Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1161204 **Name:** Teaching-Learning Processes in the Classroom: Techniques and Tools

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	Maria Del Mar Paulo Noguera **(Responsible Lecturer)**	mar.paulo@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 Identifies different educational models and their impact on the Center's Educational Project and its organization.

R2 Recognizes different classroom management models and their relationship with student motivation.

R3 Designs educational actions that facilitate a positive classroom climate and peaceful conflict resolution.

R4 Identifies different learning styles and strategies.

R5 Recognizes different teaching styles and their relationship with student learning styles.

R6 Plans innovative educational interventions considering the diversity of teaching and learning styles.

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	
CG2	Design, plan, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the school.			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
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	

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	
CE14	Design, plan, and evaluate teaching activity and learning in the classroom.		x	
CE15	Know and apply innovative experiences in primary education.		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, R3, R4, R5, R6	20,00%	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, R6	50,00%	Written tests: Objective tests with short and extended responses.
R1, R2, R3, R4, R5, R6	20,00%	Projects. Development and/or design works.

Observations

Breakdown of practical case solutions: -Designed learning situation Oral presentation of group and individual work: -Presentation of the designed learning situation Written tests: -Objective short answer tests -Final reflection test -Reading work Subject project
Unique Evaluation Exceptionally, students who can justify and prove that they cannot undergo the continuous evaluation system may opt for this evaluation system and must request it from their professor within the first month of each semester. If attendance does not reach 70%, evaluation will proceed under the Unique Evaluation system, abandoning the particularities of continuous evaluation. In this case, evaluation will be carried out as follows: - R1 to R6. A theoretical-practical test covering all the topics worked on in the subject (80%). - Development of a paper on one of the chosen topics and presentation to the professor (20%).
Use of Artificial IntelligenceThe use of AI is allowed for:· Study support (to generate alternative explanations, concept maps, or self-assessment exercises)· Receiving feedback on the clarity or coherence of one's own text.If AI is used in any activities under the allowed conditions, it must be cited where in the activity it has been used, which AI tool was used, and for what purpose.The use of AI is not allowed for:· Completing evaluable tasks, unless required in a specific activity and indicated by the teacher.
ObservationsIt is an essential requirement to pass the course to pass the final tests (theoretical-practical) and the Programming Unit.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method

R1, R2, R3, R4, R5, R6	30,00%	Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development
R2, R5	20,00%	Solution of practical cases: Performance tests of real and/or simulated tasks.
R2, R3, R4, R5, R6	20,00%	Exposición oral de trabajos grupales e individuales: sistemas de autoevaluación (oral, escrita, individual, en grupo). Pruebas orales (individual, en grupo, presentación de temas-trabajos)
R1, R2, R4, R5	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2, R3, R4, R5, R6	20,00%	Projects. Development and/or design works.

Observations

Solution of practical cases: -Elaboration of a learning situation. Oral presentation of group and individual works: -Presentation of the designed learning situation Written tests: -Objective short answer tests -Final reflection test -Reading work Subject Project NOTE: To pass the subject it will be necessary to obtain a grade equal to or greater than 5 in each of the sections of the evaluation system.

Unique Evaluation Exceptionally, students who can justify and prove that they cannot undergo the continuous evaluation system may opt for this evaluation system and must request it from their professor within the first month of each semester. If attendance does not reach 70%, evaluation will proceed under the Unique Evaluation system, abandoning the particularities of continuous evaluation. In this case, evaluation will be carried out as follows: - R1 to R6. A theoretical-practical test covering all the topics worked on in the subject (80%). - Development of a paper on one of the chosen topics and presentation to the professor (20%).
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ObservationsIt is an essential requirement to pass the course to pass the final tests (theoretical-practical) and the Programming Unit.

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 M3	R6	4,00	0,16
Theoretical Class M3	R1, R2, R3, R4, R5, R6	8,00	0,32
Practical Class M3	R6	35,00	1,40
Tutoring M9, M10	R1, R2, R3, R4, R5, R6	11,00	0,44
Evaluation M3, M5	R1, R2, R3, R4, R5, R6	2,00	0,08
TOTAL		**60,00**	**2,40**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

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

ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M15	R1, R2, R3, R4, R5, R6	8,00	0,32
Practical class (e-learning mode) M15	R6	35,00	1,40
Individual tutoring (e-learning mode) M19, M20	R1, R2, R3, R4, R5, R6	15,00	0,60
Evaluation (e-learning mode) M13, M15	R1, R2, R3, R4, R5, R6	2,00	0,08
TOTAL		**60,00**	**2,40**

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M13	R1, R2, R3, R4, R5, R6	40,00	1,60
Group Work (e-learning mode) M15	R1, R2, R3, R4, R5, R6	50,00	2,00
TOTAL		**90,00**	**3,60**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
CENTER AND CLASSROOM MANAGEMENT MODELS	Center and classroom management models. Educational models and educational project. Classroom management. The motivation.
CLASSROOM CLIMATE	The classroom climate and its impact on learning. Conflict resolution. Design and evaluation of competencies. Analysis of methodologies. Learning strategies.
LEARNING STYLES	The learning styles. Typology of learning styles and their incidence in the E-A process. Learning strategies.
TEACHING STYLES	The teaching styles. Classroom management. Teaching styles. Linking learning and teaching styles.
LEARNING STRATEGIES	Knowledge of discoveries about how humans learn and the general strategies that facilitate students' learning.
INNOVATION IN TEACHING-LEARNING PROCESSES	Innovation in E-A processes. Design of educational interventions and styles of E-A. Innovative strategies of competence approach.

Temporary organization of learning:

Block of content	Number of sessions	Hours
CENTER AND CLASSROOM MANAGEMENT MODELS	2,00	4,00
CLASSROOM CLIMATE	3,00	6,00
LEARNING STYLES	4,00	8,00
TEACHING STYLES	4,00	8,00
LEARNING STRATEGIES	8,00	16,00
INNOVATION IN TEACHING-LEARNING PROCESSES	9,00	18,00

References

MANUAL de REFERENCIA

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