

Interweaving teaching at the university

University teaching activities

The structure of the WEB <https://www.orgtransparente.uniovi.es/en/home/> focuses on a Spanish primary school, based on the most significant elements of life in these schools.

Based on the information contained in the videos and texts, some activities are suggested that can be carried out with students of the Master's degree.

Following the viewing of some videos by the students, the...

1. ... we could explore and describe how the aspects covered in the videos are realised in a specific educational institution.
2. ... it would be interesting to think about and collect the aspects that we remember from our own experiences in a school... It is interesting to highlight aspects that at the time went unnoticed. For example, what did we know about the school management team?
3. ... we can comment on how the organisation of a school could be improved in the following aspects:
 - a) Innovations in resources,
 - b) Changes in educational spaces,
 - c) Improvements in the roles of members of the education community.
4. ... it would be interesting to explore and compare the organisation of a primary school in other countries or settings, describing significant differences with respect to the situation described here.
5. ... perhaps we will be able to design and write a didactic unit for a Primary Education educational environment following the guidelines indicated in the document <https://www.orgtransparente.uniovi.es/en/didactic-unit/>.
6. ... it would be interesting to look at Spanish legislation to see which characteristics of the education system complement those described in the videos.
7. ... we could observe and describe exhaustively the most used spaces and materials in each speciality.
8. ... it would also be interesting to analyse and describe the methodology used by teachers in the videos and to make alternative proposals.

On the other hand, activities can be planned for each of the blocks of the website.

Student Block

- ✓ Video Generic student body. Activities:

9.1 Describe what other forms of classroom organisation exist in Pre-school and Primary Education.

9.2 Relate this video to the materials and resources video.

9.3 Describe in more detail what types of tasks can be carried out in the classroom taking into account the diversity of learners.

Teachers' Block

✓ Video Tutor teaching staff. Activities:

10.1. Analyse and describe the different roles of the mentor teacher with special attention to their relationship with the family and how this can flow effectively.

10.2. Conduct a search in the Spanish educational legislation on the tutorial action plan, describe and collect some examples that can be found in specialised websites that can be proposed by the tutor.

10.3. Investigate and describe the co-ordination of the teaching staff with other specialists in order to deal with the diversity of pupils, especially pupils with specific educational support needs.

✓ Video Specialist teaching staff. Activities:

11.1. Investigate and describe the methodologies that specialists usually use in their classes.

11.2. Analysing the video and describing the characteristics of the spaces where the teaching-learning process takes place.

Teacher Support Block

✓ Video Teachers specialising in Therapeutic Pedagogy (PT). Activities:

12.1. analyse and describe the functions of the specialist in therapeutic pedagogy.

12.2. Make a proposal for coordination of PT with the tutor, search for and describe different models of organising support.

12.3. Investigate shared teaching and reflect on the pros and cons of this organisation of the classroom.

✓ Video: Hearing and Language Specialist Teachers (AL). Activities:

13.1. Describe the functions of the AL and the physiotherapist in an educational centre of primary or early childhood education.

13.2. Reflect on and describe the importance of co-ordination between these specialists and the tutor.

Block Educational management bodies

✓ Video Management Team. Activities:

14.1. Describe the functions of the different members of the management team and link these functions to the different prescriptive documents of the centre and collegiate bodies.

14.2. Describe how the choice of persons exercising the function of school management has changed in the different laws.

✓ Video School Council. Activities:

15.1. Describe the composition of the School Council and analyse the type of decisions taken in this collegiate body.

✓ Video Comisión de Coordinación Pedagógica. Activities:

16.1. Describe who constitutes the Pedagogical Coordination Commission.

16.2. Investigate and describe the functions and meeting times of the PCC in the school timetable.

Educational Community Block

✓ Video Educational community. Activities:

17.1. Describe the functions of the Parents' Association of an educational centre.

17.2. Conduct searches for good practices developed by the AMPA.

Educational Resources Block

✓ Video Educational resources. Activities:

18.1. Draw up a categorised list of generic and specialised educational resources.

18.2. Reflect on and describe the type of resources that should exist in an educational centre in order to respond to the diversity of pupils and activities.

18.3. Analyse and describe the ICT resources present at the educational institutions.

18.4. Reflect on and describe the role played by ICT resources in the classroom.

18.5. Reflect on and describe the presence of ICT resources in the classroom and the digital divide.

18.6. Relate the video of the specific materials to the video of the specialist and support teaching staff.