Guía Docente

TEACHING GUIDE

SCHOOL PROJECTS AND CLASSROOM
(Orientation Modality)

Catholic University of Valencia

Year 2023/2024

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Teaching Guide

TEACHING GUIDE FOR THE SUBJECT

	ECTS
COURSE: School Projects and Classroom Tutorial Strategies	3
Subject: Educational processes and contexts	6
Module: Generic	12
Type of training [1]: Compulsory	**COURSE**: MPS **Semester**: 1st
Faculty: Juan Antonio Giménez Beut	**Department:** Education
	E-mail: jantonio.gimenez@ucv.es

[1] Basic training (common subject), Compulsory subjects, Optional subjects, External practicals, Final Degree Project.

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ORGANISATION OF THE MODULE

GENERIC	**ECTS**
Duration and temporal location within the syllabus: This subject is part of the generic module of the MPS, made up of two subjects including *Educational Processes and Contexts* with a total of 6 ECTS. The subject *Centre Projects and Classroom Tutorial Strategies* is taught in the first semester. The main objective of this subject is to provide students with appropriate strategies for the performance of their teaching function, addressing the different dimensions necessary for their performance. -	

Subjects and Subjects				
Subject	**ECTS**	**SUBJECT**	**ECTS**	**Course/ semester**
Learning and personality development	3	Personal characteristics and adaptation of educational proposals	3	1/1
Educational processes and contexts	6	School projects and classroom tutoring strategies	3	1/1
		History of education and educational legislation	3	1/2
Society, family and education	3	Society, family and education	3	½

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SCHOOL PROJECTS AND CLASSROOM TUTORING STRATEGIES

Prerequisites: No prerequisites, except those derived from access to the speciality.

GENERAL OBJECTIVES

a. To know the structure and internal organisation of an educational centre.
b. Know the functions of the different participatory and governing bodies of an educational institution.
c. Analyse the different intervention and motivation strategies in the group-class to be able to carry out a PAT.
d. To propose appropriate didactic proposals for the development of attitudes and values.
e. Analyse conflict resolution strategies in the classroom in order to improve the school and classroom programme.
f. To encourage the use of a methodology appropriate to the characteristics of the group.
g. Know the basic structure of a didactic programme.

MPS COMPETENCES	Competence weighting			
GENERAL	1	2	3	4
G1. Know how to apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study.			X	
G2. Be able to integrate knowledge and deal with the complexity of making judgements based on incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgements.				X
G6. Plan, develop and evaluate the teaching and learning process, promoting educational processes that facilitate the acquisition of the competences of the respective courses, 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 of the centre.				X
G8. Specify the curriculum to be implemented in a teaching centre by participating in its collective planning; develop and apply both group and personalised teaching methodologies, adapted to the diversity of students.			X	

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G9. Design and develop learning spaces with special emphasis on attention to equity, emotional and values education, equal rights and opportunities for men and women, citizenship training and respect for human rights that facilitate life in society, decision-making and the construction of a sustainable future.				X
G10. Acquire strategies to stimulate effort and to promote their ability to learn on their own and with others, and to develop thinking and decision-making skills that facilitate personal autonomy, confidence and initiative			X	
G13. Know the regulations and institutional organisation of the education system and quality improvement models applicable to the centres. of education				X
G14. Know and analyse the historical characteristics of the profession. current situation, perspectives and interrelation with the social reality of each era.		X		
G15. Informing and advising families about the process of teaching and learning and on the personal, academic and vocational guidance of their children		X		

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SPECIFIC COMPETENCES OF THE GENERIC MODULE				
	1	**2**	**3**	**4**
SC 3. Develop proposals based on the acquisition of knowledge, skills and intellectual and emotional aptitudes.				X
SC 4. Identify and plan the resolution of educational situations affecting students with different abilities and different learning paces.		X		
CE 5. Know the processes of interaction and communication in the classroom and in the school, address and solve possible problems.				X
SC 6. Knowing and applying resources and strategies for information, tutoring and academic and professional guidance.				X
CE 7. Promote actions for emotional education, values and citizenship training.				X
SC 8. Participate in the definition of the educational project and in the general activities of the centre in accordance with criteria of quality improvement, attention to diversity, prevention of learning problems and coexistence.				X
SC 10. Relate education to the environment and understand the educational role of the family and the community, both in the acquisition of competences and learning and in education in respect for rights and freedoms, in equal rights and opportunities between men and women and in equal treatment and non-discrimination of people with disabilities.			X	
CE 11. Know the historical evolution of the family, its different types and the incidence of the family context in education		X		
CE 12. Acquire social skills in family relations and orientation.			X	

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LEARNING OUTCOMES [2]	COMPETENCIES
R-1 The student knows the structure and internal organisation of the centre, identifying the participation and governing bodies and the functions of each one.	G2, G13, G10, G13 E5
R-2 The learner is familiar with the different projects at the centre and is able to identify criteria for improvement.	G2, G10, G13 E8
R-3 The learner knows the basic elements of the tutorial work carried out through the TAP.	G9, G15 E3, E5, E6, E10
R-4 The learner is able to participate in shaping programmes for the formation of values as an important element in the consolidation of a good classroom climate.	G6, G9, G10 E3, E5, E7, E8
R-5 The learner knows the structure of a teaching programme and is able to plan a coherent and appropriate teaching sequence.	G1, G6, G8 E3
R-6 The student is able to propose didactic activities framed in active, participative and collaborative methodologies related to his/her subject.	G1, G6, G8, G10 E3, E4

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[2] List the learning outcomes correlatively following the proposed nomenclature.

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

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FACE-TO-FACE TRAINING ACTIVITIES			
ACTIVITY	**Teaching-Learning Methodology**	**Relationship to the Learning Outcomes of the subject**	**ECTS [3]**
FACE-TO-FACE CLASS	Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom.	R1, R2, R3, R4, R5, R6	0.4
PRACTICAL CLASSES	Group work sessions in groups supervised by the teacher. Case studies, diagnostic analysis, problems, field study, computer classroom, visits, data search, libraries, network, Internet, etc. Meaningful construction of knowledge through learner interaction and activity.	R1, R2, R3, R4, R5, R6	0.4
EXHIBITION GROUP WORK	Application of interdisciplinary knowledge	R4, R5, R6	0.1
TUTORIAL	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.	R1, R2, R3, R4, R5, R6	0.2
EVALUATION	A set of oral and/or written tests used in the initial, formative or summative assessment of the learner.	R1, R2, R3, R4, R5, R6	0.1
		Total	**1.2**

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[3] The course and/or subject is organised into **PRESENTATIONAL WORK TRAINING ACTIVITIES** and **STUDENT AUTONOMOUS WORK TRAINING ACTIVITIES,** with an estimated percentage in ECTS. A **suitable distribution** is as follows: **35-40%** for the Classroom Training Activities and **65-60%** for the Autonomous Work 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, specifying the didactic units into which the subject is organised.

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	TRAINING ACTIVITIES FOR AUTONOMOUS STUDENT WORK		
ACTIVITY	**Teaching-Learning Methodology**	**Relationship to the Learning Outcomes of the subject**	**ECTS**
GROUP WORK	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 university platform (www.plataforma.ucv.es)	R1, R2, R3, R4, R5, R6	0.5
SELF-EMPLOYMENT	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 university platform (www.plataforma.ucv.es)	R1, R2, R3, R4, R5, R6	1.3
		Total	**1.8**

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SYSTEM FOR ASSESSING THE ACQUISITION OF COMPETENCES AND GRADING SYSTEM		
Evaluation instrument4	**ASSESSED LEARNING OUTCOMES**	**Percentage awarded**
Continuous assessment: Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars, tutorials and field work.	R1, R2, R3, R4, R5, R6	**10 %**
Oral presentation of individual and group work	R1, R2, R3, R4, R5, R6	**20 %**
Process evaluation: Portfolio, presentation of work, guides, oral and written evidence of all types of activities.	R1, R2, R3, R4, R5, R6	**40 %**
Summative and final theoretical-practical test (open questions, objective test questions, solution of case studies, single case, etc.).)	R1, R2, R3, R4, R5, R6	**30 %**

CRITERIA FOR THE AWARDING OF HONOURS:

After obtaining a 9 and provided that the result is the consequence of excellent academic achievement combined with effort and interest in the subject.

If there are more candidates than places to be awarded, there will be a developmental test consisting of a single open question on the content of the subject.

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DESCRIPTION OF CONTENTS	COMPETENCIES
TOPIC 1. Projects and Plans of an Educational Centre 1. The education system 2. Educational Projects of the Centre. 3. Centre plans	G2, G10, G13 E8
THEME 2. The processes of interaction in centres 1. Organisational climate and culture 1.1. The interaction of educational actors 1.2. Management styles 2. Organisation of the school 2.1. The bodies of the centre and their functions 2.2. The educational counsellor 2.3. The participation of teachers and the educational community	G2, G13, G10, G13 E5
THEME 3. The curriculum and didactic programming 1. Curricular conception 2. Basic elements of didactic programming. 3. Methodology and Evaluation	G1, G6, G8, G10 E3, E4
THEME 4. The Tutorial Action Plan 1. Principles that shape tutorial action. 2. The school tutor 3. Strategies for the development of the tutorial action plan. 4. Techniques and resources for developing and evaluating tutorial action.	G9, G15 E3, E5, E6, E10
THEME 5. Attitude and values education 1. Conceptualisation 2. The formation of attitudes and values in secondary education. 3. Strategies for the development of attitudes and values 4. Development of centre programmes	G6, G9, G10 E3, E5, E7, E8

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BASIC

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González, A. et al. (2011). *El aprendizaje por competencias en la educación obligatoria.* Brief.

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Imbernón, F. (Coord.). (2010) Procesos y contextos educativos: Enseñar en las instituciones de educación secundaria. Graó.

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Perkins, D. (2016). *Educar en un mundo cambiante. ¿Qué necesitan aprender realmente los alumnos para el futuro?* Biblioteca Innovación Educativa, SM

Prensky, M. (2015). *El mundo necesita un nuevo currículo. Habilidades para pensar, crear, relacionarse y actuar*. Madrid: Biblioteca innovación educativa, SM

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Addendum to the Teaching Guide of the subject
Centre Projects and Classroom Tutorial Strategies

(Master's Degree in Secondary Education Teacher Training)

Given the exceptional situation caused by the health crisis caused by COVID-19 and taking into account the security measures relating to the development of educational activity in the university teaching environment in force, we are presenting the appropriate modifications to the teaching guide to ensure that students achieve the learning outcomes of the subject:

Situation 1: Teaching without capacity limitation (when the number of students enrolled is lower than the permitted capacity of the classroom, according to the established security measures).

In this case, no changes are made to the teaching guide.

Situation 2: Teaching with limited capacity (when the number of students enrolled is greater than the permitted capacity of the classroom, according to the established security measures).

In this case, the following modifications are provided for:

1. Training activities involving face-to-face work:

All the activities planned to be carried out in a classroom in this section of the teaching guide will be carried out through simultaneous face-to-face classroom teaching and synchronous virtual teaching. Students will be able to attend classes in person or through the telematic tools provided by the university (videoconference). In any case,

students who receive face-to-face teaching and those who receive it by videoconference must rotate periodically.

In the specific case of this subject, these videoconferences will be held through:

 Microsoft Teams   Blackboard Collaborate Ultra

Kaltura

Situation 3: Confinement due to a new state of alarm.

In this case, the following modifications are provided for:

1. Training activities involving face-to-face work:

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

 Microsoft Teams   Blackboard Collaborate Ultra

Kaltura

Clarifications on the practical sessions:

2. System of assessment of the acquisition of competences and grading system

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PRESENTIAL MODALITY

In terms of evaluation instruments:

■ No changes will be made to the assessment instruments. In the event of not being able to take the assessment tests in person, they will be taken online through the UCVnet campus.

☐ The following modifications will be made in order to adapt the evaluation of the subject to the non face-to-face teaching

According to the teaching guide		Adaptation	
Evaluation instrument	% granted	Description of proposed changes	Platform to be used

The rest of the assessment instruments will not be modified with respect to what appears in the teaching guide.

Comments on the evaluation system:

DISTANCE MODE

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In terms of evaluation instruments:

No changes will be made to the assessment instruments. In the event of not being able to take the assessment tests in person, they will be taken online through the UCVnet campus.

The following modifications will be made in order to adapt the evaluation of the course

According to the teaching guide		Adaptation	
Evaluation instrument	% granted	Description of proposed changes	Platform to be used

The rest of the assessment instruments will not be modified with respect to what appears in the teaching guide.

Comments on the evaluation system: