



The Socio-Community Intervention Curriculum

Master of Secondary Education Training, Professional Training and Teaching of Languages

Universidad Católica de Valencia San Vicente Mártir

Academic year 2023/24



TEACHER'S GUIDE TO THE SUBJECT AND/OR SUBJECTS

		ECTS
ECTS		
COURSE: The Socio-Community Intervention Curriculum		6
Subject: Complements for disciplinary training		12
Module: Specific		24
Type of Training ¹ : Compulsory	ACADEMIC YEAR: 2023-2024 Semester: 1º	
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MODULE ORGANIZATION

Specific module				Nº ECTS 24
Duration and temporary placement within the curriculum: 1st semester				
Subjects				
Subject	ECTS	Subject	ECTS	Curso/ semestre
Complements for disciplinary training	6	The Socio-Community Intervention Curriculum	6	1/1

¹ Basic training (common subject), Compulsory, Optional, External internships, End of Master Work.



SUBJECT TEACHING GUIDE : The Socio-Community Intervention Curriculum				
Prerequisites: Those of access to the Master				
GENERAL OBJECTIVES				
<p>a. Manage the starting instructions of the centres, as well as the rest of the legal norms that regulate the curriculum.</p> <p>b. To know the basic state and regional regulations that regulate the different stages, and the most important aspects for the exercise of the teaching function in speciality subjects.</p> <p>c. Analyze the different training itineraries of the educational system.</p> <p>d. To know the teachings of the speciality subjects.</p> <p>e. To know and differentiate contexts and situations (educational stage, type of educational offer...) for the application of curricular contents specific to the speciality subjects.</p> <p>f. To identify the formative value of the speciality subjects.</p> <p>g. To know the historical and current approaches to the teaching of specialty subjects and their application in the teaching-learning process.</p> <p>h. Elaborate an annual educational program of the subject.</p>				
TRANSVERSAL COMPETENCIES ²			Weighting of competition	
	1	2	3	4
G1 Know how to apply the knowledge acquired and your ability to solve problems in new or little-known environments within broader (or multidisciplinary) contexts related to your area of study.			X	
G2 Be able to integrate knowledge and cope with the complexity of making judgements from information that is incomplete or limited, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgements.			X	
G5 Know the curricular contents of the subjects related to the corresponding teaching specialization, as well as the body of didactic knowledge around the respective teaching and learning processes. The professional training will include knowledge of the respective professions.				X
G6 To plan, develop and evaluate the teaching and learning process, promoting educational processes that facilitate the acquisition of the competences proper to the respective teaching, taking into account the level and previous training of the students as well as their orientation, both individually and in collaboration with other teachers and professionals in the centre.				X
G11 Knowing the processes of interaction and communication in the classroom mastering skills and social abilities necessary to foster learning and coexistence in the classroom, and addressing discipline problems and conflict resolution.				X

² Enumerate all competencies consecutively. Each one of them must be weighted from 1 to 4 using as criteria the degree of contribution of the subject/subject to the acquisition and development of the competence.



SPECIFIC COMPETENCES ³				
Conceptual	1	2	3	4
E3 To know the contexts and situations in which the different curricular contents are used or applied.				X
E6 Acquire selection criteria and development of educational materials				X
E7 Foster a climate that facilitates learning and values student contributions.			X	
E9 To know evaluation strategies and techniques and to understand evaluation as an instrument of regulation and stimulation for effort.				X
E12 Identify problems relating to the teaching and learning of specialisation subjects and propose alternatives and solutions.				X

LEARNING OUTCOMES ⁴	COMPETENCES
R-1 The student is able to design appropriate intervention proposals for Secondary Education, analysing both the context and the particularities of the students and evaluating the process.	G1,G2, G6,E3 y E9
R-2 The student is able to use different resources and didactic tools for the creation and implementation of sessions for Professional Training.	G1,G2,G6, G11, E6 yE7
R-5 The student has to master various contents useful for the overall development of the Professional Training student.	G1,G4,G11,E6

³ Continue consecutively with the previous numbering. The specific competences are weighted from 1 to 4 following the same criterion as with the transversal ones.

⁴ List the learning outcomes according to the proposed nomenclature.

Important note: Competencies are expressed in a generic sense and it is therefore necessary to include learning outcomes in the teaching guide. These results constitute a concretion of one or several competencies, making explicit the degree of mastery or performance that the student must acquire and contain in their formulation the criterion with which they will be evaluated. The learning results show what the student will be able to demonstrate at the end of the subject and also reflect the degree of acquisition of the competence or set of competences.



TRAINING ACTIVITIES OF FACE-TO-FACE WORK			
ACTIVITY	Teaching-Learning Methodology	Relationship with the Learning Results of the subject	ECTS ⁵
*FACE-TO-FACE LESSONS	Presentation of contents by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom.	R1, R2, R4 y R5	1,0
*PRACTICAL LESSONS	Group work sessions in groups supervised by the teacher. Case studies, diagnostic analyses, problems, field studies, computer room, data search, libraries, network, Internet, etc. Significant construction of knowledge through student interaction and activity.	R3	0,5
*EXHIBITION WORKS GROUP	Application of interdisciplinary knowledge	R1, R2, R3, R4 y R5	0,4
*TUTORING	Personalized attention and small group. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing materials and topics presented in classes, seminars, readings, completion of work, and so on.	R3 y R4	0,2
ASSESSMENT	Set of oral and/or written tests used in the initial, formative or additive evaluation of the student.	R1,R2,R3, R4 y R5	0,3
Total			(2,4*)

⁵ The course and/or subject is organized into PRESENTIAL WORK TRAINING ACTIVITIES and PUPIL AUTONOMOUS WORK TRAINING ACTIVITIES, with an estimated percentage in ECTS. An adequate distribution is as follows: 35-40% for Presential Training Activities and 65-60% for Self-Employment Activities. (For a subject of 6 ECTS: 2.4 and 3.6 respectively).

The teaching-learning methodology is described in this guide in a generic way, being specified in the didactic units in which the subject and/or subject is organised.

**Teaching Guide Model**

PI-02-F-16 ED. 00

* Given the exceptional situation caused by Royal Decree 463/2020, of March 14, declaring the state of alarm for the management of the health crisis situation caused by COVID-19, we proceed to present the appropriate modifications in the teaching guide to ensure that students achieve their learning results of the subject.

1. Face-to-face training activities:

All the activities planned to be carried out in a classroom in this section of the teaching guide, as well as personalized and group tutorials, will be carried out through the telematic tools provided by the university. In the specific case of this subject, through:

☒

Microsoft Teams

☐

Blackboard Collaborate Ultra

☐

Kaltura

Clarifications on the practical sessions: the theoretical content is taught through the VC. The practical content is adapted with practical sessions and with TIC resources by VC. In addition, Work Units belonging to the Annual Educational Programming that takes place in the Training Cycles of Vocational Training in the current situation of COVID-19 are presented and evaluated.



TRAINING ACTIVITIES OF AUTONOMOUS WORK OF THE STUDENT			
ACTIVITY	Teaching-Learning Methodology	Relationship with the Learning Results of the subject	ECTS
GROUP WORK	Group preparation of readings, essays, problem solving, seminars, papers, memoirs, etc. to expose or deliver in theoretical classes, practical classes and/or small group tutorials. Work carried out on the university platform (www.plataforma.ucv.es)	R1,R2,R3, R4 y R5	2,0
SELF-EMPLOYED WORK	Student Study: Individual preparation of readings, essays, problem solving, seminars, papers, memoirs, etc. to expose or deliver in theory classes, practical classes and/or small group tutorials. Work carried out on the university platform (www.plataforma.ucv.es)	R1,R2,R3, R4 y R5	1,6
Total			(3,6*)
COMPETENCY ASSESSMENT SYSTEM AND RATINGS SYSTEM			
Evaluation instrument	ASSESSED LEARNING OUTCOMES		Percentage granted
Active participation in sessions and attendance at classes	R1, R2, R3, R4 y R5		30 %
Development of tasks in the classroom. (tasks, presentations, exercises)	R1, R2, R3, R4 y R5		20 %
Group work (development of annual didactic programming and presentation in class)	R1, R2, R3, R4 y R5		50 %

CRITERIA FOR THE AWARD OF HONORARY DEGREES:



Teaching Guide Model

PI-02-F-16 ED. 00

Specify specific criteria for the subject and faculty to which the degree is assigned and in accordance with the general regulations that indicate that only one honorary degree can be given for every 20 students, not for a fraction of 20, with the exception of groups of less than 20 students in total, in which an enrollment can be given.

Those students who obtain a final grade of 9 or higher are eligible. If there are two final grades with the same score, the score obtained in the other assessment instruments used will be taken into account, in percentage order of assessment.

COMPETENCY ACQUISITION ASSESSMENT SYSTEM AND QUALIFICATION SYSTEM (second and non-attendance license plates)		
Evaluation instrument ⁶	ASSESSED LEARNING OUTCOMES	Percentage granted
Individual tutorials	R1, R2, R3, R4 y R5	100 %

CONTENT DESCRIPTION	COMPETENCES
Curricular design in relation to specialty subjects.	G1, G2, G4, G5, G6, G8, G11, G12, G15 2, 3, 4, 6, 7, 9, 11, 12
School knowledge in specialty subjects.	G1, G4, G5, G6, G8, G10, G12, G13 2, 3, 4, 6, 8, 10, 11, 13
Educational system and curriculum of specialty subjects	G4, G5, G6, G7, G8, G12, G13 2, 3, 4, 6, 10, 11, 13
First level of curricular concretion: state and autonomic regulations.	G,3, G5, G6, G8, G9, G12, G15 1, 5, 7, 8, 10,12
Second level of curricular concretion.	G,3, G5, G6, G7, G8, G9, G12, G13, G15 1, 5, 8, 9, 10,12
Third level of curricular concretion.	G,3, G5, G6, G7, G8, G9, G12, G13, G15 1, 5, 8, 9, 10,12

⁶ Evaluation techniques and instruments: oral exam-exhibition, written tests (objective tests, developmental tests, concept maps, etc.), directed work, projects, case studies, observation notebooks, portfolio, etc.



TEMPORARY ORGANIZATION OF THE LEARNING (Students of first matriculation):	
	BLOCK OF CONTENT/TEACHING UNIT
1	Fundamentals of the curriculum.
2	The curriculum in relation to the specialty subjects.
3	The Curriculum in the Classroom: Programming and Materials.
4	CF Evaluation
5	Practical work
8	Group exhibitions.

REFERENCES
<p>Ley Orgánica 2/2006 de 3 de mayo de Educación.</p> <p>Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa.</p> <p>Resolución de 15 de junio de 2015, de las direcciones generales de Centros y Personal Docente, y de Innovación, Ordenación y Política Lingüística, por la que se dictan instrucciones en materia de ordenación académica y de organización de la actividad docente en los centros que impartan Educación Secundaria Obligatoria y Bachillerato durante el curso 2015-2016</p> <p>Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación.</p> <p>Real Decreto 1631/2006 de 29 de diciembre, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria</p> <p>Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato</p> <p>Decreto 112/2007 de 20 de julio del Consell, por el que se establece el currículo de la Educación Secundaria Obligatoria en la Comunitat Valenciana</p> <p>Real Decreto 174/2021, de 23 de marzo, por el que se establece el título de Técnico Superior en Formación para la movilidad segura y sostenible y se fijan los aspectos básicos del currículo.</p> <p>Decreto 102/2008 de 11 de julio del Consell por el que se establece el currículo del Bachillerato en la Comunitat Valenciana (DOCV 15/07/2008)</p> <p>Decreto 87/2015, de 5 de junio, del Consell, por el que establece el currículo y desarrolla la ordenación general de la Educación Secundaria Obligatoria y el Bachillerato en la Comunitat</p>



Valenciana

Decreto 115/2012 de 13 de julio del Consell de modificació del Decreto 102/2008 de 11 de julio por el que se establece el currículo del Bachillerato en la Comunitat Valenciana (DOCV 16/07/2012)

Orden de 14 de diciembre de 2007 de la Conselleria de Educación, sobre evaluación en Educación Secundaria Obligatoria

Orden de 24 de noviembre de 2008 de la Conselleria de Educación, sobre evaluación en bachillerato en la Comunitat Valenciana (DOCV 15/12/2008)

Orden de 27 de mayo de 2008 de la Conselleria de Educación, por la que se regulan las materias optativas en la educación secundaria obligatoria

Orden de 17 de junio de 2009 de la Conselleria de Educación, por la que regula las materias optativas en el Bachillerato. (DOCV 07/07/2009)

Orden 64/2010 de 16 de junio de la Conselleria de Educación, por la que se modifica parcialmente la Orden de 27 de mayo de 2008, de la Conselleria de Educación, por la que se regulan las materias optativas en la Educación Secundaria Obligatoria

Resolución de 5 de agosto de 2012, de la Subsecretaría y de las direcciones generales de Innovación, Ordenación y Calidad Educativa y de Centros Docentes, de la Conselleria de Educación, Formación y Empleo, por la que se dictan instrucciones en materia de ordenación académica y de organización de la actividad docente a los centros que impartan Educación Secundaria Obligatoria y Bachillerato para el curso 2012-2013

Resolución de 5 de marzo de 2008 de la Dirección General de Ordenación y Centros Docentes, por la que se dictan instrucciones para formalizar los documentos básicos de evaluación y se establece el procedimiento de solicitud de asignación del número de historial académico para Educación Primaria y Educación Secundaria Obligatoria

Resolución de 20 de julio de 2012 de la Subsecretaría, de la Dirección General de Centros Docentes, de la Dirección General de Innovación, Ordenación y Calidad Educativa y de la Dirección General de Formación y Cualificación Profesional, por la que se dictan instrucciones sobre ordenación académica y de organización de la actividad docente de los centros de la Comunitat Valenciana que durante el curso 2012-2013 impartan ciclos formativos de Formación Profesional.

ÁVILA RUIZ, R.M, CRUZ, A., DÍEZ, M.C. (eds.), Didáctica de las Ciencias Sociales, Currículo Escolar y Formación del Profesorado. La Didáctica de las Ciencias Sociales en los nuevos planes de estudio, Jaén, 2008.

ÁVILA RUIZ, R.M., RIVERO GRACIA, M.P., DOMÍNGUEZ SANZ, P.L. (coords.), Metodología de investigación en didáctica de las Ciencias Sociales, Zaragoza, 2010.

Webs of interest:

www.profes.net

<http://www.mecd.gob.es>

<http://www.ceice.gva.es>

<https://www.todofp.es/inicio.html>



Addendum to the Course Guide of the Socio-Community Intervention Curriculum

(Master of Secondary Education Training, Professional Training and Teaching of Languages)

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

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



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.