

SUBJECT TEACHING GUIDE

G433 - Training in Values and Personal Competences for Teachers

Double Degree in Teaching in Early Childhood Education and Primary Education
Degree in Early Childhood Education

Academic year 2021-2022

1. IDENTIFYING DATA					
Degree	Double Degree in Teaching in Early Childhood Education and Primary Education			Type and Year	Core. Year 1 Core. Year 1
Faculty	School of Teacher Training				
Discipline	Subject Area: Training in Values, Competences and Personal Skills for Teachers (Psychology) Basic Training Module				
Course unit title and code	G433 - Training in Values and Personal Competences for Teachers				
Number of ECTS credits allocated	6	Term	Semester based (1)		
Web					
Language of instruction	Spanish	English Friendly	Yes	Mode of delivery	Face-to-face

Department	DPTO. EDUCACION				
Name of lecturer	ELENA BRIONES PEREZ				
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Other lecturers	TERESA GALLEGO ALVAREZ				

3.1 LEARNING OUTCOMES
- To be aware of the Human and Children Rights.
- To analyze processes and projects to develop these rights.
- To be respectful and tolerant to each other.
- To be able to communicate effectively and actively.
- To be able to communicate with assertiveness, empathy and proper social skills (e.g. group negotiation, giving and receiving criticism).
- To be able to perceive, express, understand and regulate own and others' emotions.
- To be able to design and implement activities to practice social, emotional and moral competencies.

4. OBJECTIVES

- To develop strategies to foster own emotional, social, creative and ethic development.
- To promote teacher and educational community well-being.
- To reflect on own and others' ways of being and behaving in the personal and professional context.

6. COURSE ORGANIZATION

CONTENTS

1	<p>BLOCK A: TEACHERS' PERSONAL DEVELOPMENT: Theoretical framework of values and socio-emotional education in teachers training, and practices aimed at promoting motivation, a climate of confidence and awareness of the own values and personal strengths. Step 1: PBL in groups, to identify problems in teaching practice. STEP 2: PBL in groups_script development of the selected teaching problem.</p>
2	<p>VALUES AND, RESPONSABLE DECISION MAKING: Values conceptualization, practices to clarify personal values and to work with moral dilemas. Start STEP 3: PBL_Individual analysis of identified teaching problems</p>
3	<p>HEALTHY SELF-STEEM: Theoretical background, practices and reflection on the self-concept, self recognition and esteem.</p>
4	<p>EMOTIONAL REGULATION: Emotions knowledge, functioning, cognitive and pshysiological technics to regulate emotions effectively .</p>
5	<p>SOCIAL AWARENESS: Empathy concept and implementation in educational settings. Vivencial exercises to practice different components of empathy.</p>
6	<p>INTERPERSONAL ABILITIES: Theory and practice to get positive social relationships: communication, assertiveness, team work and conflict resolution.</p>
7	<p>BLOCK B: VALUES AND PERSONAL SKILLS APPLIED TO THE TEACHING PROFESSION THROUGH THEATRE AND PBL STEP 4: Forum Theatre: Representation and assessment;</p>

7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
Moral dilemmas	Work	No	Yes	30,00
Problem Based Learning: Teacher case	Work	No	Yes	70,00
TOTAL				100,00
Observations				
<p>In case the student do not pass one of the required assessments (minimum 5), the final grade in the record act will reflect the results on the whole assessments with maximum 4,9.</p> <p>The appropriateness of spelling, lexicon and grammar in the work and examinations is essential condition to pass the subject. In academic work, the APA Standards will be used as a citation criterion (can be consulted in: https://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28)</p> <p>With regard to a fraudulent behavior (plagiarism) in the evaluation tests, the qualification shall comply with the established on the Article 32 of the Rules of evaluation processes at the University of Cantabria. The fraudulent conduct of tests or activities evaluation will directly hold 0 on the subject.</p> <p>When the subject is not approved, because the minimum qualification required in one or more parts of the assessment has not been reached, the final quantitative grade that will be obtained by the student and that will therefore be included in the report, will reflect his performance in the whole of the different evaluation tests</p>				
Observations for part-time students				
<p>The assessment procedure for part-time students that do not attend class regularly is the single assessment, which follows the same method of assessment but works are individual and delivered the day of the exam. Those who attend class could opt for the same assessment that full-time students.</p> <p>A minimum score of 5 (out of 10) in each evaluation activity is also required.</p>				

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

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