



Information about the subject

Degree: Master's Degree in Teacher Training of Secondary Education, Bachillerato, Vocational Training and Language Teaching

Faculty: Teaching and Educational Sciences

Code: 1020001 **Name:** Personal Characteristics and adaptation of educational proposals

Credits: 6 ECTS **Year:** 1 **Semester:** 1

Module: General

Subject Matter: Learning and personality development

Type: Basic formation

Department: Inclusive Education and social community development

Type of learning: Classroom-based learning

Language(s) in which it is taught: spanish

Lecturer/s

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Module organization

BASIC THEORETICAL TRAINING

Subject Matter	ECTS	Subject	ECTS	Year/semester
Learning and personality development	6	Personal Characteristics and adaptation of educational proposals	6	1/1



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:

Code	Learning outcomes
R1	The student recognizes the characteristics of the students in secondary education
R2	The student identifies the diversity of the students with specific needs, their integration and specific treatment
R3	The student plans different examples of curricular adaptations attending to the diversity of the students
R4	The student is able to develop in groups interventions in learning processes in the class aimed at the development of the different learning strategies of the students in secondary school.
R5	The student is able to report efficiently to the teacher an individual curricular adaptation related to one of the subjects of the curriculum in secondary school in Comunidad Valenciana
R6	The student is aware of the importance of developing a minimum educational psychology basis that allows adapting the future teaching actions to the principles that regulate the learning-teaching processes
R7	The student is able to identify and plan the solution of educational situations that affect the students with different abilities and different learning pace
R8	The student is able to provide opinions and personal assessments considering the information given or found in the area of the diversity of the students: the students with specific learning needs, their integration and specific guidance



Competences

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

Code	General	Weighting			
		1	2	3	4
CG1	To know how to apply the acquired knowledge and be able to solve problems in new and unknown environments, in wider contexts (or multidisciplinary) related with the area of study		X		
CG3	To know how to communicate the conclusions (and the knowledge and reasons that support them) to specialized and non-specialized audience in a clear and not ambiguous way	X			
CG4	To possess the learning abilities that allow continuing studying in a way that will have to be self-directed and autonomous		X		
CG5	To know the curricular contents of the subjects related to the pertinent teaching specialization, as well as the didactic knowledge related to the pertinent Teaching-Learning processes. The knowledge of the corresponding professions will be included for professional training	X			
CG6	To plan, develop and assess the process of E-A developing educational processes that facilitate the acquisition of competences related to the corresponding teaching, according to the previous level of education of the students and their guiding, individually and in collaboration with other professionals of the centre		X		
CG7	To search, obtain, process and communicate information (oral, printed, audio-visual, digital or multimedia), transform it in knowledge and apply it in the E-A processes in the subject related to the specialty studied.		X		
CG8	To specify the curriculum that will be introduced in the teaching centre on the basis of its collective planning; to develop and apply didactic methodologies, individual and for teams, that are adapted to diversity of the students	X			

Code	Specific	Weighting			
		1	2	3	4
CE1	To know the characteristics of the students, their social contexts and motivations				X
CE2	To understand the development of the personality of the students and the possible disorders that affect learning.				X
CE3	To develop proposals based on the acquisition of knowledge, skills and affective and intellectual abilities		X		
CE4	To identify and plan the solution of different educational situations that affect students with different abilities and different learning pace				X
CE6	To know and apply resources and strategies of information, tutoring and professional and academic guiding		X		
CE7	To promote actions of emotional education, education in values and civic education			X	
CE9	To know about the historical evolution of the educational system of our country	X			
CE10	To relate the education in the environment and understand the role of the family and the community, in the acquisition of competences and learning and in the teaching of respect to rights and freedom, equal rights and opportunities for men and women, equal treatment and non-discrimination of disabled people		X		
CE11	To know the historical evolution of the family, the different types and the influence of the family context in the education	X			
CE12	To acquire social abilities in the guidance and the relationship with the family		X		



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1 R2 R6	40%	Summative test and theory-practice test (Open-ended questions, objective test questions, solution of practical cases, specific case, etc.) *
R7 R8	40%	Assessment of the process: portfolio, presentation of Works, guides, oral and written evidence of any activity.
R4	10%	Oral presentation of individual and team works
R3 R5	10%	On-going assessment: individual monitoring of attendance to classes and active participation in classes, seminars, tutorials and fieldwork

Mention of Distinction: 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.

From the obtaining of 9 on and providing that the obtained result is a consequence of an excellent academic progress together with an effort and interest for the subject

* Passing the written test is required to add the percentages of the other sections.

Single evaluation: Exceptionally, those students who, for unforeseen, justified and accredited reasons, cannot undergo the continuous evaluation system and request it from the Coordination of the specialty, within the first month of teaching, may opt for this evaluation system.

In this case, it will be evaluated as follows: In this case, the evaluation system will be the same. The work to be done and the schedule for the presentation of work and tutorials will be agreed upon.



Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1	ON-SITE CLASS. Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.
M2	PRACTICES ON CLASS. 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.
M3	TEAM WORKS PRESENTATIONS. Application of interdisciplinary knowledge
M4	TUTORING. Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor for the purpose of reviewing and discussing the materials and topics presented in lectures, seminars, readings, writing papers, etc.
M5	SEMINAR. Supervised monographic sessions with shared participation
M6	ASSESSMENT. Group of oral and/or written tests used during initial, formative or additive assessment
M7	TEAM WORK. Team work on 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's platform (www.plataforma.ucv.es).
M8	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).



IN-CLASS LEARNING ACTIVITIES		
Activity	Learning Outcomes	ECTS
ON-SITE CLASS	RA1, RA2	1.2
PRACTICES ON CLASS	RA1, RA2, RA3, RA4, RA5, RA6, RA7, RA8	
PRACTICES ON CLASS	RA1, RA2, RA4, RA6, RA8	0.24
TUTORING	RA1, RA2, RA3, RA4, RA6, RA8	0.2
SEMINAR	RA1, RA2, RA6, RA7, RA8	0.4
ASSESSMENT	RA1, RA2, RA3, RA7, RA8	0.36
Total		(2,4*)

LEARNING ACTIVITIES OF AUTONOMOUS WORK		
Activity	Learning Outcomes	ECTS
TEAM WORK	RA1, RA2, RA4, RA7, RA8	1,6
INDEPENDENT WORK	RA1, RA2, RA3, RA4, RA7, RA8	2
Total		(3,6*)

Description of the contents

Description of the necessary contents to acquire the learning outcomes:

CONTENT BLOCK	Contents
1.The student in Secondary Education	Psychology of adolescent development, with special emphasis on cognitive, socio-emotional and moral development that affects educational processes at this stage. Learning styles. Personal differences and education.
2.Prevention of the primary problems in adolescence that affect learning.	Understanding the possible dysfunctions that affect learning, risk behaviors and coping strategies in the face of health problems: alcohol and drug use, ADD, adolescent behavior problems, etc. Prevention programs in education.
3.Environment in the classroom and methodology.	Strategies to improve the classroom climate. Emotional intelligence, multiple intelligences, meaningful learning. Knowing the processes of interaction and communication in the classroom, and in the center, addressing and solving possible problems. Methodologies capable of adapting to the pace and level of students to work in the zone of proximal development.
4.Attention to NEAE.	The principles of inclusive schooling. Advancing in the universal design of learning. Measures of educational response to inclusion at different levels.



Temporary organization of learning

BLOCK OF CONTENT/DICACTIC UNIT	Number of sessions	Hours
1.The student of secondary education.	5	12,5
2.Prevention of the primary problems in adolescence that affect learning.	3	7,5
3.Environment in the classroom and methodology.	2	5
4.Attention to NEAE.	4	10

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