Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1161202 **Name:** Design and Evaluation of Educational Action Plans

Credits: 6,00 **ECTS Year:** 2 **Semester:** 2

Module: Educational processes and contexts

Subject Matter: Education **Type:** Basic Formation

Field of knowledge: Social and Legal Science

Department: General Didactics, Theory of Education, and Technological Innovation

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

1162A	Aurelio Jose Gonzalez Bertolin **(Responsible Lecturer)**	aurelio.gonzalez@ucv.es
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Module organization

Educational processes and contexts

Subject Matter	ECTS	Subject	ECTS	Year/semester
Education	24,00	Design and Evaluation of Educational Action Plans	6,00	2/2
		Didactics and Educational Innovation	6,00	1/2
		Educational Fundamentals and School Organisation	6,00	1/1
		Teaching-Learning Processes in the Classroom: Techniques and Tools	6,00	2/2

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 The student interprets the documents that enable the functioning of an educational institution.

R2 The student establishes a connection between the context and the educational objectives of the institution.

R3 The student compares legal proposals on the components of the educational project with the elements contained in different existing proposals in educational institutions.

R4 The student delves into the proposed plans in the educational project, analyzing and evaluating real school center projects.

R5 Recognizes different classroom management models and their relationship with student motivation.

R6 Designs educational actions that facilitate a positive classroom climate and peaceful conflict resolution.

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
CG1	Understand the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria, and the body of didactic knowledge around the respective teaching and learning procedures.			x	
CG4	Design and regulate learning spaces in diverse contexts that address gender equality, equity, and respect for human rights, which form the values of citizenship education.			x	
CG5	Promote a positive coexistence inside and outside of the classroom, resolve discipline issues, and contribute to peaceful resolution of conflicts. Encourage and value effort, perseverance, and personal discipline in students.				x
CG6	Know the organization of primary education schools and the diversity of actions involved in their functioning. Perforn tutoring and orientation with students and their families, addressing the singular educational needs of the students. Recognize that the exercise of the teaching function must go on improving and adapting to the scientific, pedagogical, and social changes throughout life.				x
CG8	Maintain a critical and autonomous relationship with knowledge, values, and public and private social institutions.			x	
CG10	Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and coopoerative learning and promote it among students.			x	
CG12	Understand the function, possibilities, and the limits of education in today's society and the fundamental competencies that affect primary education schools and their professionals. Know the models of quality improvement applied to educational institutions.			x	

SPECIFIC		Weighting			
		1	2	3	4
CE4	Know the current proposals and developments based on competency-based learning.			x	
CE5	Identify and plan the resolution of educational situations affecting students with different abilities and learning rhythms.		x		
CE7	Know the fundamentals of primary education. Analyze teaching practice and the institutional conditions that frame it.				x
CE10	Address and resolve discipline problems.			x	
CE11	Promote cooperative work and individual effort in students.			x	
CE12	Promote values education oriented towards the preparation of active and democratic citizenship.			x	
CE14	Design, plan, and evaluate teaching activity and learning in the classroom.			x	
CE16	Participate in the definition of the educational project and in the general activities of the center, considering quality management criteria.				x
CE69	Identify behavior problems in students.			x	

Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R3, R6	10,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
R2	10,00%	Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works).
R1, R2, R3, R4, R5	60,00%	Written tests: Objective tests with short and extended responses.
R6	20,00%	Projects. Development and/or design works.

Observations

SINGLE ASSESSMENT:
Exceptionally, students who cannot follow the continuous assessment system due to not attending at least 60% of the classes may opt for this assessment system. In this case, evaluation will be carried out as follows:
·Written exam: with the same format described above, accounting for 75% of the final grade for the course.
·Preparation and oral and written presentation of a project proposed by the course instructor (25%).
Use of Artificial Intelligence:
The use of AI is allowed for:
·Study support (generating alternative explanations, concept maps, or self-assessment exercises).
·Receiving feedback on the clarity or coherence of one's own text.
The use of AI is not allowed for:
·Completing assessed assignments, unless explicitly required for a specific activity and indicated by the instructor.
If AI is used in any activity under the permitted conditions, it must be clearly cited, specifying which part of the activity involved AI, which AI tool was used, and for what purpose.
Other observations:
To pass the course, it is essential to pass the final written exam and to have submitted at least 50% of the assessed assignments.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
	30,00%	Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development
	20,00%	Solution of practical cases: Performance tests of real and/or simulated tasks.
	10,00%	Exposición oral de trabajos grupales e individuales: sistemas de autoevaluación (oral, escrita, individual, en grupo). Pruebas orales (individual, en grupo, presentación de temas-trabajos)
	20,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
	20,00%	Projects. Development and/or design works.

Observations

Single evaluation: Exceptionally, those students who, for unforeseen, justified and accredited reasons, 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: Through a written theoretical-practical face-to-face test.

CRITERIA FOR THE AWARDING OF HONOURS:
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.

Learning activities

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

M1 Participatory Master Class

M2 Case Study

M3 Project-based Learning

M4 Learning Contracts

M5 Seminar Work

M6 Problem-based Learning

M7 Cooperative/Collaborative Work

M9 Group and Individual Tutoring

M10 Individual Tutoring

M11 Participatory Master Class

M13 Seminar Work

M15 Project-based Learning

M16 Learning Contracts

M18 Cooperative/Collaborative Work

M19 Individual Tutoring

M20 Group and Individual Tutoring

IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Group Work Presentation M7	R4, R6	2,00	0,08
Theoretical Class M1, M3, M4, M6	R1, R2, R3, R4, R5	17,00	0,68
Practical Class M2, M4, M6, M7, M9, M10	R2, R3	32,00	1,28
Tutoring M9, M10	R1, R2, R3, R4, R5, R6	7,00	0,28
Evaluation M6	R1, R2, R3, R4, R5	2,00	0,08
TOTAL		**60,00**	**2,40**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M2, M3, M5, M6	R3, R4, R6	40,00	1,60
Individual work M6	R1, R2, R5	50,00	2,00
TOTAL		**90,00**	**3,60**

ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11	R1, R2, R3	20,00	0,80
Practical class (e-learning mode) M13, M18	R4, R5, R6	30,00	1,20
Individual tutoring (e-learning mode) M16	R4, R6	6,00	0,24
Evaluation (e-learning mode) M16	R1, R2, R3, R4, R5, R6	4,00	0,16
TOTAL		**60,00**	**2,40**

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M15, M16, M19	R5, R6	52,50	2,10
Group Work (e-learning mode) M13, M18, M20	R2, R3, R4, R6	37,50	1,50
TOTAL		**90,00**	**3,60**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
UNIT 1 THE SCHOOL EDUCATIONAL PROJECT	In this first topic, this document is analyzed in depth as a key element of the pedagogical autonomy of educational institutions.
UNIT 2 THE TUTORING ACTION PLAN	This second topic refers to the transmission of prosocial values and peaceful, cooperative attitudes to generate and promote all school activities in a climate of respect and tolerance.
UNIT 3 THE EQUALITY AND COEXISTENCE PLAN	This third topic examines the current legal framework and its influence on the planning of activities and the resolution of coexistence issues that arise in the school.

Temporary organization of learning:

Block of content	Number of sessions	Hours
UNIT 1 THE SCHOOL EDUCATIONAL PROJECT	10,00	20,00
UNIT 2 THE TUTORING ACTION PLAN	10,00	20,00
UNIT 3 THE EQUALITY AND COEXISTENCE PLAN	10,00	20,00

References

AGELET, J. (2001). *Estrategias organizativas de aula.* Ed. Graó. Barcelona.

ALBERT GÓMEZ, Mª.J. (2006) *La investigación Educativa.* Claves Teóricas. Editorial MCGraw-Hill. Madrid
ANTÚNEZ, S. ET ALT. (2000) *Disciplina y convivencia en la institución escolar*. Graó. Barcelona.
CAMPS. A. (2001). *El aula comoespacio de investigación y reflexión*. Ed. Graó. Barcelona.
ELLIOT, J. (1990).*La investigación-acción en educación*. Ed. Morata. Madrid.
GALLEGO, S. y RIART, J. (2006) *La orientación y la tutoría en el siglo XXI*. Octaedro, Madrid.
GARCÍA MARTÍNEZ, J y Otros (2015). *Proyectos de Centro y Estrategias tutoriales de aula.* Valencia, Boreal,
GATHER, M. (2004). *Innovar en el seno de la institución escolar*. Ed. Graó. Barcelona.

GIJÓN PUERTA, J. (2010) *Como elaborar proyectos educativos en entornos multiculturales*. Editorial fundación ECOEM. Sevilla.
TORREGO, J.C .& MARTÍNEZ, C. (2014) *Claves para el desarrollo del Plan de convivencia en los centros educativos desde una perspectiva integra. ISSN-e 2014, Vol. 3, nº 1. pp 83-113*
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