented (10%).
5. Attendance and active participation (5%)

### CRITERIA FOR THE AWARDING OF HONOURS:

As a sign of academic exceptionality, the Honour's Degree will be awarded to the student who, in addition to obtaining a maximum mark in the above criteria, is considered by the teacher to be worthy of such a distinction. And, in accordance with the general regulations which indicate that only one matriculation of honour can be awarded for every 20 students, not per fraction of 20, with the exception of the case of groups of less than 20 students in total, in which one matriculation can be awarded.



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## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 PARTICIPATIVE MASTERCLASS
- M2 CLASSROOM PRACTICES
- M3 CASE STUDIES
- M6 PROBLEM-BASED LEARNING
- M7 GROUP TUTORING
- M8 INDIVIDUAL TUTORING
- M9 PROJECT-BASED LEARNING
- M10 COOPERATIVE AND COLLABORATIVE WORK



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### IN-CLASS LEARNING ACTIVITIES

|  | LEARNING OUTCOMES  | HOURS        | ECTS        |
|--|--------------------|--------------|-------------|
| Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom.<br><br>M1  | R1, R2, R3         | 20,00        | 0,80        |
| Group work sessions supervised by the teacher, case studies, diagnostic analyses, problems, field studies, computer classroom, visits, data searches, libraries, network, Internet, etc. Meaningful construction of knowledge through student interaction and activity.<br><br>M2, M3, M7, M8, M10 | R1, R2, R3, R4, R5 | 20,00        | 0,80        |
| Presentation in plenary. Application of interdisciplinary knowledge<br><br>M2, M3, M10   | R1, R3, R5         | 8,00         | 0,32        |
| Personalised attention in small groups. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, assignments, etc.<br><br>M2, M7, M8, M10  | R1, R2, R3, R4, R5 | 10,00        | 0,40        |
| Set of oral and/or written tests used in the initial, formative or summative assessment of the student.<br><br>M3  | R1, R2, R3, R4, R5 | 2,00         | 0,08        |
| <b>TOTAL</b>   |                    | <b>60,00</b> | <b>2,40</b> |



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## LEARNING ACTIVITIES OF AUTONOMOUS WORK

|  | LEARNING OUTCOMES | HOURS        | ECTS        |
|--|-------------------|--------------|-------------|
| Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces.<br><br>M2, M3, M7, M8, M10                 | R1, R2, R3, R4    | 45,00        | 1,80        |
| Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces.<br><br>M2, M7, M8, M10 | R2, R3, R4, R5    | 45,00        | 1,80        |
| <b>TOTAL</b>   |                   | <b>90,00</b> | <b>3,60</b> |



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

| Content block                      | Contents   |
|------------------------------------|--|
| Unit 1: Neuroscience and education | <ul style="list-style-type: none"><li>1.1. Neuroscience in the educational field.</li><li>1.2. Learning, memory and emotions.</li><li>1.2.1. Motivation, attention and creativity.</li><li>1.3. HERVAT neuroeducational program.</li><li>1.4. Brain development and learning processes.<ul style="list-style-type: none"><li>1.4.1. Nature and learning</li><li>1.4.2. Learn with and from others</li></ul></li></ul>  |
| Unit 2: Teaching styles.           | <ul style="list-style-type: none"><li>2.1.- Analysis of the different classifications of teaching styles.</li><li>2.2.- Types of teaching styles.</li><li>2.2.1.- Teaching style of F. Trillo.</li><li>2.2.2.- Grasha –Riechmann teaching style.</li><li>2.2.3.- Lippit and White teaching style.</li><li>2.2.4 Teaching style of Brekelmans, Levy and Rodríguez.</li><li>2.2.5.- Vark's inventory.</li><li>2.3.- Non-verbal communication and its influence in the classroom</li></ul>  |
| Unit 3: Learning styles.           | <ul style="list-style-type: none"><li>3.1.-Principles that configure the teaching-learning process in the classroom.</li><li>3.2.-Characteristics of learning strategies.</li><li>3.3.-Classification of learning strategies according to levels of processing and cognitive control.</li><li>3.4.-Thinking skills. Visual organizers. Metacognition.</li><li>3.5.-Learning styles<ul style="list-style-type: none"><li>3.5.1.- VARK Inventory</li><li>3.5.2.- Grasha-Riechmann model</li><li>3.5.3.- Honey and Mumford model</li><li>3.5.4.- R. Dunn and K. Dunn model</li><li>3.5.5.- Felder and Silverman model</li></ul></li></ul> |



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### Temporary organization of learning:

| Block of content                   | Number of sessions | Hours |
|------------------------------------|--------------------|-------|
| Unit 1: Neuroscience and education | 10,00              | 20,00 |
| Unit 2: Teaching styles.           | 8,00               | 16,00 |
| Unit 3: Learning styles.           | 12,00              | 24,00 |



## References

### BIBLIOGRAPHY

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## Addendum to the Course Guide of the Subject

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

Kaltura



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### **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 activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

- Microsoft Teams
- Kaltura

Explanation about the practical sessions:



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## 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: