



Subject information

Qualification: Master's Degree in Secondary Education Teacher Education

Faculty: Teacher Training and Education Sciences

Code: 1020042 **Name:** School projects and classroom educational strategies.

Credits: 3 ECTS

Year: 1 **Semester:** 2

Module: Generic

Subject: Educational processes and contexts

Character: Compulsory

Department: General Didactics, Theory of Education and Technological Innovation

Type of teaching: Face-to-face

Language(s) of instruction: Spanish

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Organisation of the module

BASIC THEORETICAL TRAINING

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	1/2

Recommended knowledge

Not required



Learning outcomes

At the end of the course, the student should be able to demonstrate 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 school projects and is able to identify criteria for improvement.
R3	The learner is familiar with the basic elements of the tutorial work carried out through the PAT.
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 learner knows the structure of a didactic programme and is able to plan 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

According to the learning outcomes of the subject, the competences to which it contributes are: (rate from 1 to 4, 4 being the highest score)

Code	General	Weighting			
		1	2	3	4
GC1	Know how to apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.				X
GC2	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
GC8	To specify the curriculum to be implemented in a teaching centre by participating in its collective planning; to develop and apply both group and personalised teaching methodologies, adapted to the diversity of the students.			X	
GC9	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
GC13	To know the regulations and institutional organisation of the education system and models of quality improvement applicable to educational centres				X
GC15	Informing and advising families about the teaching and learning process and the personal, academic and vocational guidance of their children.			X	



Code	Basics	Weighting			
		1	2	3	4
CB7	Students are able to apply their acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.				x
CB10	Students possess the learning skills that will enable them to continue studying in a largely self-directed or autonomous way.			x	

Code	Specific	Weighting			
		1	2	3	4
CE3	Developing proposals based on the acquisition of knowledge, skills and intellectual and emotional abilities				x
CE5	Knowing the processes of interaction and communication in the classroom and in the school, dealing with and solving possible problems.				x
CE6	Know and apply resources and strategies for information, tutoring and academic and vocational guidance.				x
CE7	Promote emotional education, values and citizenship training actions.				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
CE12	Acquiring social skills in family relations and counselling.				x



System for assessing the acquisition of competences and grading system

Assessed learning outcomes	Percentage awarded	Evaluation instrument
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.	20%	Process evaluation: - portfolios and/or activities and internet research
R-2 The learner is familiar with the different school projects and is able to identify criteria for improvement.	30%	Oral presentation of group and individual work
R-3 The learner knows the basic elements of the tutorial work carried out through the TAP.	15%	Process evaluation: - portfolios, design of PAT sessions Final written test.
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.	15%	Process evaluation: -Portfolios: Reflection and Design of Activities Final written test.
R-5 The learner knows the structure of a teaching programme and is able to plan a coherent and appropriate teaching sequence.	10%	Process evaluation: -Portfolios: guides
R-6 The student is able to propose didactic activities framed in active, participative and collaborative methodologies related to his/her subject.	10%	Process evaluation: -Portfolios: design of simulated scenarios

Criteria for awarding Honours: In accordance with the regulations governing the evaluation and grading of the subject in force at the UCV, the mention of "Honours" may be awarded to students who have obtained a grade equal to or higher than 9.0. The number of "Matrícula de Honor" may not exceed five percent of the students enrolled in the group in the corresponding academic year, unless the number of students enrolled is less than 20, in which case only one "Matrícula de Honor" may be awarded.

Exceptionally, honours may be allocated between the different groups of the same subject as a whole. However, the total number of honours to be awarded will be the same as if they were assigned by group, but they may be distributed among all students according to a common criterion, regardless of the group to which they belong. The criteria for the awarding of "Honours" will be carried out according to the criteria stipulated by the lecturer responsible for the subject detailed in the "Observations" section of the assessment system of the teaching guide.



Single assessment: Exceptionally, students may opt for this assessment system if, for a justified and accredited reason, they are unable to undergo the continuous assessment system and request it from the Coordination of the speciality within the first month of teaching.

In such a case, it shall be assessed as follows:

The same learning outcomes are maintained with the same percentages and grading instruments with the exception that all assignments will be individual. On the day of the exam, students will have to take the exam, as well as hand in the portfolio and an interview with the teacher to evaluate the oral presentation.

Training activities

The methodologies we will use so that students achieve the learning outcomes of the subject will be:

M1	Presentation of content by the teacher.
M2	Group preparation of readings, essays and problem solving.
M3	Personalised and small group attention. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing the topics presented.
M4	Individual preparation of readings, essays, problem solving, etc. to present or deliver in small group classes.
M5	Group work sessions in groups supervised by the teacher. Case studies, diagnostic analyses, problems, field studies, internet research, etc.



FACE-TO-FACE TRAINING ACTIVITIES		
Activity	Relationship to the Learning Outcomes of the subject	ECTS
CLASSROOM PRACTICE	R3, R4, R6	0.4
SEMINAR	R2	0.1
SELF-EMPLOYMENT	R1, R2, R5	0.2
GROUP WORK	R2, R3, R4	0.4
EXHIBITION GROUP WORK	R2, R4	0.1
Total		1,2

SELF-EMPLOYMENT TRAINING ACTIVITIES		
Activity	Relationship to the Learning Outcomes of the subject	ECTS
SELF-EMPLOYMENT	R4 and R6	1.5
GROUP WORK	R2	0.3
Total		1,8



Description of contents

Description of contents necessary for the acquisition of the learning outcomes.

BLOCK OF CONTENTS	Contents
1. Projects and Plans of an Educational Centre	<ol style="list-style-type: none">1. The education system2. Educational Projects of the Centre.3. Centre plans
2. Interaction processes in the centres	<ol style="list-style-type: none">1. Organisational climate and culture<ol style="list-style-type: none">1.1. The interaction of educational actors1.2. Management styles2. Organisation of the school<ol style="list-style-type: none">2.1. The bodies of the centre and their functions2.2. The educational counsellor2.3. The participation of teachers and the educational community
3. The curriculum and didactic programming	<ol style="list-style-type: none">1. Curricular conception2. Basic elements of didactic programming.3. Methodology and Evaluation
4. The Tutorial Action Plan	<ol style="list-style-type: none">1. Principles that shape tutorial action.2. The school tutor3. Strategies for the development of the tutorial action plan.4. Techniques and resources for developing and evaluating tutorial action.
5. Education in attitudes and values	<ol style="list-style-type: none">1. Conceptualisation2. The formation of attitudes and values in secondary education.3. Strategies for the development of attitudes and values4. Development of centre programmes



Time organisation of learning

CONTENT BLOCK/ DIDACTIC UNIT	No. of sessions	Hours
1. Projects and Plans of an Educational Centre	2	5
2. Interaction processes in the centres	1	2.5
3. The curriculum and didactic programming	2	5
4. The Tutorial Action Plan	1	2.5
5. Education in attitudes and values		
	Year 2024-2025 Subject	2.5

References

- Day, Ch. (2019). *Engaged educators*. Narcea.
- García, J., et al. (2015). *School projects and classroom tutoring strategies*. Boreal.
- González, A. and Solano, J.M. (2015). *The role of tutoring*. Narcea.
- Imbernón, F. (Coord.) (2010). *Educational processes and contexts: Teaching in secondary education institutions*. Graó.
- Perkins, D. (2016). *Educating in a changing world: What do students really need to learn for the future?* Biblioteca Innovación Educativa, SM
- Prensky, M. (2015). *The world needs a new curriculum. Skills for thinking, creating, relating and acting*. Madrid: Biblioteca innovación educativa, SM
- Pons, M. (2020). *Multidisciplinary educational resources*. Narcea.
- Robinson, K. (2021). *Creative schools*. Grijalbo.
- Vaello Orts, J. (2007) *Cómo dar clase a los que no quieren*. Graó
- Zarra, E. (2019). *Generation Z. The Generation with rights*. Narcea