

**COURSE DATA****Data Subject**

Code	33721
Name	Teacher training
Cycle	Grade
ECTS Credits	6.0
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. year	Period
1307 - Degree in Pedagogy	Faculty of Philosophy and Educational Sciences	3	First term

Subject-matter

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	78 - Teacher training and professional development I	Obligatory

Coordination

Name	Department
AGUILAR HERNANDEZ, LUIS	100 - Education and School Management
GABARDA MENDEZ, VICENTE	270 - Research Methodology, Educational Diagnosis and Assessment
GARCIA RUBIO, JUAN	100 - Education and School Management

SUMMARY

In this course we will analyze the field of teacher training, the agencies, the specific dynamics and the tensions to which it is subjected due to its relations with other fields, as well as the different rationalities at play. We will review the training policies in our educational system, particularly in the Valencian Community, paying attention to the mechanisms that link training to teaching careers and the configuration of the job. Another core of the subject is the teaching profession and the knowledge that constitutes it, an enquiry into the process of construction of professional knowledge, which focuses, among others, on professional socialization, teaching cultures and individual trajectories, which explain, in relation to structural variables, the possibilities of both professional development and training in schools.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

OUTCOMES

1307 - Degree in Pedagogy

- Diagnose needs, complex situations and possibilities of people as a basis for educational actions.
- Know and understand the processes of teaching and learning and their impact on the comprehensive education and development of people and communities.
- Design educational plans, programmes, projects, actions and resources in different contexts.
- Prepare and interpret technical, research and evaluation reports on educational actions, processes and results.
- Support and collaborate in teaching activities in different socio-educational contexts.
- Know and understand the current educational and training systems in the international context.
- Design training plans for teachers, trainers and other professionals that are suited to new situations, needs and contexts.
- Design programmes, projects and innovative proposals for training and for developing educational resources in work, family and institutional contexts, in both face-to-face and virtual environments.
- Organise and manage schools and educational institutions, services and resources.
- Apply strategies and techniques for tutoring, training, peer counselling, consultation and guidance in educational and training processes.

LEARNING OUTCOMES

- To understand the problems of teacher training with a reflective and critical attitude.
- To become familiar with the most significant trends and models of initial and in-service teacher training.
- To acquire skills to develop specific training programmes based on an analysis of the context and needs.
- To plan teaching actions that favour professional development and updating.



DESCRIPTION OF CONTENTS

1. Teaching work and professional cultures.

2. Conceptions and practices of training.

3. Learning communities and networks for renewal

4. Training policies and professional development processes.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Development of group work	40,00	0
Study and independent work	25,00	0
Preparation of evaluation activities	25,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

Classroom and individual or group work, guided by the teacher, will focus, at least but without excluding other possibilities, on three areas of activity:

- Presentations and activity proposals by the teacher (and, if possible, by the students) of analysis, discussion and debate of texts and other materials.
- Inquiry group work with a practical aspect based on the concepts worked on in class.
- Individual and group tutorials.

The aim is to combine group work sessions with group work, face-to-face sessions with autonomous work -individual and group-, presentations, debates and seminars, and individual and group monitoring of the work.

Each teacher will specify the different aspects of the methodological proposal in his/her programme.



EVALUATION

Class attendance is essential to address the three areas of activity.

Students who are unable to attend regularly may apply for a non-attendance mode, the assessment of which will be determined in the lecturer's programme.

Assessment will be based on different modalities, also to be specified in each teacher's programme. Among others:

- a) Exam (oral or written test)
- b) Portfolio (group or individual tasks).
- c) Presentations
- d) Participation, attendance and involvement

REFERENCES

Basic

- ATKINSON, T. y CLAXTON, G. (Eds.) (2002). El profesor intuitivo. Barcelona. Octaedro
- GIMENO, J. y PÉREZ GOMEZ, A. (1992). Comprender y transformar la enseñanza. Madrid. Morata.
- LISTON, D. P. y ZEICHNER, K. M. (1993). Formación del profesorado y condiciones sociales de la escolarización. Madrid. Morata.
- PÉREZ GOMEZ, A.; BARQUÍN, J. y ANGULO, J. F. (Eds.) (1999). Desarrollo profesional del docente: política, investigación y práctica. Madrid. Akal.
- PERRENOUD, Ph. (2004). Desarrollar la práctica reflexiva en el oficio de enseñar. Barcelona. Graó.
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- ZEICHNER, K. M. (2010). La formación del profesorado y la lucha por la justicia social. Madrid. Morata.
- DAY, C. (2005). Formar docentes. Cómo, cuándo y en qué condiciones aprende el profesorado. Madrid. Narcea.
- VAILLANT, D. y MARCELO, C. (2015). El ABC y D de la Formación Docente. Madrid. Narcea.
- RIZVI, F. y LINGARD, B. (2013). Políticas educativas en un mundo globalizado. Madrid: Morata.