



Information about the subject

Degree: Bachelor of Arts Degree in Early Childhood Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1410307 **Name:** Teaching-Learning Processes in the Classroom: Techniques and Tools

Credits: 6,00 **ECTS Year:** 3 **Semester:** 1

Module: Educational processes and contexts

Subject Matter: Organización del espacio escolar, materiales y habilidades docentes **Type:**

Compulsory

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:



Module organization

Educational processes and contexts

Subject Matter	ECTS	Subject	ECTS	Year/semester
Organización del espacio escolar, materiales y habilidades docentes	12,00	Organisation of the Classroom and of the Early Childhood School	6,00	2/1
		Teaching-Learning Processes in the Classroom: Techniques and Tools	6,00	3/1
The early childhood education school	24,00	Design and Assessment of Educational Action Plans	6,00	2/2
		Didactics and Educational Innovation	6,00	2/1
		Fundamentals and History of Education	6,00	1/1
		Teaching and Educational Practice	6,00	2/2
Systematic observation and context analysis	6,00	Methodology in Early Childhood Education and Techniques of Observation and Systematic Assessment	6,00	3/1

Recommended knowledge

Not required



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 and applies the fundamental elements established by neuroscience in the teaching-learning process.
- R2 Identifies their own learning style and that of pupils in a school by studying the theories of different authors.
- R3 Relates the different teaching styles to learning styles.
- R4 Design different teaching strategies according to the diversity of the students based on their learning style.
- R5 Reads bibliographic texts and critically evaluates them.



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
G2	To promote and facilitate learning in early childhood, from a globalizing and integrating perspective of the different cognitive, emotional, psychomotor and volitional dimensions.				X
G8	To know the fundamentals of infant dietetics and hygiene. To know the fundamentals of early care and the bases and developments that allow understanding the psychological, learning and personality building processes in early childhood.			X	
G11	To reflect on classroom practices to innovate and improve teaching. To acquire habits and skills for autonomous and cooperative learning and promote it in students.				X

SPECIFIC		Weighting			
		1	2	3	4
E13	To value the importance of stability and regularity in the school environment, schedules and teacher's moods as factors that contribute to the harmonious and integral progress of students.				X
E14	To know how to work as a team with other professionals inside and outside the center in the attention to each student, as well as in the planning of learning sequences and in the organization of work situations in the classroom and in the play space, identifying the peculiarities of the 0-3 period and the 3-6 period.				X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R3, R4	70,00%	Written test: Final summative or continuous theoretical and practical test (open questions, objective test questions, truncated exam, etc.). Preparation of fieldwork memorandums. Solution of case studies, single case, etc.
R3, R5	10,00%	Oral presentation of group and individual work.
R1, R2, R3, R4, R5	20,00%	Non-final written exams: individual or group directed work.

Observations

The final grade will be the weighted average of the results obtained in each of the sections, provided that they have all been passed with 50%. All assignments will have a specific date for completion and delivery.

The evaluation system is as follows:

1. Development of individual activities related to the content of the subject (20%).
2. An objective test of 20 questions (40%).
3. A group work reflecting an innovative educational proposal based on the content of the subject (25%).
4. A group exhibition in which the students' group work is presented (10%).
5. Attendance and active participation (5%)



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 PARTICIPATIVE MASTERCLASS
- M2 CLASSROOM PRACTICES
- M3 CASE STUDIES
- M6 PROBLEM-BASED LEARNING
- M7 GROUP TUTORING
- M8 INDIVIDUAL TUTORING
- M9 PROJECT-BASED LEARNING
- M10 COOPERATIVE AND COLLABORATIVE WORK



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom. M1	R1, R2, R3	20,00	0,80
Group work sessions supervised by the teacher, case studies, diagnostic analyses, problems, field studies, computer classroom, visits, data searches, libraries, network, Internet, etc. Meaningful construction of knowledge through student interaction and activity. M2, M3, M7, M8, M10	R1, R2, R3, R4, R5	20,00	0,80
Presentation in plenary. Application of interdisciplinary knowledge M2, M3, M10	R1, R3, R5	8,00	0,32
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. M2, M7, M8, M10	R1, R2, R3, R4, R5	10,00	0,40
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M3	R1, R2, R3, R4, R5	2,00	0,08
TOTAL		60,00	2,40



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
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 platform or other virtual spaces. M2, M3, M7, M8, M10	R1, R2, R3, R4	45,00	1,80
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 platform or other virtual spaces. M2, M7, M8, M10	R2, R3, R4, R5	45,00	1,80
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: Neuroscience and education

- 1.1. Neuroscience in the educational field.
- 1.2. Learning, memory and emotions.
 - 1.2.1. Motivation, attention and creativity.
- 1.3. HERVAT neuroeducational program.
- 1.4. Brain development and learning processes.
 - 1.4.1. Nature and learning
 - 1.4.2. Learn with and from others

Unit 2: Teaching styles.

- 2.1.- Analysis of the different classifications of teaching styles.
- 2.2.- Types of teaching styles.
 - 2.2.1.- Teaching style of F. Trillo.
 - 2.2.2.- Grasha –Riechmann teaching style.
 - 2.2.3.- Lippit and White teaching style.
 - 2.2.4 Teaching style of Brekelmans, Levy and Rodríguez.
 - 2.2.5.- Vark's inventory.
- 2.3.- Non-verbal communication and its influence in the classroom

Unit 3: Learning styles.

- 3.1.-Principles that configure the teaching-learning process in the classroom.
- 3.2.-Characteristics of learning strategies.
- 3.3.-Classification of learning strategies according to levels of processing and cognitive control.
- 3.4.-Thinking skills. Visual organizers. Metacognition.
- 3.5.-Learning styles
 - 3.5.1.- VARK Inventory
 - 3.5.2.- Grasha-Riechmann model
 - 3.5.3.- Honey and Mumford model
 - 3.5.4.- R. Dunn and K. Dunn model
 - 3.5.5.- Felder and Silverman model



Temporary organization of learning:

Block of content	Number of sessions	Hours
Unit 1: Neuroscience and education	10,00	20,00
Unit 2: Teaching styles.	8,00	16,00
Unit 3: Learning styles.	12,00	24,00



References

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Basic bibliography

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