

**COURSE DATA****DATA SUBJECT****Code:** 33721**Name:** Teacher training**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2025-26**STUDY (S)**

Degree	Center	Acad. year	Period
1307 - Degree in Pedagogy	Facultat de Filosofia i Ciències de l'Educació	3	First quarter

SUBJECT-MATTER

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

COORDINATION

GABARDA MENDEZ VICENTE

GARCIA RUBIO JUAN

AGUILAR HERNANDEZ LUIS

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

COMPETENCES / LEARNING OUTCOMES

1307 - Degree in Pedagogy

Apply strategies and techniques for tutoring, training, peer counselling, consultation and guidance in educational and training processes.

Design educational plans, programmes, projects, actions and resources in different 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.

Design training plans for teachers, trainers and other professionals that are suited to new situations, needs and contexts.

Diagnose needs, complex situations and possibilities of people as a basis for educational actions.

Know and understand the current educational and training systems in the international context.

Know and understand the processes of teaching and learning and their impact on the comprehensive education and development of people and communities.

Organise and manage schools and educational institutions, services and resources.

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.

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

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	40,00
Independent study and work	25,00
Preparation of lessons	0,00
Preparation for assessment activities	25,00
Resolution of case studies	0,00
Total hours	90,00

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

UV REGULATIONS ON FRAUDULENT ACTIONS AND USE OF GAI

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

REFERENCES

- 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.
- TARDIF, M. (2004). Los saberes del docente y su desarrollo profesional. Madrid. Narcea.
- 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.