UNIVERSIDAD DE CASTILLA - LA MANCHA
GUÍA DOCENTE

1. General information

Course: TEACHING-LEARNING PROCESSES
Type: BASIC
Degree: 392 - BACHELOR'S DEGREE IN PRIMARY EDUCATION (AB)
Center: 101 - FACULTY OF EDUCATION IN ALBACETE
Year: 1
Main language: Spanish
Use of additional languages:
Web site:

Code: 46307
ECTS credits: 6
Academic year: 2023-24
Group(s): 17 18 19 15
Duration: C2
Second language: English
English Friendly: N
Bilingual: Y

Lecturer: EMMA ESCRIBANO PICAZO - Group(s): **18 15**

Building/Office	Department	Phone number	Email	Office hours
	PEDAGOGÍA		Emma.Escribano@uclm.es	

Lecturer: ISABEL MARIA GOMEZ BARRETO - Group(s): **18 15**

Building/Office	Department	Phone number	Email	Office hours
Edificio Simón Abril (Pl. de la Universidad, 3)	PEDAGOGÍA	926053185	Isabelmaria.Gomez@uclm.es	

Lecturer: EMILIO LÓPEZ PARRA - Group(s): **17**

Building/Office	Department	Phone number	Email	Office hours
Edificio Simón Abril (Pl. de la Universidad, 3)	PEDAGOGÍA	+34967599200	Emilio.LopezParra@uclm.es	The information about timing and place of the meetings is included in the Virtual Campus and on the Notice Board of the Corresponding Department.

Lecturer: BELEN SANCHEZ NAVALON - Group(s): **19**

Building/Office	Department	Phone number	Email	Office hours
Edificio Simón Abril (Pl. de la Universidad, 3)	PEDAGOGÍA	+34967599200	Belen.SanchezNavalon@uclm.es	The information about timing and place of the meetings is included in the Virtual Campus and on the Notice Board of the Corresponding Department.

2. Pre-Requisites

Students ought to have acquired skills and previous knowledge on information and communication technologies (ICT), granting them access to the curricular content on the virtual space *Moodle*; individual and group work; and the management of the information (search and analysis from different database sources).

3. Justification in the curriculum, relation to other subjects and to the profession

The course Teaching and Learning Processes belongs to the General Training of the Primary Education Degree and forms part of the Basic Training (Module 1.1.1.): Learning and Personality Development. This course focuses on the pedagogical vision of the teaching and learning processes that a future Primary Education teacher must acquire, to favour the development of the necessary skills that guide the teaching practice. Therefore, aspects such as teaching styles; teaching models; classroom atmosphere; instructional design, development, and evaluation are essential aspects to keep in mind within the boundaries of teaching and learning processes. The course Teaching and Learning Processes contributes to pre-service teachers to develop processes of knowledge acquisition focused on the investigation and critical reflection of the self-teaching repertoire for which they are trained; the development of a didactic thought; and the innovative methodological processes and curriculum design models. The knowledge gained from this subject forms part of basic training in the initial professional training of future in-service primary school teachers.

4. Degree competences achieved in this course

Course competences

Code	Description
1.1.1.II.01	Understand the learning processes related to 6-to-12-year olds in the family, social and school context.
1.1.1.II.02	Know Primary pupils' characteristics as well as those of their motivational and social contexts.
1.1.1.II.03	Have enough knowledge to understand pupils' personality development and identify disorders.
1.1.1.II.04	Identify learning difficulties, report them and assist in their treatment.
1.1.1.II.05	Understand current trends and proposals related to competence-based learning.
1.1.1.II.06	Identify and plan the resolution of educational situations that affect pupils with different abilities and different learning speeds.
CB03	Be able to gather and process relevant information (usually within their subject area) to give opinions, including reflections on relevant social, scientific or ethical issues.
CG01	Know the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria and didactic knowledge about the corresponding teaching and learning procedures.
CG02	Design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals in the centre.
CG04	Design and arrange learning spaces, with consideration of diversity and gender equality, equity and respect for human rights, which constitute the values of citizenship.
CG05	Promote coexistence inside and outside the classroom, solve discipline problems and contribute to the peaceful resolution of conflicts.

CG10	Boost and value pupils' effort, determination and self-discipline. Reflect on classroom practice to allow innovation and improvement of the teaching practice. Acquire habits and skills for autonomous and cooperative learning and promote it among pupils.
CT02	Master information and communication technology (ICT).
CT03	Correct oral and written communication.

5. Objectives or Learning Outcomes

Course learning outcomes

Description

Apply individual and group teaching methods for particular educational contexts and specific 6-to-12-year-old pupils' characteristics.

Identify the characteristics of 6-to-12-year-old pupils, as well as those of their contexts and their relationship.

Identify and analyse possible learning and communication difficulties of pupils with Special Educational Needs (SEN) and promote the use of resources to foster pupils' development.

Identify determining factors of problematic situations and misbehaviour in the classroom and educate about gender equality and value education.

Distinguish and use the various scientific methodologies applied to education.

Analyse the teaching-learning processes corresponding to Primary Education.

Understand the role of supporting teachers and professionals in the improvement of pupils' learning.

Design competence-based educational proposals.

Design learning strategies considering pupils' family and social contexts.

6. Units / Contents

Unit 1: The teaching and learning process in Primary Education. The qualities of the teacher. Curriculum and curricular planning.

Unit 2: Curriculum design and innovation. Teaching and learning models and strategies.

Unit 3: Cultural diversity and gender equality in the age-stage of Primary Education. Strategies and teaching practice.

Unit 4: Learning difficulties in Primary Education. Educational care resources.

ADDITIONAL COMMENTS, REMARKS

*For every mistake of those included in the 'List of mistakes to avoid' (see Moodle), the student will miss 0.2 points in the corresponding activity/test/presentation/exam up to a maximum of 1.6 points (8 mistakes). If the mistake is repeated, the repetition(s) will also be penalised.

**The evaluation test carried out by the student in which the performance of a fraudulent exercise is verified will end in a fail, with a final mark of nought (0) in the corresponding call or task.

***The detection by the professor that the student has not composed a given task, work, essay, or test will end in a fail, with a final mark of nought (0) both in the tests and in the subject in which it was detected, regardless of the rest of the marks that the student would have obtained (see Art. 8 of the UCLM Student Assessment Regulation [2022/4952]).

7. Activities, Units/Modules and Methodology

Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description
Class Attendance (theory) [ON-SITE]	Lectures	1.1.1.II.01 1.1.1.II.02 1.1.1.II.03 1.1.1.II.04 1.1.1.II.05 1.1.1.II.06 CB03 CG01 CG02 CG04 CG05 CG10 CT02 CT03	1.6	40	Y	N	As much from the professor as from the students, the development of theoretical contents will be carried out through presentational instruction encompassing group discussions and reflections.
In-class Debates and forums [ON-SITE]	Case Studies	1.1.1.II.01 1.1.1.II.02 1.1.1.II.03 1.1.1.II.04 1.1.1.II.05 1.1.1.II.06 CB03 CG01 CG02 CG04 CG05 CG10 CT02 CT03	0.72	18	Y	N	Amongst others, the training activities will be workshops, seminars, debates, and presentations in which negotiations with the students will be kept in mind when selecting the particular teaching strategies.
Writing of reports or projects [OFF-SITE]	Problem solving and exercises	1.1.1.II.01 1.1.1.II.02 1.1.1.II.03 1.1.1.II.04 1.1.1.II.05 1.1.1.II.06 CB03 CG01 CG02 CG04 CG05 CG10 CT02 CT03	1.6	40	Y	Y	Through active methods, the assignments will be managed both as individual and group work.
Study and Exam Preparation [OFF-SITE]	Self-study	1.1.1.II.01 1.1.1.II.02 1.1.1.II.03 1.1.1.II.04 1.1.1.II.05 1.1.1.II.06 CB03 CG01 CG02 CG04 CG05 CG10 CT02 CT03	2	50	N	-	Student's choice.
Final test [ON-SITE]	Assessment tests	1.1.1.II.01 1.1.1.II.02 1.1.1.II.03 1.1.1.II.04 1.1.1.II.05 1.1.1.II.06 CB03 CG01 CG02 CG04 CG05	0.08	2	Y	Y	The student has to pass an evaluation test in which he/she has to demonstrate theoretical and practical knowledge related to the topics taught. In-person written exam encompassing two parts: essay and multiple choice. It is compulsory to get a minimum of 40% positive marks in this summative test to

			CG10 CT02 CT03				average such marks with the rest of the assessable activities from the subject. Was not the specified percentage gotten, the test would be resat in the extraordinary call.
			Total:		6	150	
			Total credits of in-class work: 2.4				**Total class time hours: 60**
			Total credits of out of class work: 3.6				**Total hours of out of class work: 90**

As: Assessable training activity

Com: Training activity of compulsory overcoming (It will be essential to overcome both continuous and non-continuous assessment).

8. Evaluation criteria and Grading System			
Evaluation System	**Continuous assessment**	**Non-continuous evaluation***	**Description**
Theoretical papers assessment	30.00%	30.00%	Presentation of works and topics: These theoretical assignments will be complemented with the corresponding oral productions on the written part.
Assessment of active participation	20.00%	20.00%	Forums and debates: This assessment will be complemented with a written report theoretically supported.
Final test	50.00%	50.00%	Final test: In the final exam, students will be assessed on all of the course topics.
Total:	**100.00%**	**100.00%**	

According to art. 4 of the UCLM Student Evaluation Regulations, it must be provided to students who cannot regularly attend face-to-face training activities the passing of the subject, having the right (art. 12.2) to be globally graded, in 2 annual calls per subject , an ordinary and an extraordinary one (evaluating 100% of the competences).

Evaluation criteria for the final exam:

Continuous assessment:

Once carried out, the formative activities are not recoverable (a lesson, a workshop, the explanation of a text, et cetera, are not repeated). However, the knowledge and skills corresponding to such activities can be demonstrated in the extraordinary call throughout the equivalent tasks determined by the professor.

Activities planned as assessable are recoverable.

*For every mistake of those included in the 'List of mistakes to avoid' (see Moodle), the student will miss 0.2 points in the corresponding activity/test/presentation/exam up to a maximum of 1.6 points (8 mistakes). If the mistake is repeated, the repetition(s) will also be penalised.

**The evaluation test carried out by the student in which the performance of a fraudulent exercise is verified will end in a fail, with a final mark of nought (0) in the corresponding call or task.

***The detection by the professor that the student has not composed a given task, work, essay, or test will end in a fail, with a final mark of nought (0) both in the tests and in the subject in which it was detected, regardless of the rest of the marks that the student would have obtained (see Art. 8 of the UCLM Student Assessment Regulation [2022/4952]).

Non-continuous evaluation:

Within three weeks from the starting date, scholars not aiming to attend in-person or regularly lectures must agree with the professor on a meeting via email. The same criteria for carrying out, presenting, and evaluating subjet' activities will apply to these students. The lack of contact with the professor will be duly justified within the settled deadlines.

Activities planned as assessable are recoverable.

*For every mistake of those included in the 'List of mistakes to avoid' (see Moodle), the student will miss 0.2 points in the corresponding activity/test/presentation/exam up to a maximum of 1.6 points (8 mistakes). If the mistake is repeated, the repetition(s) will also be penalised.

**The evaluation test carried out by the student in which the performance of a fraudulent exercise is verified will end in a fail, with a final mark of nought (0) in the corresponding call or task.

***The detection by the professor that the student has not composed a given task, work, essay, or test will end in a fail, with a final mark of nought (0) both in the tests and in the subject in which it was detected, regardless of the rest of the marks that the student would have obtained (see Art. 8 of the UCLM Student Assessment Regulation [2022/4952]).

Specifications for the resit/retake exam:

Through a test acknowledging all of the contents of the subject matter, students must demonstrate mastery of the course. Concurrently with the resit exam, students must deliver previously failed, agreed with the professor, or undelivered assignments from the formative assessment part. Progress activities are recoverable through an essay written on the day of the resit exam.

*For every mistake of those included in the 'List of mistakes to avoid' (see Moodle), the student will miss 0.2 points in the corresponding activity/test/presentation/exam up to a maximum of 1.6 points (8 mistakes). If the mistake is repeated, the repetition(s) will also be penalised.

**The evaluation test carried out by the student in which the performance of a fraudulent exercise is verified will end in a fail, with a final mark of nought (0) in the corresponding call or task.

***The detection by the professor that the student has not composed a given task, work, essay, or test will end in a fail, with a final mark of nought (0) both in the tests and in the subject in which it was detected, regardless of the rest of the marks that the student would have obtained (see Art. 8 of the UCLM Student Assessment Regulation [2022/4952]).

Specifications for the second resit / retake exam:

It would be adjusted to the achievement of a test where students demonstrate mastery of the course.

*For every mistake of those included in the 'List of mistakes to avoid' (see Moodle), the student will miss 0.2 points in the corresponding activity/test/presentation/exam up to a maximum of 1.6 points (8 mistakes). If the mistake is repeated, the repetition(s) will also be penalised.

**The evaluation test carried out by the student in which the performance of a fraudulent exercise is verified will end in a fail, with a final mark of nought (0) in the corresponding call or task.

***The detection by the professor that the student has not composed a given task, work, essay, or test will end in a fail, with a final mark of nought (0) both in the tests and in the subject in which it was detected, regardless of the rest of the marks that the student would have obtained (see Art. 8 of the UCLM Student Assessment Regulation [2022/4952]).

9. Assignments, course calendar and important dates	
Not related to the syllabus/contents	
Hours	**hours**

Unit 1 (de 4): The teaching and learning process in Primary Education. The qualities of the teacher. Curriculum and curricular planning.	
Activities	**Hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	10
In-class Debates and forums [PRESENCIAL][Case Studies]	4.5
Writing of reports or projects [AUTÓNOMA][Problem solving and exercises]	10
Study and Exam Preparation [AUTÓNOMA][Self-study]	12.5
Teaching period: Second Term	
Group 15:	
Initial date: 29-01-2024	**End date:** 23-02-2024
Group 17:	
Initial date: 29-01-2024	**End date:** 23-02-2024
Group 18:	
Initial date: 29-01-2024	**End date:** 23-02-2024
Group 19:	
Initial date: 29-01-2024	**End date:** 23-02-2024
Comment: Delivering essays or tasks after the established deadlines by the subject's professors is not allowed.	

Unit 2 (de 4): Curriculum design and innovation. Teaching and learning models and strategies.	
Activities	**Hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	10
In-class Debates and forums [PRESENCIAL][Case Studies]	4.5
Writing of reports or projects [AUTÓNOMA][Problem solving and exercises]	10
Study and Exam Preparation [AUTÓNOMA][Self-study]	12.5
Teaching period: Second Term	
Group 17:	
Initial date: 26-02-2024	**End date:** 15-03-2024
Group 18:	
Initial date: 26-02-2024	**End date:** 15-03-2024
Group 19:	
Initial date: 26-02-2024	**End date:** 15-03-2024
Group 15:	
Initial date: 26-02-2024	**End date:** 15-03-2024

Unit 3 (de 4): Cultural diversity and gender equality in the age-stage of Primary Education. Strategies and teaching practice.	
Activities	**Hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	10
In-class Debates and forums [PRESENCIAL][Case Studies]	4.5
Writing of reports or projects [AUTÓNOMA][Problem solving and exercises]	10
Study and Exam Preparation [AUTÓNOMA][Self-study]	12.5
Teaching period: Second Term	
Group 15:	
Initial date: 18-03-2024	**End date:** 19-04-2024
Group 17:	
Initial date: 18-03-2024	**End date:** 19-04-2024
Group 18:	
Initial date: 18-03-2024	**End date:** 19-04-2024
Group 19:	
Initial date: 18-03-2024	**End date:** 19-04-2024

Unit 4 (de 4): Learning difficulties in Primary Education. Educational care resources.	
Activities	**Hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	10
In-class Debates and forums [PRESENCIAL][Case Studies]	4.5
Writing of reports or projects [AUTÓNOMA][Problem solving and exercises]	10
Study and Exam Preparation [AUTÓNOMA][Self-study]	12.5
Final test [PRESENCIAL][Assessment tests]	2
Teaching period: Second Term	
Group 17:	
Initial date: 22-04-2024	**End date:** 17-05-2024
Group 18:	
Initial date: 22-04-2024	**End date:** 17-05-2024
Group 19:	

Initial date: 22-04-2024	End date: 17-05-2024
Group 15:	
Initial date: 22-04-2024	End date: 17-05-2024
Comment: Delivering essays or tasks after the established deadlines by the subject's professors is not allowed.	

Global activity

Activities	hours
Study and Exam Preparation [AUTÓNOMA][Self-study]	50
Writing of reports or projects [AUTÓNOMA][Problem solving and exercises]	40
Final test [PRESENCIAL][Assessment tests]	2
Class Attendance (theory) [PRESENCIAL][Lectures]	40
In-class Debates and forums [PRESENCIAL][Case Studies]	18
Total horas:	**150**

10. Bibliography and Sources

Author(s)	Title/Link	Publishing house	City	ISBN	Year	Description
Piqueres-Granero, M.	Programar en LOMLOE. Paso a Paso: Guía Programación Didáctica y Plantillas Programación Aula	Independently Published		979-8840242568	2022	
Pérez Gómez, Á. I.	Ser docente en tiempos de incertidumbre y perplejidad https://doi.org/10.24310/mgnmar.v0i0.6497				2019	Márgenes Revista de Educación de la Universidad de Málaga,0 (0), 3-17
Junta de Comunidades de Castilla-La Mancha	Portal de educación https://www.educa.jccm.es/es					
Cabrerizo Diago, J., Rubio, M., & Castilla, S.	Programación por Competencias: Formación y Práctica	Pearson		9788483224199	2008	
Cooper, J. M.	Classroom Teaching Skills	Cengage Learning		9781133602767	2013	
Felder, R. M., & Brent, R.	Teaching and Learning STEM: A Practical Guide	Jossey-Bass		9781118925812	2016	
Mager, R. F.	Measuring Instructional Results	CEP		9781879618169	1997	
Gagné, R., Wager, W., Golas, K., & Keller, J.	Principles of Instructional Design	Cengage Learning		9780534582845	2004	
Harlen, W., & Qualter, A.	The Teaching of Science in Primary Schools	David Fulton		9781138225725	2018	
Russell, M., & Airasian, P.	Classroom Assessment: Concepts and Applications	McGraw-Hill		9780078110214	2011	
Aguado Odina, M. T.	Pedagogía intercultural	McGraw-Hill		9788448139759	2003	
Cantón Mayo, I., & Pino-Juste, M.	Diseño y desarrollo del curriculum	Alianza		9788420663982	2011	
Zabalza Beraza, M. A.	Competencias Docentes	Narcea		9788427713994	2009	
Mateos Jiménez A., & Manzanares Moya, A.	Mejores Maestros, Mejores Educadores	Aljibe		9788497008174	2016	
Escamilla, A.	Las Competencias Básicas: Claves para su desarrollo en los centros	Graó		9788478276370	2008	
López-Parra, E., Moreno-Díaz, A., Cebrián-Martínez, A. y Martín-García, M.I.	Genially para una educación inclusiva a través de las tecnologías del aprendizaje y el conocimiento (TAC)	Octaedro	Barcelona	978-84-18348-52-5	2020	Investigación aplicada en Ciencias de la Educación
Moya, J. y Luengo, F.	Educar para el siglo XXI. Reformas y Mejoras. LOMLOE: de la norma al aula.	Anaya	Madrid	978-84-698-8490-4	2021	
Ruiz-Morales, A.	Las situaciones de aprendizaje: Concepto, partes y fases para su diseño https://doi.org/10.52149/sp21	Supervision21, nº 68			2023	
López-Parra, E., García-Toledano, E. y Martín, M. I.	Dificultades de aprendizaje: dislexia y TIC.	Síntesis	Madrid	978-84-1357-023-5	2020	Investigación y respuestas socioeducativas del profesorado en el siglo XXI
Del Río-Fernández, J. L	A vueltas con la llamada innovación educativa. Algunas reflexiones para suscitar el debate. https://doi.org/10.24310/mgnmar.v4i1.15923				2023	Márgenes Revista de Educación de la Universidad de Málaga, 4(1), 7-19.