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UNIVERSITY MASTERS ON FORMAL EDUCATION FOR SECONDARY EDUCATION TEACHERS, A LEVELS, PROFESSIONAL EDUCATION AND LENGUAGES TEACHING

COURSE GUIDE
Universidad Católica de Valéncia

Educational intervention in problems of

learning and conviviality

Course: 2023-24

Universidad Católica de Valencia "San Vicente Mártir"

COURSE GUIDE TO
Educational intervention in problems of learning and conviviality

	ECTS
MODULE: Specific	32
FIELD: Complements of formation	6
Subject: Educational intervention in problems of learning and conviviality	18
Type of learning: Specific	**YEAR:** 1º **Semester:** 1º
Teacher: Matilde Chisvert Villena	**E-mail:** mati.chisvert@ucv.es

SUBJECT ORGANIZATION

MODULE SPECIFIC				Nº ECTS: 32
Duration and temporal location within the curriculum:				
Subjects and Courses				
Subject	**ECTS**	**Courses**	**ECTS**	**Course/ semester**
Complements of formation	18	Educational intervention in problems of learning and conviviality	6	1/1
		Diagnosis in education	6	1/1
		Personal academic and professional orientation	6	1/2
Educational innovation and initiation to the	14	Educational investigation and dynamization of educational processes	6	1/2

educational		Plans and projects of centers	8	1/2

COURSE GUIDE TO THE SUBJECT:
Educational intervention in problems of learning and conviviality

Prerequisites: None

GENERAL GOALS

a. To know the in force legislation related to the problems of learning and conviviality in the classroom.
b. To know the principal problems of learning and conviviality in the classrooms. Characteristics, course and prevalencia.
c. To know the technologies of intervention of the most relevant problems of learning and conviviality.
d. To design and to put into practice programs of prevention and treatment of the problems of learning and conviviality.
e. To generate positive attitudes towards the prevention and attention to the educational needs of the student.
f. To keep updated the own competitions, skills and knowledge in this area of the Education.

GENERAL COMPETENCES	Competence measuring scale			
	1	2	3	4
1.(G 2) Capability to integrate knowledge and determine complex judgment calls based on information which incorporates, but is not limited to, reflections on social and ethical responsibilities associated with pertinent knowledge and judgments;		X		
2. (G 3) Knowing how to effectively communicate conclusions (sustaining relative rationale or arguments) to specialized and unspecialized audiences, in a clear and unambiguous manner.				X
3. (G9). To design and develop learning processes with special attention to equity, education and emotional values, equal rights and opportunities between men and women, civic education and respect for human rights that facilitate life in our society, making decisions and building a sustainable future.				X

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4. (G10). To acquire strategies to encourage student effort and enhance their capacity to learn by themselves and with others, and develop thinking skills and decision-making abilities to facilitate autonomy, confidence and personal initiative.			X	
5. (G13). To know the rules and institutional organization of the education system and models of improvement in quality in schools.				
6. (G11) To know the processes of interaction and communication in the classroom, mastering social skills necessary to promote learning and coexistence together in the classroom, dealing with problems of discipline and conflict resolution				X
7. (G12) To design and carry out formal and informal activities that make the centre a place of participation and culture in the environment where it is located. To perform the functions of mentoring and guiding students in a collaborative and coordinated way. To participate in the evaluation, research and innovation of teaching and learning				X
8. (G15) To inform and advise families about the process of teaching and learning and personal counseling to know the academic and professional development of their children .				

SPECIFIC COMPETENCES				
	1	**2**	**3**	**4**
9. (IX) To know the historical evolution of the education system of our country.				X
10. (XI) To know the historical evolution of family, its different types and the influence of the family context on education.			X	
11. (7). To foster a climate that facilitates learning and values the contributions of the students				X
12. (8). To integrate training for the use of media studies in the teaching-learning process			X	
13.(13). To understand and apply methods and basic techniques of research and evaluation and to be able to design and develop research, innovation and evaluation projects.			X	

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LEARNING OUTCOMES	COMPETENCES
R-1. To dominate the in force legislation	**5**
R-2. To develop a positive attitude before the educational needs of the student	**3, 4,6,11**
R-3.To know the current strategies of intervention in the problems of learning and conviviality	**10,11**
R-4. To design plans of prevention and intervention to approach the problems of learning and conviviality, from the previous evaluations.	**1,2,3,4,7,8,9,12,13**

ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	**Teaching-Learning Methodology**	**Relationship With Learning Outcomes for the subject**	**ECTS**
ON-CAMPUS CLASS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.	R1, R2, R3	0,5
PRACTICAL CLASSES	Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity.	R2, y R4	0,2
GROUP PRESENTATION OF PAPERS	Application of multidisciplinary knowledge	R2 Y R4	0,15

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OFFICE ASSISTANCE	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 Y R4	0,15
ASSESSMENT	Set of oral and/or written tests used in initial, formative or additive assessment of the student	R1, R3 Y R4	0,2
		Total	1,2

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)	R2 Y R4	0,5
INDEPENDENT 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)	R2 Y R4	1,3
		Total	1,8

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SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
Assessment Tool	**LEARNING OUTCOMES ASSESSED**	**Allocated Percentage**
Analysis articles related to the subject.	R1,R2 Y R3	50%
Activities y attendance to practice sessions	R1,R2, R3 Y R4	50%

Note:In order to pass the subject the student must pass both the theoretical and the practical content separately.

MENTION OF DISTINCTION:
The mention of Distinction will be awarded to students who have achieved a score equal to or greater than 9.0. The number of Distinctions granted will not exceed 5% of students enrolled in a subject in the corresponding academic year unless enrollment is under 20, in which case only one Distinction may be granted. (Royal Decree 1125/2003).

DEVELOPMENT OF THE SUBJECT IN SECOND AND SUBSEQUENT ENROLLMENTS:
There will be a special group for students who are not enrolling for the first time if they exceed the occupancy limit of the classroom and a teacher is assigned to that group.

The professor in charge of this group will conduct 4 follow-up sessions and tutoring for 2 hours each. Assessment of skills and abilities will be done through the scheduled practice sessions In each session the subject will be developed so as to reinforce the work on the skills that each student needs to pass the course.

Assessment of content and skills will be made during the examination set in the official calendar for this course.

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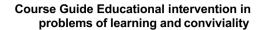| DESCRIPTION OF CONTENTS	COMPETENCES
1. Introduction to the Difficulties of Learning.	1,5
2. Strategies of intervention for the dyslexia.	2,8,10,12,13
3. Strategies of intervention for the problems of the learning of the writing.	2,8,10,12,13
4. Strategies of intervention for the problems of reading comprehension.	2,8,10,12,13
5. Prevention of the difficulties of learning.	12,13
6. Introduction to the problems of school conviviality. Legislative frame.	5, 6
7. School violence: Etiology, prevalencia, topography of the school violence, types. Analysis of cases.	12, 13
8. Plan PREVI: general Measures of prevention of the violence and promotion of the conviviality.	3, 5, 6, 8
9. Systemic programs of intervention in the school. Offer of specific plans.	4, 7, 10, 11, 13

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Addendum to the Course Guide of Educational intervention in problems of learning and conviviality

UNIVERSITY MASTERS ON FORMAL EDUCATION FOR SECONDARY EDUCATION TEACHERS, A LEVELS, PROFESSIONAL EDUCATION AND LENGUAGES TEACHING

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.

onsite and who attend them by videoconference will rotate periodically.

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

| X | 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:

| X | Microsoft Teams | | Blackboard Collaborate Ultra |

| | Kaltura |

Explanation about the practical sessions: The delivery of activities, except for justified reasons, will be done synchronously for their qualification. Students who are not able to follow the class schedule and / or actively participate during the sessions, will present proof/justification of their circumstances to be evaluated.

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

ONSITE WORK

Regarding the Assessment Tools:

[X] 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: To encourage and motivate the presence, constant connection and monitoring of the subject in a synchronized way. The delivery of activities, except for justified reasons, will be done synchronously for their qualification. Students who are not able to follow the class schedule and / or actively participate during the sessions, will present proof/justification of their circumstances to be evaluated.