

## 31102 - Teaching and Learning in Multigrade Schools

### Syllabus Information

**Academic year:** 2023/24

**Subject:** 31102 - Teaching and Learning in Multigrade Schools

**Faculty / School:** 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

**Degree:** 298 - Degree in Primary School Education

299 - Degree in Primary School Education

300 - Degree in Primary School Education

**ECTS:** 6.0

**Year:** 4

**Semester:** First semester

**Subject type:** Optional

**Module:**

### 1. General information

This subject involves training of a professionalizing nature that allows the future teacher to deepen his/her knowledge of the differential characteristics of multigrade classrooms and schools so that they will have sufficient competences to adapt all the elements of the teaching-learning process, considering the pedagogical potentialities of multigrade for the achievement of an inclusive school and contributing, in this way, to a sustainable development, to a fairer and more equitable future and to a quality education (ODS) with a teaching staff converted into agents of social changes.

**There are no entry requirements**, but we start from the idea that the student who takes it will be motivated, or that it will lead him/her to have an attitude that favors reflection and critical thinking towards its contents.

### 2. Learning results

The student, in order to pass this subject, must demonstrate the following learning results:

1. Analyzes, from a rural school perspective, the elements that support the teaching-learning process (teaching style, student characteristics, environment)
2. Designs, develops and evaluates classroom projects with territorial and community involvement.
3. It uses a constructivist pedagogy respecting learning rhythms and emphasizing the use of living methodologies and active
4. Uses the territory and the community as resources
5. Proposes the use of a qualitative evaluation
6. It uses the tools and the digital space from the specificity of the rural territory.

### 3. Syllabus

#### **Core I . Rural school and multigrade school**

Rural school and multigrade school. Types of rural schools and characteristics

Inclusion and diversity. The micro-society of the multigrade classroom

#### **Core II. Curriculum and multigrade classroom**

Towards a contextualized curriculum: curriculum design and development in multigrade classrooms.

Multigrade classroom programming: multigrade didactics.

#### **Core III. Curriculum development: elements**

Didactic and organizational bases in the multigrade classroom

Active and participatory methodologies.

Grouping, spaces, times and resources

Outcome and process evaluation: the role of qualitative and formative evaluation.

#### **Core IV. Local territory and digital territory**

Open and connected school : specific possibilities of ICT (information and communication technologies), TAC (learning and knowledge technologies) and TEP (empowerment and information technologies). Collaborative and networked work

### 4. Academic activities

HT Total student work hours: 150 hours (6 ECTS)

**Face-to-face activities** (40% of HT) = 60 hours

Master classes 30 hours

Practical classes (problem solving and case studies) 30 hours

Both types of activities include: Workshops of exercises, problems... Homework correction. Discussion activities.

Analysis of written, visual and/or virtual-digital documents. Resolution of cases and/or problems... Scheduled tutorials mandatory individual or small group, self- and heteroevaluation activities.

**Non-face-to-face activities** ( 60% of HT) = 90 hours

Directed work (individual/team) 20 hours

Study 70 hours

## 5. Assessment system

The evaluation of the subject follows a **single method**, without any distinction between continuous evaluation and a global test, including all the activities that are subject to evaluation.

The evaluation results, criteria and requirements specified below shall apply to all students regardless of their circumstances for the subject (regular attendance, irregular attendance or non-attendance) and **Evaluation activities carried out throughout the course and also included in the overall test**

At least the following will be carried out:

1.- Reading and writing the corresponding review of at least three scientific articles related to the syllabus (individual work) (25% of the final grade)

{Sharing and debate on the content of the previous articles (5% of the final grade) (classroom activity) 3.- Assignments related to the relationship between theory and practice (analysis of videos and/or interviews, search and analysis of good practices, analysis of materials and resources...) (30% of the final grade) Those activities carried out in the classroom will be classroom-based and therefore their evaluation will require attendance.

4.- Planning of a teaching-learning sequence (learning situation) of interdisciplinary and multigrade character contextualized (35% of the final grade)

5.- Self-assessment and reflection on the learning process (individual) (5% of the final grade)

The evaluation and grading criteria, as well as the delivery dates of the different activities will be communicated in due time.

The evaluation and grading criteria for the learning situation are as follows:

1. Correct presentation and structure.
2. The designed process is contextualized and adapted to the center and levels
3. The relationship of the designed process with the competencies is identified.
4. Select, define and relate goals and content.
5. Adequately selects teaching-learning activities.
6. Appropriately selects evaluation procedures and criteria.
7. It proposes a coherent process in which the different elements are related
8. Strictly complies with orthotypographic standards.

### Global test and second call

The global test, the date of which will be the date indicated in the exam calendar, will include all the evaluation activities indicated in the previous section

The maintenance of the results of the evaluation of the subject between the first and the second call will be established in the planning and design of the subject by the faculty responsible, taking into account the specificities of the development of the teaching for each academic year.

### fifth and sixth call

The students of fifth and sixth convocation must be aware that their evaluation is made before a board of examiners, and cannot waive this right. However, they may choose, upon request, to take the test together with the rest of the students in the group and then place it in an envelope to be handed in to the examining board

In either case, the same activities, criteria and evaluation requirements specified as ordinary and general for the subject will be applied.

*"Finally, it should be noted that the University's Rules of Coexistence Regulations of Zaragoza will apply to irregularities committed in assessment tests through academic fraud, as well as the application of Article 30 of the Rules of Learning Assessment Regulations in relation to irregular practices other than academic fraud."*