



## Teaching Guide

| Teaching Guide      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |        |                                                      |           |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------------------------------------------------------|-----------|
| Identifying Data    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |        |                                                      | 2020/21   |
| Subject (*)         | Psychological Intervention in Family Situations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |        | Code                                                 | 652G01017 |
| Study programme     | Grao en Educación Infantil                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |        |                                                      |           |
| Descriptors         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |        |                                                      |           |
| Cycle               | Period                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Year   | Type                                                 | Credits   |
| Graduate            | 2nd four-month period                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Second | Basic training                                       | 6         |
| Language            | SpanishEnglish                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |        |                                                      |           |
| Teaching method     | Hybrid                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |        |                                                      |           |
| Prerequisites       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |        |                                                      |           |
| Department          | Psicoloxía                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |        |                                                      |           |
| Coordinador         | López Larrosa, Silvia                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | E-mail | silvia.lopez.larrosa@udc.es                          |           |
| Lecturers           | López Larrosa, Silvia<br>Vazquez Grobas, Maria Amparo                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | E-mail | silvia.lopez.larrosa@udc.es<br>amparo.vazquez@udc.es |           |
| Web                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |        |                                                      |           |
| General description | Pre-service infant teachers and in-service teachers need to learn how to relate with their students' families in a collaborative way . They also need to identify the dimensions that should be taken into account in order to collaborate with families. The aim is to create a reciprocally supportive climate that leads to children's and teachers' improvements.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |        |                                                      |           |
| Contingency plan    | 1. Modifications to the contents<br>NO<br>2. Methodologies<br>*Teaching methodologies that are maintained<br>Readings: workbook<br>Lectures<br>Initial activities<br>Exam<br>Oral presentation<br>*Teaching methodologies that are modified<br>Role playing and case study: combined into one unique activity<br>3. Mechanisms for personalized attention to students<br>Email, Teams and Moodle<br><br>4. Modifications in the evaluation<br>Case study and role-playing will be combined in one activity and this will be 40% of the final mark.<br>*Evaluation observations:<br>Non-attending students (with a special permission from the University) will take their specific exam on line using Moodle or other platform, 75%. 25% will be simulation or case study similar to those that attending students will have to prepare.<br>5. Modifications to the bibliography or webgraphy<br>No |        |                                                      |           |

## Study programme competences

| Code | Study programme competences                                                                                                                            |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| A1   | Comprender os procesos educativos e de aprendizaxe no período de 0-6, no contexto familiar, social e escolar.                                          |
| A10  | Crear e manter lazos de comunicación coas familias para incidir eficazmente no proceso educativo.                                                      |
| A11  | Coñecer e saber exercer as funcións de titor e orientador en relación coa educación familiar.                                                          |
| A12  | Promover e colaborar en accións dentro e fóra da escola, organizadas por familias, concellos e outras institucións con incidencia na formación cidadá. |



|     |                                                                                                                                                                                                                                                                                                                                                                         |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A13 | Analizar e incorporar de forma crítica as cuestións máis relevantes da sociedade actual que afectan á educación familiar e escolar: impacto social e educativo das linguaxes audiovisuais e das pantallas; cambios nas relacións de xénero e interxeracionais; multiculturalidade e interculturalista; discriminación e inclusión social e desenvolvemento sustentable. |
| A14 | Coñecer a evolución histórica da familia, os diferentes tipos de familias, de estilos de vida e educación no contexto familiar.                                                                                                                                                                                                                                         |
| A32 | Valorar a relación persoal con cada estudante e a súa familia como factor de calidade da educación.                                                                                                                                                                                                                                                                     |
| B1  | Aprender a aprender.                                                                                                                                                                                                                                                                                                                                                    |
| B2  | Resolver problemas e tomar decisións de forma efectiva.                                                                                                                                                                                                                                                                                                                 |
| B3  | Aplicar un pensamento crítico, autocrítico, lóxico e creativo.                                                                                                                                                                                                                                                                                                          |
| B6  | Comportarse con ética e responsabilidade social como cidadán e como profesional.                                                                                                                                                                                                                                                                                        |
| B7  | Comunicarse de maneira efectiva nun contorno de traballo.                                                                                                                                                                                                                                                                                                               |
| B8  | Capacidade de adaptación a situacións novidosas.                                                                                                                                                                                                                                                                                                                        |
| B10 | Capacidade de análise e síntese.                                                                                                                                                                                                                                                                                                                                        |
| B11 | Capacidade de busca e manexo de información.                                                                                                                                                                                                                                                                                                                            |
| B15 | Capacidade para asumir a necesidade dun desenvolvemento profesional continuo, a través da reflexión sobre a propia práctica.                                                                                                                                                                                                                                            |
| B16 | Capacidade para integrarse e comunicarse con expertos noutras áreas e en contextos diferentes.                                                                                                                                                                                                                                                                          |
| B17 | Capacidade para presentar, defender e debater ideas utilizando argumentos sólidos.                                                                                                                                                                                                                                                                                      |
| B18 | Capacidade para relacionarse positivamente con outras persoas.                                                                                                                                                                                                                                                                                                          |
| B19 | Comunicación oral e escrita na lingua materna.                                                                                                                                                                                                                                                                                                                          |
| B20 | Coñecemento de outras culturas e de outras costumes.                                                                                                                                                                                                                                                                                                                    |
| B21 | Coñecemento e comunicación en linguas estranxeiras.                                                                                                                                                                                                                                                                                                                     |
| B22 | Creatividade ou capacidade para pensar as cousas desde diferentes perspectivas, ofrecendo novas solucións aos problemas.                                                                                                                                                                                                                                                |
| C1  | Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma.                                                                                                                                                                                                                                                                |
| C2  | Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.                                                                                                                                                                                                                                                                                     |
| C4  | Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.                                                                                                                  |
| C6  | Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.                                                                                                                                                                                                                                       |

| Learning outcomes                                                                                                                                                                                                                                                                     |     |                             |    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----------------------------|----|
| Learning outcomes                                                                                                                                                                                                                                                                     |     | Study programme competences |    |
| Create and maintain communication with families in order to effectively affect educational processes                                                                                                                                                                                  | A10 |                             |    |
| Know how to counsell families                                                                                                                                                                                                                                                         | A11 |                             |    |
| Favour and collaborate in actions being organized by families, councils and other institutions that take place inside and outside the school and that have an impact in the future citizens education                                                                                 | A12 |                             |    |
| Critically analyse the most relevant issues about family education in nowadays society: social and educational impact of new audiovisual languages, changes in gender roles and relationships, multi cultural and intercultural issues, social inclusion and sustainable development. | A13 |                             |    |
| Know how family has changed through time, different family forms and different life styles and different education in the family.                                                                                                                                                     | A14 |                             |    |
| Solve problems and make effective decisions                                                                                                                                                                                                                                           |     | B2                          |    |
| Behave ethically and become a social responsible citizen and professional                                                                                                                                                                                                             |     | B6                          |    |
| Effectively communicate at work                                                                                                                                                                                                                                                       |     | B7                          |    |
| Capacity to adapt to novelty                                                                                                                                                                                                                                                          |     | B8                          |    |
| Capacity to relate with other people in a positive way                                                                                                                                                                                                                                |     | B18                         |    |
| Know other cultures and traditions                                                                                                                                                                                                                                                    |     | B20                         |    |
| Talk and write in a foreign language                                                                                                                                                                                                                                                  |     |                             | C2 |
| Be an open, cultivated, critic and compromised citizen, able to analyze reality, diagnose problems and create and take action in solving those problems for the general well-being.                                                                                                   |     |                             | C4 |
| Understand educational processes and learning in years 0-6 in the family, social and school contexts.                                                                                                                                                                                 | A1  |                             |    |
| Value personal relationships with each student and his family as an indicator of education quality                                                                                                                                                                                    | A32 |                             |    |



|                                                                                                                  |  |     |    |
|------------------------------------------------------------------------------------------------------------------|--|-----|----|
| Learn to learn                                                                                                   |  | B1  |    |
| Use critic, self-critic, logic and creative thinking                                                             |  | B3  |    |
| Capacity to analyze and synthesize                                                                               |  | B10 |    |
| Capacity to search and manage information                                                                        |  | B11 |    |
| Capacity to integrate in and communicate with experts in other fields and in different contexts                  |  | B16 |    |
| Knowledge about and communication using a foreign language                                                       |  | B21 |    |
| Creativity and capacity to think differently offering new solutions to problems                                  |  | B22 |    |
| Capacity to present, defend and debate ideas using a solid argumentation                                         |  | B17 |    |
| Value knowledge, technology and information in order to solve problems.                                          |  |     | C6 |
| Capacity to accept the need for continuing professional development through the reflection in one's own practice |  | B15 |    |
| Oral and written communication in own's mother tongue                                                            |  | B19 |    |
| Correct oral and written communication in the community's official languages                                     |  |     | C1 |

| Contents                                                      |                                                                                                                                                                                                                                  |
|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic                                                         | Sub-topic                                                                                                                                                                                                                        |
| 1. Concepts and theories                                      | 1.1.Family and family diversity<br>1.2.Family cycle<br>1.3.Family as a system: theory and concepts<br>1.4.Family ecology                                                                                                         |
| 2. Family processes                                           | 2.1. Family processes<br>2.2. The family as a learning environment for parents and children and family involvement                                                                                                               |
| 3. Effective techniques for psychological family intervention | 3.1. Connecting with families<br>3.2. Group meetings<br>3.3. Individual interviews<br>3.3.1. First interview: setting the relational climate, identifying strengths and setting shared objectives<br>3.3.2. Following interviews |
| 4. Families in special situations                             | 4.1. Families and special needs<br>4.2. Families and socio-cultural diversity<br>4.3. Families and divorce                                                                                                                       |

| Planning                       |                                  |                      |                               |             |
|--------------------------------|----------------------------------|----------------------|-------------------------------|-------------|
| Methodologies / tests          | Competencies                     | Ordinary class hours | Student's personal work hours | Total hours |
| Introductory activities        | A1 A12 C4                        | 2                    | 0                             | 2           |
| Guest lecture / keynote speech | A11 A13 A14 B3 B10<br>B11 B20 C6 | 18                   | 0                             | 18          |
| Workbook                       | B1 B21 C1 C2                     | 0                    | 35                            | 35          |
| Multiple-choice questions      | A11 A14 B20 C1 C2                | 2                    | 36                            | 38          |
| Simulation                     | A10 A12 B2 B6 B7 B8<br>B16 B18   | 14                   | 9                             | 23          |
| Case study                     | A11 A32 B2 B6 B15<br>B22         | 4                    | 10                            | 14          |
| Oral presentation              | B17 B19 C1 C2                    | 2                    | 16                            | 18          |
| Personalized attention         |                                  | 2                    | 0                             | 2           |

(\*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

| Methodologies |             |
|---------------|-------------|
| Methodologies | Description |



|                                |                                                                                                                                                                                                                                        |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introductory activities        | Syllabus and previous knowledge.                                                                                                                                                                                                       |
| Guest lecture / keynote speech | The teacher will lecture paying attention to complex concepts and ideas that need a detailed explanation.                                                                                                                              |
| Workbook                       | Students will have to read several documents. Those readings will be discussed in class or presented to others.                                                                                                                        |
| Multiple-choice questions      | This multiple choice exam is intended to check students' learning                                                                                                                                                                      |
| Simulation                     | Students will role play different situations either problematic or not. These situations will involve bi-directional relationships between the family and the teachers through letters or other written medias and through interviews. |
| Case study                     | Students will have to analyze at least one intervention according to the guidelines given by the teacher. This information will be in Moodle.                                                                                          |
| Oral presentation              | Students may present either a whole lesson or a part of it to their classmates                                                                                                                                                         |

## Personalized attention

| Methodologies     | Description                                                                                                                                                                                                                            |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Oral presentation | Students can talk to the teacher personally either in the classroom or at the teacher's office (P2A8). They can also use Moodle, phone or e-mail in order to ask questions or schedule an appointment. Teams may also be used to talk. |

## Assessment

| Methodologies             | Competencies                | Description                                                                                                                                                                                                                                                                                   | Qualification |
|---------------------------|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Multiple-choice questions | A11 A14 B20 C1 C2           | Multiple-choice exam comprises 30 questions with a,b, c options for those students who have attended 80% or more interactive classes.<br>Those students who attend less than 80% of the interactive classes, will have to pass a different exam comprised of 40 questions with a,b, c options | 40            |
| Oral presentation         | B17 B19 C1 C2               | Students may present either a whole lesson or a part of it to their classmates                                                                                                                                                                                                                | 20            |
| Case study                | A11 A32 B2 B6 B15 B22       | Students will have to analyze at least one intervention according to the guidelines given by the teacher. This information will be in Moodle.                                                                                                                                                 | 15            |
| Simulation                | A10 A12 B2 B6 B7 B8 B16 B18 | Students will role play different situations either problematic or not. These situations will involve bi-directional relationships between the family and the teachers through letters or other written media and through interviews.                                                         | 25            |

## Assessment comments



**STUDENTS REGULARLY ATTENDING CLASSES:** These students attend 80% or more interactive classes.

For students who attend 80% or more interactive classes, the final mark will be calculated from simulations, case study, multiple-choice test and oral presentation. Oral presentations will be prepared in group and will be prerecorded and uploaded in Moodle. In order to pass this subject, students must get 5, and they need to have a mark in all the dimensions (exam-multiple choice test, simulation, case study and oral presentation).

("Matrícula de honor") Honours will be considered for those students

achieving a final mark of 9.5 or higher. Those students who think that

they are entitled to ask for honours will have to write down the reasons

why they think they should get honours. They may send this document by email

**Non-attending students:** these are students who either have a written permission from the University to be included in this modality or have attended less than 80% of the interactive classes. Their final mark will depend on the exam (multiple choice), 75% of the final mark. This exam is an special exam for them as the questions will cover the whole subject (theory and documents for interactive classes). In order to pass the subject, students need a minimum of 5. 25% of their mark will depend on the simulation (role-playing) or case study.

In case of confinement or in case it is impossible to attend interactive classes because of exceptional circumstances, students will respond to their exam on line using Moodle. Oral presentation will be recorded and uploaded in Moodle as in the attending option. Role-playing (simulation) and case study will be united and they will value 40% of the final mark. Students will be informed of the activities they will have to do virtually. Non-attending students (with a special permission from the University) will take their specific exam on line using Moodle or other platform. They will be informed about the work they will have to do for the 25% of simulation or case study.

## Sources of information



|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Basic         | <ul style="list-style-type: none"> <li>- Amatea, E. S. (2009). Building Culturally Responsive Family School Relationships. Boston, MA: Pearson</li> <li>- Ceballos, E. Triana, B. &amp; Rodríguez Hernández, J.A. (2019). Expectativas del futuro profesorado de Educación Infantil y Primaria sobre el desarrollo infantil en distintas estructuras familiares1. Aula Abierta, 48(1), 67-76</li> <li>- De Sáinz Ferrer, N., Martínez Ferrer, J. y Ruiz Salguero, J.M. (2011). Entrevista familiar en la escuela. Pautas concretas.. Madrid: Pirámide.</li> <li>- Deslandes, R. (2019). A framework for school-family collaboration integrating some relevant factors and processes. Aula Abierta, 48(1), 11-18</li> <li>- Dowling, E. y Osborne, E (1996). Familia y escuela. Una aproximación conjunta y sistémica a los problemas infantiles. Barcelona. Paidós.</li> <li>- Freeman, J. Epston, D. y Lobovits, D. (2001). Terapia narrativa con niños. Barcelona: Paidós</li> <li>- García-Bacete, F.J. (2006). Guía de recursos para promover las relaciones entre escuelas y familias.. Cultura y Educación, 18(3), 311-328.</li> <li>- García-Bacete, F.J. (2006). Cómo son y cómo podrían ser las relaciones entre escuelas y familias en opinión del profesorado. Cultura y Educación, 18(3-4),</li> <li>- García-Bacete, F.J. y Martínez-González, R.A. (2006). La relación entre los centros escolares, las familias y los entornos comunitarios como factor de calidad de la educación de menores y adultos. . Cultura y Educación, 18(3-4), 213-218.</li> <li>- Glasgow, N.A. y Whitney, P.J (2009). What successful schools do to involve families. California: Cowing Press</li> <li>- López Larrosa, S. (2009). El sistema familiar ante el divorcio: procesos y cambios estructurales, y su relación con la escuela y otros contextos. Cultura y Educación, , 21(4), 391-402</li> <li>- López Larrosa (2009). La relación familia-escuela. Madrid. CCS</li> <li>- López Larrosa y Escudero (2003). Familia, evaluación e intervención. Madrid. CCS</li> <li>- López-Larrosa, S., Richards, A., Morao Rodríguez, S.A., &amp; Gómez Soriano, L (2019). Teachers and trainee teachers? beliefs about family-school relationships. . Aula Abierta, 48(1), 59-66.</li> <li>- Martínez González, R.A. Pérez Herrero, M.H. ; Peña del Agua, B.M., Garcia González, M.P y Martínez (2004). Fomento de las relaciones de colaboración entre las familias y el profesorado a través de un programa de desarrollo de habilidades para el uso del lenguaje en niños de edad infantil. Infancia y Aprendizaje, 27 (4), 425-435</li> <li>- Martínez-González, R.A y Pérez-Herrero, M.H. (2006). Propuestas metodológicas para una educación de calidad a través de las relaciones entre centros docentes, familias y entidades comunitarias. Cultura y Educación, 18(3-4), 231-246.</li> <li>- Ríos, J.A. (2005). Los ciclos vitales de la familia y la pareja. Madrid. CCS</li> <li>- Robledo, P. y García, J.N. (2007). El entorno parental en la intervención de personas con dificultades del desarrollo. . Dificultades del desarrollo. Evaluación e intervención</li> <li>- Rothe, A., Urban, M. &amp; Werning, R. (2014). Inclusive transition processes ? considering socio-economically disadvantaged parents? views and actions for their child?s successful school start. Early Years: An International Research Journal, 34(4), 364-376</li> <li>- Sheridan, S-M. y Kratochwill, T.R. (2008). Conjoint behavioural consultation, Promoting family-school connections and interventions. Nueva York: Springer</li> <li>- Vázquez Huertas, C. &amp; López-Larrosa, S. (2014). Creencias sobre la relación familia-escuela. Cambios en el futuro profesorado tras recibir formación específica. Revista de estudios e investigación en psicología y educación, 1, 111-121</li> <li>- Walker, J.M.T., Wilkins, A.S., Dallaire, J.R., Sandler, H.M., Hoover-Dempsey, K.V. (2006). Parental involvement: model revision through scale development. The Elementary School Journal, 106(2), 85-104.</li> </ul> <p>O alumnado contará con bibliografía ordenada por temas que se proporcionará ó comezo do cuatrimestre</p> |
| Complementary |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |



Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments

Learning in English is a challenge but our world is becoming more demanding for pre-service teachers or teachers in training. English proficiency will help them become more competitive in their professional world. Classes in English are more international as foreign students are welcomed to enroll in this course and share with local students their knowledge and cultural experiences. Students are encouraged to send any draft of their written work by e-mail in order to save natural resources and avoid plastics. Final versions of their written work will be sent according to the instructions settled in Moodle. It is crucial that they commit to ethical principles related to their professionalism and their responsibility as change agents.

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.