## Information about the subject

**Degree:** Master's Degree in Teacher Training for Secondary Education, Baccalaureate, Vocational Training and Language Teaching

**Faculty:** Teaching and Educational Sciences

**Code:** 1020002          **Name:** School Projects and Classroom Tutorial Strategies

**Credits: 6 ECTS**          **Year:** 2024-2025          **Semester:** 1

**Module:** Educational Processes and Contexts

**Subject Matter:** School Projects and Classroom Tutorial Strategies   **Type:** Basic formation

**Department:** General Didactics, Educational Theory and Technological Innovation

**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 |
| Educational processes and contexts | 10 | School projects and classroom tutoring strategies | 6 | 1/1 |
| | | History of education and legislation educational | 4 | 1/2 |
| Society, family and education | 4 | Society, family and education | 4 | 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 knows the structure and internal organisation of the centre, identifying the participation and governing bodies and the functions of each one |
| R2 | The learner is familiar with the different projects at the centre and is able to identify criteria for improvement. |
| R3 | The learner identifies the basic elements of tutorial work carried out through the TAP. |
| R4 | 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. |
| R5 | The student identifies the structure of a didactic program and is able to propose a coherent and appropriate didactic sequence. |
| R6 | The student is able to propose didactic activities framed in active, participative and collaborative methodologies related to his/her subject. |

# 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 | 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 | |
| CG2 | 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 |
| CG6 | 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 |
| CG8 | Specify the curriculum that is going to be implemented in a teaching center participating in its collective planning; develop and apply teaching methodologies, both group and personalized, adapted to the diversity of the students | | | | X |
| CG9 | Design and develop learning spaces with special attention to equity, emotional and values education, equal rights and opportunities between 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 |
| CG10 | Acquire strategies to stimulate effort and promote their ability to learn by themselves and with others, and develop thinking and decision-making skills that facilitate personal autonomy, confidence and initiative. | | | X | |
| CG13 | Know the regulations and institutional organisation of the education system and quality | | | | X |

| Code | | Weighting | | | |
|------|-----|---|---|---|---|
| | | **1** | **2** | **3** | **4** |
| | improvement models applicable to educational centres. | | | | |
| CG14 | Knowing and analysing the historical characteristics of the teaching profession, its current situation, perspectives and interrelation with the social reality of each period. | | X | | |
| CG15 | Inform and advise families about the teaching and learning process and about the personal, academic and professional orientation of their children. | | X | | |

| Code | Specific | Weighting | | | |
|------|----------|---|---|---|---|
| | | **1** | **2** | **3** | **4** |
| CE3 | Develop proposals based on the acquisition of knowledge, skills and intellectual and emotional aptitudes. | | | | X |
| CE4 | Identify and plan the resolution of educational situations affecting students with different abilities and different learning paces. | | X | | |
| CE5 | Know the processes of interaction and communication in the classroom and in the school, address and solve possible problems. | | | | X |
| CE6 | Know and apply resources and strategies for information, tutoring and academic and professional guidance. | | | X | |
| CE7 | Promote actions in emotional education, values and citizenship training. | | | | X |
| CE8 | 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 |
| CE10 | 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, equal rights and opportunities between men and women and equal treatment and non-discrimination of people with disabilities. | | | X | |
| CE11 | Know the historical evolution of the family, its different types and the incidence of the family context in education. | X | | | |
| CE12 | Acquire social skills in family relations and orientation. | | | | |

## Assessment system for the acquisition of competencies and grading system

| Assessed learning outcomes | Granted percentage | Assessment method |
|---|---|---|
| The student knows the structure and internal organisation of the centre, identifying the participation and governing bodies and the functions of each one | 20 | Portfolio<br>Written test |
| The learner is familiar with the different projects at the centre and is able to identify criteria for improvement. | 30 | Portfolio<br>Oral presentation<br>Written test |
| The learner identifies the basic elements of tutorial work carried out through the TAP. | 15 | Portfolio<br>Written test |
| 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. | 15 | Portfolio<br>Written test |
| The student identifies the structure of a didactic program and is able to propose a coherent and appropriate didactic sequence. | 10 | Portfolio |
| The student is able to propose didactic activities framed in active, participative and collaborative methodologies related to his/her subject. | 10 | Portfolio |

*Mention of Distinction: In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrículas 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.*

**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:
The same learning results are maintained with the percentages and grading instruments outlined with the exception that all tasks will be individual. On the day of the exam, students will have to take the exam, as well as submit the portfolio and an-interview with the teacher to evaluate the oral presentation.

## Learning activities

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

| | |
|---|---|
| M1 | Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom. |
| M2 | Group work sessions in groups supervised by the teacher. Case studies, diagnostic analysis, problems, field study, computer classroom, visits, data search, libraries, online, Internet, etc. Meaningful construction of knowledge through student interaction and activity. |
| M3 | Application of interdisciplinary knowledge. |
| M4 | 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. |
| M5 | A set of oral and/or written tests used in the initial, formative or summative assessment of the learner. |
| M6 | 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 carried out on the university platform (www.plataforma..es) |
| M7 | 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's platform (www.plataforma..es) |

| IN-CLASS LEARNING ACTIVITIES | | |
|---|---|---|
| **Activity** | **Learning Outcomes** | **ECTS** |
| FACE-TO-FACE CLASS | R1, R2, R3, R4, R5, R6 | 0.75 |
| PRACTICAL CLASSES | R1, R2, R3, R4, R5, R6 | 0.75 |
| EXHIBITION GROUP WORK | R4, R5, R6 | 0.3 |
| TUTORIAL | R1, R2, R3, R4, R5, R6 | 0.3 |
| EVALUATION | R1, R2, R3, R4, R5, R6 | 0.3 |
| **Total** | | 2.4 |

| LEARNING ACTIVITIES OF AUTONOMOUS WORK | | |
|---|---|---|
| **Activity** | **Learning Outcomes** | **ECTS** |
| GROUP WORK | R1, R2, R3, R4, R5, R6 | 1.4 |
| SELF-EMPLOYMENT | R1, R2, R3, R4, R5, R6 | 2.2 |
| **Total** | | 3.6 |

# Description of the contents

Description of the necessary contents to acquire the learning outcomes:

| CONTENT BLOCK | Contents |
|---|---|
| Theme 1<br><br>Theme 2<br><br>Theme 3<br><br>Theme 4 | Projects and Plans of an Educational Centre<br><br>The processes of interaction in centres<br><br>The curriculum and didactic programming<br><br>The Tutorial Action Plan<br><br>Attitude and values education |

# Temporary organization of learning

| BLOCK OF CONTENT/DICACTIC UNIT | Number of sessions | Hours |
|---|---|---|
| Projects and Plans of an Educational Centre | 5 | 12.5 |
| The processes of interaction in centres | 2 | 5 |
| The curriculum and didactic programming | 2 | 5 |
| The Tutorial Action Plan | 3 | 7.5 |
| Attitude and values education | 2 | 5 |

## References

**BASIC:**

García, J., Jiménez, M.A., Giménez, J.A., Mula, J.M., Guerrero, E., Marco, L., Ibáñez, R y Nando. J. (2015). *Proyectos de centro y estrategias tutoriales de aula*. Boreal.

**COMPLEMENTARY:**

Gerver, R. (2016). *Crear hoy la escuela del mañana. La educación y el futuro de nuestros hijos*. Biblioteca Innovación Educativa, SM

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

Harris, D. y West-Burnham, J. (2015). *Diálogos sobre liderazgo educativo*. SM

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

Jiménez Rodríguez, M.A. (Coord.) (2019). *El diseño de Unidades Didácticas hoy. La alineación del currículo al servicio de los aprendizajes*. Tirant Humanidades

- *(2019). Programar al revés. El Diseño Curricular desde los aprendizajes. Narcea*

Lemov, D. (2015). *Aprende las 62 técnicas que utilizan los mejores profesores*. Magister.

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.*SM

Robinson, K. (2015). Escuelas creativas. *La revolución que está transformando la educación*. Grijalbo

Sánchez Huete, J.C. (Coord.) (2008). *Compendio de Didáctica General*. CCS

Vaello Orts, J. (2007) *Cómo dar clase a los que no quieren*. Graó