Guide for teaching and learning
Proposal for formation

THEORY AND CONTEMPORARY INSTITUTIONS OF EDUCATION

Montserrat Vargas Vergara
Guide of the student according to European Space for Higher Education

Theory and Contemporary Institutions of Education.

PRACTICAL GUIDE
Course 2008-2009

Guide for teaching and learning
INFORMATION ABOUT THE TEACHING STAFF

Lecturer of the Subject

Montserrat Vargas Vergara.  montse.vargas@uca.es
Office 51, 2nd floor. Faculty of Educational Sciences
Phone for outside calls 956 016244; for calls from UCA (University of Cadiz) buildings dial 6244

Tutorship hours. All the hours to attend the students do not have influence on the student’s timetable in order to favour the assistance to the tutorship sessions. Please contact the lecturer for special cases.

- Mondays from 13.00 to 14.00 and from 18.00 to 18.30
- Wednesdays from 18.00 to 18.30
- Fridays from 10.00 to 12.00

Library Staff

Office hours from 9.00 to 14.30. Please make your appointment in order to guarantee available hours.

Ricardo Chamorro Rodríguez  ricardo.chamorro@uca.es
Phone for outside calls 956 016175; for calls from UCA buildings dial 6175
Office 2nd Floor Library Building

Jesús Fernández García  jesus.fernandez@uca.es
For calls from UCA buildings dial 6109
Office 2nd Floor Library Building

Juan Antonio Domínguez Guillén  juanantonio.dominguez@uca.es
For calls from UCA buildings dial 6108
Office 2nd Floor Library Building
NOTES
NOTES
INDEX

1. PRESENTATION

2. ESHE (European Space for Higher Education) PRINCIPLES

3. TEACHING PRINCIPLES

4. INTRODUCTION TO THE SUBJECT

5. METHODOLOGY

6. TASKS

7. RECOMMENDATIONS

8. CRITERIA FOR EVALUATION

9.- SCHEDULING

10.- CONTRACT WITH THE STUDENT
1. PRESENTATION

**Why do we talk about a change?**

In the new millennium that we are opening, we have to cover the heritage that the end of the century has left: globalisation. We all know the social, economical and productive repercussions that we are facing up to with the changes of our most recent history. A reflection about social aspects is needed. From our point of view, these aspects are the most important ones in the new society that we are experimenting. On one hand paying attention to the global small village concept, in a structural level, we have passed from a social organisation with a pyramidal composition to a network organisation. Nowadays, globalisation forces the coexistence and establishes new links between different tribes that because of different motives, that are not always desired, must coexist.

So, we are in a real transformation of the pluralist society, which favours the development of different interpersonal relations, between subjects of different cultures and ideologies of origins. This change is a high challenge for education in general and for regulated education in particular. We will try to explain those most important aspects and dimensions, where the teacher participation is indispensable and we will also try to explain how formation must be oriented for professional performance.

In the last years, world society in general and Spanish society in particular, have experienced some social and economical changes that have produced important modifications in the social, familiar, educational and communicative structures.

Following the proposal of Toffler (1996) we can review the human history from the first revolution, “the first wave” from the author’s point of view, that is, the age of agriculture or agricultural revolution. In this moment, the networks for social organisation were put into play, and this let to establish new systems for production and development according to the needs that they require. For this author, Industrial Revolution has been “the second wave” and this wave has meant the come up of new social and educational structures that are able to re-establish a social order. They have given way to a “third wave” where he thinks that “a civilisation uses certain processes and principles that develop their own “super-ideology” to explain the reality and justify its own existence. Once we understand the inter-relation between parties, processes and principles, and how they transform between them causing
powerful currents of change, we acquire a clearer comprehension of the giant wave of change that is hitting our lives.” (Toffler 1996, 14).

So, in words of Toffler (1996), these big changes are felt in all dimensions of society, from education to health, from technology to personal life, passing through politics. Dimensions of repercussions of changes, are those that let us to distinguish between innovations within a current or prolongation of an historical moment and those ones that are really revolutions; that is, they do not only change social structures, but they oblige us to have a reflection of all the dimensions previously named.

On the other hand, Mainoff (2006) suggests us the idea of how the term “Global Village”, coined by Marshall McLuhan during the 60s, assumed that the community of the planet was constituted by thousand of million people, where not all the people are in peace with themselves or with their fellow men in a certain day. This natural selection gives a relative harmony in coexistence, because creeds, ideologies and application of laws and politics are homogenised in order to cover the needs of the habitants. So, we observe that natural selection has been favourable to demographic spreading and hostilities between different tribes. However, globalisation, according to Toffel it is called the “Third Wave”, favours and forces the relation between different tribes and races, with the consequent confrontation of ideologies and cultures.

In this sense, we observe how in the last 20 years, we have experienced the effects of this planet transformation, with a no end of social movements of high importance and significance. Changes have been mainly produced in the structures; that is, in social and economic orders; and the following and the identification of the roles that we have to live.
A NEW ORGANISATION WITH NEW NEEDS HAS BEEN BORN.
Globalisation is a quick technological transformation that brings us to the desire of conquering new markets. This has a direct influence over the modification of new patterns of labour production and organization.
The movement of people along and across the planet, far of giving us personal richness, makes difficult the cohabitation. That is why education is having a more important role every day.
Following the scheme that Tedesco set out (1998) these changes in the productive system imply the increase of social inequalities that lead people to social exclusion.

So, we enter in the educational field where we understand that the person is a being in a continuous learning process. And that education is a building process that helps to the consecution of determinate aims. Fortunately, the things that now we are looking for are personal gratification, respect and self-esteem. That is why our conception of education must be changed to a professional and vital development of the subject.

"Teaching is “to show the path”, to give to the learner the means to be opened to the world. The aim of education must not be limited to the instruction or the domain of competences” to exercise a job. (Philippe Maurice 1998)
What does ESHE means before these changes?

In the 90s, as an effect of globalisation, previously explained, a multicultural society was generated. This implies the mobility created by the labour market. In 1999, is when Ministers of Education of 29 countries signed the Bolonia declaration (after this sign up to a total of 40 countries were added). According to the informations issued by the Council of University Coordination, the European Space for Higher Education (ESHE) is “an European educative system of quality that lets Europe to boost his economical growth, his international competitiveness and his social cohesion through education and training of citizens along their lives and their mobility”.

The New European Space for Higher Education, means a new view in the learning process and in the university teaching. This Space offers us an excellent opportunity for reflecting and revising the learning that our students acquire during their stay in our faculties.

In 2008, there has been an advance in the conception of the European Space for Higher Education. Now we talk more about, Globalisation of Higher Studies. In this new action line, as a result of the process of globalisation, we have founded new challenges of unification of higher studies. We are just talking about the African Space of Higher Education and in 2007, TUNING “Reflections and perspectives of Higher Education in Latin-America” project was published. This project was coordinated by the University of Deusto, in the same way that the Spanish Tuning Project.

Regarding the specific sphere of university teaching, the need of evaluation is clearly evidenced. Mainly, before the new institutional deals that the incorporation of our educative system to the European Space for Higher Education has meant. Since 90s, there have been many authors that invite us to reflect about institutional evaluation. A need of pedagogical
change was set out, a balance of the application of the Spanish University Reform Law (LRU, Ley de Reforma Universitaria) and a proposal of innovation strategies and change. Apodaca (1997) has the same opinion than Mario de Miguel (1991), regarding the importance of having a new curricular focusing, revising criteria and evaluation techniques of learning and, between other ones, revising the selection system of the teacher staff and promotion of them.

It starts a dilemma between formation of “knowledge” and development of competences. The “knowledge”, which was meant to be guaranteed and demonstrated in the evaluation, but the “know to do”, was questioned. Now, from these moments the idea that will be after discussed in the European Forum of Higher Education was started. A long way towards the new necessary adaptations starts, not only for a new professional development, but a new society that asks for “competent” people.

So, in 1998, the Delors report marks the guidelines that the educative intervention must be oriented towards. It proposes four big pillars. Knowing, knowing to do, knowing to be in a place and knowing to be. Last two knowledges are being more and more necessary in multicultural societies. These are justified with the need of “living and coexisting”.

What is an ECTS credit?

This is the unification of the studies, in a common structure of organisation; it means the combination of criteria to quantify the work of the student. ECTS is the standard measure that is used to calculate the hours that a student has dedicated to acquire the competences that have been worked in the subject. So, it is established that an ECTS credit means 25 hours of dedication of the student. These hours, are calculated in the basis of the student can: assist to classes, develop work in groups, research and dedicate the necessary time to study.

The credit number of the subject is multiplied by 25 hours; so, in this sense in a subject of 4.5 credits the student must dedicate 112.5 of work for the subject.

3. TEACHING PRINCIPLES

One of the principles that are the pillars of our fundaments is the dynamic society where we live, a society which is experimenting high social changes. Changes affect the school firstly and directly. Diversity of races that coexist in classes is not only a question of physical appearance. Behind these ideas, there is an ideology of life, culture, and tradition that cannot
be forgotten. We think that if the school accepts diversity; it must have an answer for diversity.

We know that is important for the student to find answers in classes, he must be identified with things that are being worked there. This leads us to the formation of teachers, from a wide view of social reality and education. Like occurs in university classes, teaching is not a transmission of contents, so it goes beyond. Teaching is before all, respecting human dignity, starting from the differences to arrive the individual equality. So, today, being competent in education is giving answer to diversity. Then, do we forget the contents? No, we do not. Contents are the means and not the aim that we use to educate people. It is through learning of maths, language or music, when we speak about respect of culture, religions... So, this view obliges us to train teachers through research, auto-formation and auto-evaluation. Only the subject is able to determine what are their lacks and aspirations.

We think in the need of boosting conscience and evaluation culture in all the members of the educative community. We must evaluate and we must be evaluated. Repercussions of this attitude that evaluates and at the same time it is evaluated, are explained by Picardo (1997) with a correct point of view: “Creation of a culture or a personal discipline of professional auto-development must emerge in institutions of teaching formation- or before; if the university students are not obliged or are not introduced into the way of professional autonomous responsibilities, if they are not helped to build a reading habit or update, they can difficultly have the ability of auto-formation in the labour scenery”. He continues his discourse, focusing in the necessity of professional orientation from the classes and its repercussion in the teaching process. He explains it in the following text: “In last request, the topic of professional development and a culture of auto-formation has to do with a future view and with auto-comprehension of teacher’s professionalism; while we make teaching to survive or while we make disfigured or saturated teaching, we will not have space to think in the importance of professional development; beyond the vocational interests, the system will also have to open initial spaces to mark out or stimulate this professional interest”.

On basis of these ideas, we set out a methodology based in research-action, focused in reflection of the student, giving spaces and opportunities to the student in order of achieve an auto-development.

The proposal is based in the following values:
Education as a pillar of the democratic society.

Conception of teacher staff as a key piece in the full development of minors as free and responsible people.

Professional of education as an agent of change.

Following Philippe Meirieu (1996), who retakes the idea of Pestalozzi (1797), he proposes that the education must try that the person can be a “work of himself or herself”. This author defends the necessity of a building of oneself, as a subject in the world: “heir of a history where he knows that he is in the play, able to understand the present and to invent the future”. Focusing in the Maieutic Art of Socrates (470 or 469 B.C.), where “know yourself” was and is the key of knowledge. The proposal that is given is that the student must confess his ignorance, and this is the first stage towards wisdom.

In this line, we have to add “learn to unlearn” to the proposal of European Convergence “learn to learn”.

We try that the student will be the one who will have the reins of his learning process, the student will feel free starting from his responsibility and contents will be useful for his professional and life project.

What are we looking for?

Before diversity of students that we find in university classes, we try that the student can discover himself, in order to have a posterior formation in the necessary competences for his professional job. An awareness of repercussions of his labour future in education, as well as his contribution to the development of a free and democratic society. With these ideas, we start from formation as a person, the use of his abilities and aspirations, having into account the culture where this is developed.

Through the study of this subject, we deliberately look for a position where the student can enter in conflict with preconceived ideas in order to give values, change feelings and attitudes. A discover of professional area of education is pretended, opening new horizons for the professional hold of the person that is qualified in Teacher Training.
We pretend that in the formation of our students, they have a liberty and respect environment. That is why the sessions of the classes are named: “Security Spaces” where the student can and must question and manifest his needs of formation.

**Education is a valuable learning. How do we understand formation?**

Due to the importance and responsibility of education has, in general, and also teacher training has, in particular, formation of future professionals must be considered as the pillar of an education of quality. We consider that the professional exercise of the teacher, in any sphere of his profession is intervention. We must design methodologies that can serve to develop competences related to this professional activity. Mainly, we must think that the place where the student must act in a first stage is in his formation process.

Formation, as well as performance, are difficult dimensions or are impossible to measure in the traditional system of evaluation. We understand that a taught person is the one who can give an answer to needs that are set out before him. A teaching-learning process is necessary, a process where the student is the main character of their own process. For this purpose, we orient formation towards research, offering the opportunity within some contents that can homogenize the learning of the class-group, in order to achieve that the student can study something in deep, in basis of his interests and need of knowledge.

**What is quality in education?**

We have heard a lot about Quality in Education in these times. But, do we really know what quality is?
From a semantic point of view, QUALITY is related to excellence or exquisiteness criteria, associated to human characteristics and with positive value, as happiness, success, richness, health and satisfaction. We also talk about quality when we refer to the collection of things that give value to someone or something. But, in order to speak about quality in education, as a mean for liberty, growing up and personal and professional development. If we talk about education in a worldwide level, of quality of worldwide education, we are talking about Peace, eradication of poverty and violence; we talk about respect of human dignity. Talking about education is talking about equality based in the difference. And overall, quality in education and formation, supposes, teaching and inviting to a “daily re-building of the subject”.

4.- INTRODUCTION TO THE SUBJECT

What does this subject offer?

This subject has been designed to offer the student a space for reflection, in a first place, and in a second place, of learning. Traditionally, we know that a subject has as a final aim to be learnt or reproduced in a final exam. We try to change this, in order to achieve that the university studies can bring the students the possibility of developing the competences and formative necessities that the society needs. So, in this sense, we need a new design of
subjects that are going to be taught in different degrees. These will be always oriented to give an answer to formative needs of future teachers.

For this purpose, we offer the opportunity of learning “about subject” and not learning “a subject”. The student must learn about things that other people wrote and must not learn things that other people wrote. This word-play indicates that this is a new conception of learning that leads the student to a personal growth and prepares him with the necessary competences for a professional development. We pretend to qualify the student to take part of education.

Contents try to show, how before different historical and social events, equation has had to give an answer to the changes that have been originated. These current contents justify the European Space for Higher Education, given the changes that our society is undergoing.

**Design of the subject**

If the European Space for Higher Education supposes something, these are reflection and new ideas in the design of subjects, timetable organisation and teaching planning. We understand that a subject centred in the European Space for Higher Education under a conception of ECTS work, implies a re-elaboration of structures that would make possible the student´s work and the teacher´s work.

We would like to offer tools that could serve to open horizons, to learn to undertake activities; as well of, preparing students to be opened to new horizons, to learn to be an entrepreneur, to make´s their way to their professional area, that is being extended before the new, increasing and controversial welfare society. With the aim of achieving the highest quality of formation, the subject is designed from a theoretical-practical perspective, oriented to the dimension of the knowledge and to the social function of the teacher.

The student must understand that the subject has been designed for the development of competences. We refer to: Know, Know to do, Know to be, Know to be in a place. For this purpose we have to conceive formation as a result of the work of a coordinated teaching staff team which has the same conception of formation, from a global and full dimension of the student. In this occasion, the staff of the library will be responsible for some practical parts, as well as the specific collaboration, if it were necessary of teachers of other disciplines. In this course we try:
That the student can develop contents with the enough range, currently and usefulness.

The subject does not only pretend to awaken the interest of the student to know important data in the history of Education, but at the same time, to become aware of his prominence in the currently, so, he is building the future history. We want to work, the responsibility of the student and the importance of his acts in the present and the future in the labour world.

That it can serve to shape a possible itinerary of professional insertion, at the same time that his professional and vital development is being questioned.

Developing the capacity of reflection, building the knowledge of an autonomous mode, at the same time that the relation between partners is beneficed.

Objectives:

1. Acquiring a wide human preparation that lets to be near of the education world with maturity, respect and professional rigor.
2. Knowing the different educative proposals through the Contemporary History of Education and how have they answered the social necessities that have being been set out. Improving the daily practice of the implicated parts of this sector.
3. Giving techniques and instruments that serve to a self-knowledge of the student, to work in the development of competences that make easier their labour insertion.
4. Giving methodologies and resources that make easier the full formation of the student.
5. Making easier a critic reflection about reality and daily work of the daily life, with the aim of transforming it.

For this reason, the time of classes of the student is distributed along the semester having as a result a combination of: master classes, autonomous work, group work and research work. In a new concept of class, it is understood that the time shared by student and teacher is a time for teaching-research –evaluation. In a spiral scheme, each session must be the carry out of a project, planned with time and evaluated in the final moment. We understand
evaluation as a reflection that serves to start new necessities of formation in contents and competences. It is a process that tries to guarantee that the learning satisfies the needs of the student, so he does not only find sense in his work, but he manages his own formation.

5. METHODOLOGY

Methodological proposal pretends to be eminently participative and it is focused in the auto-learning, auto-management and auto-evaluation. Nobody, except the student knows which his needs of formation are. This implies the incorporation of the student in the teaching-learning process, as a central element, making that this will be compromised in a creative way in the development of his own formation, at the same time that it boosts reflection and creativity.

Although the assistance to classes is necessary, we understand that due to diverse motives, the teacher and the student cannot assist to a session. Methodology accompanied by a detailed scheduling into the extent, let that the student can maintain the rhythm of the course at the same time that it favours the auto-management, cares the workload of the student and let a high flexibility in the study.

When we talk about education focused in the student, we have to take into account these basic principles:

1) The student is the only one that can decide to learn.
2) Assuming that each person learns in a different way and in a different rhythm.
3) The learning is based in the interest of the student and previous knowledge.
4) Effectiveness of learning lies in its experiential character.
5) In the world, the only thing that stays is the change; that is why we need a constant adaptation and a learning conception along the life.

We pretend a formation from liberty, but based in responsibility, from autonomy of the student, but with respect to the group, adapted to their interests without abandoning the rigor and importance of the contents. Stimulating the critic sense and the free construction of knowledge in an individual way.
This subject has different materials: manual, text selection, monographs and video material. All these try to give a theoretical part, as the axis of contents and a more detailed proposal to study in deep those topics of major relevance for the student. As well as having the compulsory material of the subject, the student can select some articles or fonts that would be a complement for his formation according to his necessities and interests. All of this does not only improve the formation of the student, but this leads him in a better qualification in the subject.

The principle of individual liberty in the formation of university students must be completed with an attitude that favours permanent reflection and constructive critic (auto-critic), that will let a permanent improvement of the own work and of the global development of formation. For this purpose, the students have the guidance of the lecturer in all moments, as well as the group support in class.

Works that are going to be presented must be written with rigor. For their writing process the student has at his disposal the guidance and personal monitoring of the lecturer and the staff of the library. In the entire process we have:

- The lecturer as a tutor and adviser in the teaching-learning process.
- Staff of the library to work competences needed in his formation as researchers.
- Lecturers of other disciplines working in collaboration.
- Class sessions to work in groups.
- Tutorship timetables to help the student in hours when there are not classes.
- Virtual campus as a support for teaching.
- An orientation guide to study the subject.
- A detailed scheduling.
- All the material, in order to programme his time of study.

a) The tutorship
One of the proposals of the European Convergence is “promoting the use and good use of tutorship”. The teaching-learning process is conceived within the methodological lines, which propose the tutorship as an important element in formation. It is through tutorship, where the student can solve the doubts that have been emerged after the autonomous time of work. Tutorship must not be confused with a substitution of the sessions of classes. It is a space where the lecturer can revise the work carried out by the student and can orient the student in
the different activities that he has to do. In the scheduling, a proposal for the development and evaluation of the process is given. The student must understand that in this moment, the material of study must be prepared. One of the questions that are thought is that the student does not have to use tutorship to not have participation in the class space. Topics that are studied in class are solved there. Tutorship is a moment to solve aspects that emerges from autonomous work and study, after the student has faced the contents in his own way.

B) Materials

- **Handbook of the subject.**
  1. - Education and Educational Knowledge.
  3. - Socialist education.
  4. - Anti-authoritarian movement in pedagogy.
  5.-The Modern School of C. Freinet and the Institutional Pedagogy.
  6.-The Theories of the Non-Schooling.
  7.-From the Only School to educative Neoliberalism.
  8.-Illustration and Modernity.
  9.-Birth of the Contemporary Educative Systems.
  10.-Movements and Educative Institutions in the Spain of the 19th Century.
  11.- Movements and Educative Institutions in the Spain of the 20th Century.
  12.-Institutions of the European Union and Education.

Between other things, the handbook is the document that we use as a reference. The index of this document is a good guide for the student to know what types of contents he has to work and research. The material that is given as a complement is always a deepening of the topics that are worked in the handbook, but in some occasions it invites more to a memorization process and posterior reproduction, than a reflection for its practical application.

- **Frankenstein Educator.** Philippe, M (1998) “Frankenstein Educador” Laertes psicopedagogías. Barcelona. This book offers the opportunity of reflecting about a concept that has been generalised and bad studied. We are referring to education and the function of the teacher.
How do we have to work the texts? The student must read comprehensively and reflexively the text. For this purpose, we offer him the text of Seneca (“text 84: explains to Lucilio the work method that follows in the reading of other authors”). It is necessary for any reading, to make a previous reflection of the knowledge about the topic that we are starting to study. So, reading is a discovery that put previous knowledge at stake, with the contribution that the author gives to us. In the Frankenstein’s book, we find many and different views that can and must wobble the notion of equation from what the student receives this reading. We must to connect different contribution to contents that we are working.

In the scheduling, we detail the starting date and final date of the reading. Along the course, we will make written exams for the student, to be familiarised with the type of practice; text comment.


In the handbook, the contents are worked from the proposal of liberty or anti-authoritarian proposals. The current of contents, which are about auto-management, auto-evaluation and auto-learning, are of high importance due to their relations with the European Space for Higher Education.

The student has specific dates for the reading in the scheduling. The planned activity for the evaluation of this reading consists on the explanation and argumentation of the student about the meaning of each element that forms part of the educative system, according to the proposal of Neill. Explaining and understanding the concept and usefulness of the assembly, the responsibility, punish... As well as the definition and concept of equation from which this proposal starts and which are their objectives and who are directed to.

➢ Text of Pablo Freire “Literacy Method”. “Pedagogy of the oppressed”

Due to the social and transforming agent dimension of the teacher, the reading of this read is compulsory. From the defence of education as a mean to the emancipation and personal improvement, it gives to us a proposal about how we must consider the student and which is the paper of the teacher in his educative activity, focused in the change.

c) The practice.
We have to remember and with this we will show the student that practices are a staging of: “know to make, know to be and know to be in a place”. Practices are spaces where the student can have conscience of his knowledge, but it is more important to discover what he needs to know for his professional development. He must put at stake his knowledge to detect his needs of formation and a posterior solution in a theoretical level after a bibliographical search. In this sense, practice is an excellent tool of auto-evaluation for the student, where with a good time, can be invited to become aware of how is his teaching-learning process. It is not necessary to say that practical activities must be considered in the scheduling.

The exam, does not try to be a content reproduction, but a document where the student can expose his ideas and capture his production, when talking about elaboration of notes. So, having into account that the space is limited, we understand that the student must be trained in those competences that must be put into play when making a written exam. We refer to synthesis, reflection and critics abilities. Personal practice is a starting element of our methodological proposal conceived from the view of formation oriented from the proposal of the European Space for Higher Education. Theory, practice, reflection and improvement are closely linked in an interactive, dialectical and systematic development. From the practice of reading and the following report’s elaboration, we have to extract with the help of materials and the tutor, the reflections and learnings that could be applied to our formation, oriented to a permanent improvement.

These practical activities are compulsory. We think that they must not be evaluated, because they are considered as auto-correction tools of the student, at the same time that they gives information to the lecturer about the level of acquiring contents by the students. We have in a feedback activity that lets to find a solution for those problems that are evidenced. These practical sessions are checked by the students in the class. With this, we pretend to guarantee that the contents are the correct ones.

Other competence that we try to work is “checking”. Paradoxically, future teachers have a little opportunity of teaching, making exam questions and checking. The dynamic of checking the work of another partner lets to learn to distinguish when a question is well answered or it has a bad answer. The student learns to detect or to diagnose the problem when answering a question. We are referring to a question that has not contents and the student distinguishes its meaning but not its expression, which is not correct because he does not have study or structure in the exposition of ideas or simply he has not studied the enough material and he is limited to a reproduction of the ideas heard in class. This is an interesting activity and it is a good help for the study of the student.
In general terms, practice has a concrete objective, reflection, decisions make, approaches, search and building of learning. In any of the cases, the presentation or not presentation of the practice is the thing that we are studying. As usually, the student asks: do we have to present it? This is a question that we have to eradicate of our classes; the presentation is not the objective. On the other hand, catching up on the subject and following the teaching-learning process, imply to present the works according to the scheduling and in the classes sessions. The high quantity of students that we have to attend and few time that we have, justifies the no reception of works. We understand that if a student presents a report, is with the aim of being evaluated by the lecturer. In this case, we must offer the student a checking and a proposal of improvement.

d) Other activities
- At the beginning of the course, we make an introduction of the subject, the objectives, the philosophy, materials and the work to be carried out. In the same way, these are presented to the teacher staff.
- Two sessions have been programmed in the first thematic part in collaboration with the library staff. This activity will be repeated in a second part. In the middle of the course, with the objective of evaluating the advances, contrasting opinions and carrying out some orientations of practical character.
- At the end of the course, the students will have the opportunity of exposing their doubts about the subject, as well as the questioning of questions that will be hung up in Virtual Campus two days before the exam.

6. TASKS

In this section the tasks to be carried out by the student in a sequential mode appear, with the aim of building its own knowledge. He must have into account that learning are cumulative and due to organizational motives the subject is divided in topics, the study of History must be done as something lineal where events are determined by the previous, at the same time that facilitates the future ones. So, he must relate all the learning, when he will face a new lecture.

General scheme of ALL the activities.
1.- Individual work. In a first moment, the student must be positioned before a new content. This is a reflective act, at the same time that it evaluates the previous learning about the topic that is going to be studied. We recommend the student to make a written reflection in order to determine with major evidence the aspects that are changing along the readings. Continuing with the individual work, the student must read all the documents that are going to be worked. It is more useful that the student read all the documents writing the necessary notes that will help him in the writing process of a future summary. With a global knowledge of the ideas that the different authors give the student, the student should do a summary of each author. This global reading lets the reader to choose important data, as well as discovering the possible disagreement of theories and ideas of these authors. After that, and with the aim of organising the contents, the student must write some schemes or tables with the more important data. We must not forget that in order to obtain significant learning, information must be well organised and well stored. If the student has followed these stages, he can choose the writing of an essay about the topic as a final exercise. The article of Celia Merino Jiménez, of the University of Navarra, “The essay as a formative instrument in the university teaching”, a compulsory read, is a good proposal for this activity. We pretend that the student select those ideas that he likes most or that could be more applicable to his professional and life project. After the reading and posterior essay, the student must look for articles, experiences... in the library. Specifically, he chooses these aspects to add them to the essay. This seems to be a difficult task that needs a lot of time, but it is not like this. We should think that if our objective is that the student can take the charges of his learning, following the proposal of the European Space for Higher Education, we must give him free learning spaces. If we give to the student only one information font, the knowledge that he acquires are the ones that the author has about a concrete subject. On the other hand, if the lecturer makes a selection of authors and texts, there is an extern filter that can or cannot coincide with the formative needs of the student. The fact of obliging to read some texts is to homogenise the course and to guarantee minimum contents between the students. When starting from these contents and the study of these ideas, the student can freely choose those that he desires.
Obviously, the worrying of the student is the evaluation. Although we will explain it in the section that has this information, we will add now that evaluation depends on the implication of the student in the subject.

Once the individual work has been finished, these essays are the ones that are given to the group, and are the basis of the discussion and the negotiation for the elaboration of the group report. Reports which aim are not their presentation, but the offer the student of a space to work competences about the management and collaborative work.

**Activity 1. Concept of education and competences of the professional of education.**

In a first moment, we must reflect about what education is, Where? When? How? With which purpose? Who? someone educates. Other question is discovering the professional competences of the lecturer and selecting all the information about oneself that it is considered necessary, in order to have a better auto-knowledge; and starting from personal competences, the student can build a map of those that he must work with during the course, as well as he must identify his expectations and aspirations, and in what extent can this learning have influence over his professional and personal career.

**Activity 2. Searching articles and experiences in the library.**

For this activity, we have the intervention of other members of the lecturer staff and they will be the ones that will be the responsible people to evaluate the final work.

The student has a wide and important documentation about the writing process of documents in the web page of the library. He also has an individual following and attendance of the personal of Management of Bibliographical Resources, which are at his disposal.

These activities, at the other ones, are obligatory for the student. So the students that do not go to these activities without previous notice cannot sign the document. The quantitative value that we give to these activities is of 3 points in total, accumulative points if the exam has passed a 5 qualification. The student will present a group report that will be the result of an individual work and a posterior sharing time. The document will be presented according to the indications that the staff of the library has given and that is on the web. We recommend presenting the report for its revision before the definitive presentation date.

One of the objectives of this activity is that the student can understand that the reading of a text can have different interpretations. According to needs and tendencies of each one, he can carry out the different research lines that are reflected in the nature of the texts that the members of the groups have chosen.
In the level of contents, the text must contain the ideas of the different authors that they have studied.

Activity 3. Elaboration of tables.
This activity is developed during the course. It pretends to be a tool for the study of the subject at the same time that it helps to organise the autonomous work of the student.
In the scheduling, the student can appreciate that it is recommended the elaboration of tables. As we have indicated, learning must be considered as a sequential act, so in order to summarise the contents, we are going to remember the stages: reflection, global reading, summary of each text, elaboration of the essay, sharing works, detecting new needs of formation and election of at least two texts more for each topic and lastly, re-writing of the essay.
For the part of assimilation of contents and memorizing them, it is recommended the elaboration of tables and schemes, due to the high quantity of information that the student can use. It is advisable building two tables at the same time, according we are obtaining through the study.

Proposal of author’s table.

<table>
<thead>
<tr>
<th>Author</th>
<th>Biography</th>
<th>Historical moment</th>
<th>School that he represents</th>
<th>Pedagogical proposal</th>
<th>Important works and contents</th>
</tr>
</thead>
</table>

Table about the concept of education.

<table>
<thead>
<tr>
<th>Name of the author</th>
<th>Author 1</th>
<th>Author 2</th>
<th>Author 3</th>
<th>Author 4</th>
<th>Author 5</th>
<th>Author 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of the text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary of the text. Main ideas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This tool is useful to organise the information so the student can have control over his readings and the things that he learns with each reading.
Table of Schools and/or pedagogical proposals.

<table>
<thead>
<tr>
<th>School</th>
<th>Example: New School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location and historical moment</td>
<td>Century. Historical situation. Location.</td>
</tr>
<tr>
<td>Emergence motives</td>
<td>Each institution gives answers to social needs that justify the birth of a new educational organisation.</td>
</tr>
<tr>
<td>Authors</td>
<td>We will quote the most representative authors in a short comment because they have their specific table.</td>
</tr>
<tr>
<td>Concept and aim of education</td>
<td>Along the history, the concept and aim of education are changing.</td>
</tr>
<tr>
<td>Institutional proposal</td>
<td>It is referred to the level of centres and formal order of equation, system and school organisation.</td>
</tr>
<tr>
<td>Methodological proposal</td>
<td>The pedagogical and methodological proposals that different authors make in order to putting into practice within this new school structure, as an educational aim that develops the principles of education.</td>
</tr>
<tr>
<td>Other aspects</td>
<td>Those contents or aspects that the student can consider important for the building of knowledge.</td>
</tr>
</tbody>
</table>

Each proposed section is a proposal that can be modified according to the needs always than the contents will not be affected.

In general, the proposal for the significative learning of the student is represented in this scheme.
We are conscious of changes always provoke conflict. Experience in this type of methodology lets to know the needs of the student. One of the big problems that are derived from this is the sensation of “loss”. School trajectory that the student have had, lacking of reflection and auto-management, creates a high level of anxiety when he has to be the one that have to determine and elaborate the contents. This anxiety usually disappears when the student accepts the orientation of the lecturer and he carries out the activities in a sequential way, as it is recommended.

The fear to confess that he does not know how to make something provokes that the students orient themselves and this is not recommended. The lecturer cannot be responsible of the things that other people say. The student has to assume his responsibility in the learning process.

### 7.- RECOMMENDATIONS

Since 2004, when Foreign Language was added to experimental plan for the European Space for Higher Education, we have been improving our methodology, focused in the development of competences and based on the principles of the European Space for Higher Education. With a clear intention of giving the Teacher Training Studies the social importance that
corresponds to it. Along these years, we have seen how qualifications of the students have improved notoriously. This, that in a first stage was a satisfaction, is now a problem for those students that do not follow the process until the end part. We can say that the student that follows this methodology goes to the exam with the tables and essays of each unit (about 3 papers by unit). We have a problem: these essays are used from one year to another, reducing the good qualifications. Due to the exam does not try to reproduce contents; things that are written in the exam by the student are all the things that he has worked with. So, people that do not follow the entire process cannot answer an exam of relation and reflection. So, if the student has works from other years, he can use them but not copying them. These Works can be used to correct or to improve their individual study. In this sense, is legal to take it to a tutorship as a document for learning process.

For a correct following of the subject, we recommend the student to make a daily list of all the authors, recommended books, projections, comments... to guarantee that his essays have all the aspects of the subject that have been worked in class. The student does not need the help of the lecturer to indicate the absence of a text analysis or the reference of a video exposure.

It is reminded that each work must include the name of the author, followed by the title of the article and finished with the idea that the student has chosen to work with.
TABLE OF AUTO-EVALUATION OR SIGNING
This is a new attempt to attend the proposals of the European Space for Higher Education, specifically in the part that refers to “the student has to take the control of his learning”. In this sense, the design of subjects must offer tools that can favour auto-evaluation of the student. This is an assumption of the process followed to the elaboration of contents. This let it at a content’s level and in the rhythm of study. It is recommended a weekly use of this table. Definitely, we propose a reflection about the data obtained after the analysis of the different documents that he has worked with.

Proposal of signing table for auto-evaluation

<table>
<thead>
<tr>
<th>Activity</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texts</td>
<td>Not have been read.</td>
<td>Some of them have been read.</td>
<td>Reading and summary</td>
<td>Reading Summary</td>
<td>Reading Summary</td>
<td>Elaboration of notes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Example: 3/4, 2/5, 4/8</td>
<td></td>
<td>Reflection</td>
<td>Reflection</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Elaboration of tables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance to class</td>
<td>None</td>
<td>Some of them</td>
<td>Some of them</td>
<td></td>
<td></td>
<td>All</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How many?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of tools</td>
<td>None</td>
<td>Reading of the text of Seneca</td>
<td>Use of the library</td>
<td>Use of the index for orientation</td>
<td>Elaboration of tables and schemes</td>
<td>Elaboration of the essay</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistance to tutorship</td>
<td>None</td>
<td>Absence in some of them</td>
<td></td>
<td></td>
<td></td>
<td>The necessary ones</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level of compromise</td>
<td>I have no contribution</td>
<td>I contribute with summaries</td>
<td>I contribute with essays</td>
<td></td>
<td></td>
<td>Elaboration of the report</td>
</tr>
<tr>
<td>with the group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elaboration of contents</td>
<td>There is no elaboration</td>
<td>Study with works of other years</td>
<td>Only summaries with the given texts</td>
<td>Use of all fonts and transparencies</td>
<td>Auto-checking with the index</td>
<td>Essay, with all the authors and fonts and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>bibliographical references.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Grasp the role that plays the analysis of reality, of each one, in the teaching-learning process, is one of the challenges that we have to achieve. In this sense, we can say that the student has the control of his learning. He is responsible of his acts at the same time that he takes awareness of education as a process.

In this proposal, the student can tick the level where he thinks he is in each moment; it is recommended a weekly use. It is not necessary to insist that is the 6th level the level that the student has to reach to consider that he has a good preparation for the exam.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texts</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classes attendance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Use of tools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Tutorship attendance</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level of compromise with the group</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contents elaboration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Performance of scheduling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

On the other hand, following the previous example, it is not necessary to indicate the student how he has to improve his activity, because with this scheme lacks are evidenced and also the way that he has to follow in his formation. The analysis of reality must detect a series of needs, interests, worries...

8. CRITERIA FOR EVALUATION

The premise that has to lead to a posterior evaluation is: with which purpose do we evaluate? According to Weiss (1975:16) the object of research is: “Measuring the effects of a programme comparing the aims that the student had, with the objective of contributing to take decisions related to the programme and with future program”.

So, adapting the proposal of Perez Serrano (2005), we conclude that the evaluation of learning must have the following objectives:

1. Measuring the grade of pertinence, adequacy and effectiveness and efficacy of the methodology used in the class.

2. Facilitating the process of making a decision to improve and/or modify the programme.
3. Evidencing difficulties to obtain objectives.
4. Studying, reflecting and overcoming unexpected acts.
5. Boosting a prospective analysis about what and how the future interventions should be.

Following the scheme proposed by Perez Serrano (2005) that is structured in questions and answers, we would find this question: why do we evaluate? In our teaching activity we must understand evaluation as an instrument that let receive a feedback about the intervention and execution of programmes. This is a necessity of the teaching-learning programme, in order to establish guides that could serve to improve and to reach a teaching-learning result of quality. On the other hand, auto-evaluation lets:

- That the student must be conscious about his formative needs.
- Development of the capacity of reflecting about his own learning process.
- Planning of the learning rhythms.
- Personal satisfaction before the obtaining of results.

For the student, in the classroom, evaluation of his different function is indispensable for the development of his daily activity. The diagnosis function lets us to evaluate the climate of the class, in order to develop methodologies adapted to the objectives that had been programmed. The knowledge as a starting point and the experience in similar situations, carry us to a predicative function of evaluation, which must always be oriented to the future. On the other hand, in the function of orientation, Perez Serrano (2005) proposes: “Evaluation cannot be diagnostic and predictive of limitations and possibilities and performance. If, in fact, we discover those limits and possibilities, this let the subject take helping decisions and helping the subject to take his own decisions”.

As we have previously commented, control function is inherent to evaluation. It is necessary to know to what extent we achieve the planned objectives and overall, which aspects make possible or make difficult the achieving of these objectives. In this case, we are talking about weak points and strong points of the system that could make possible a development of quality learning.

In the level of necessities of evaluation-qualification of the learning of the student, we have to take into account that:
The student should know the criteria that the lecturer is going to apply in the evaluation. In this sense, the signing tables are an alternative, as well as the essay or the scales of auto-evaluation designed by the lecturer or the student.

That the development of the classes and the applied methodology for learning process, will be coherent with the type of proof that is going to be put.

That the “exam” or proof does not suppose the put into practice of competences that have not been previously worked in the class.

Avoiding that the evaluation of the process will be mistaken for the reproduction of contents, one educates and the other forgets.

The big problem that the European Credit is provoking between lecturers is the change of some concepts that have been reinforced too much in the academic world. So, we must replace the traditional division of learning between theory and practice, to talk about class attendance and not attendance. This is an autonomous work of the student, in any of their theoretical-practical dimensions and the activities with the lecturer in both dimensions. On the other hand, it is important to give up the concept of evaluation and not confuse it with qualification, which is the one that we have had until now. When we speak about evaluation, we must refer to processes, so we must consider those aspects that have acted in a positive or a negative way in those people that have acted in this process.

Along the course, the student must elaborate the following question: “Concept of education along the study of the subject and the ideas of the different authors” How we evaluate this question? This must be evaluated according to the level of implication of the student, references to authors and ideas, and mainly quality of the written part. For this purpose, in class the necessary orientations of each unit will be explained. We try that the student can highlight the most important part of each unit. All this oriented to his professional development and with those aspects of the equation that he has learnt through the reading of the different authors and that he is going to take into account in his teaching action.

Following the recommendations of the Student’s Rules, “Rules to regulate the regime of evaluation of the students in the University of Cadiz”, approved by the Government Council on 13th July 2004 and having being modified until 28th September 2006. In the Chapter I, “Methods of Evaluation”, in article 2 “Forms of evaluation” it is detailed: “Evaluation of the subject can be carried out with exams; continuous evaluation, that at the same time can be carried out with progress exams, evaluation of works, participation of the student in class and in the programmed activities. In any case and always that the student has fulfil the
requirements of participation fixed in the planning instrument of the subject regulated by the
texts of the University of Cadiz, the student can choose his right to pass a final proof”.
Answering to these rules, the students must carry out all the activities that will be proposed in
the class. It will be used a research action methodology based in a feedback process,
reflections and works. To achieve this, it is necessary the presence in all the sessions as well as having updated all the contents and activities of the subject”. Students that have followed the methodology of the class can sit the January and June sessions. Students that have not followed this methodology will have the right of one evaluation through the exam in the
month of September, always that they will be interviewed with the lecturer before the end of the course. Lecturers will record the tutorship and the student can have a copy of the agreement that he had reached with the lecturer.
Evaluation will be done according the qualification that the student desires to have.

O1.- The non attendance to the classes and the exam with the same qualification or more than 5, independently of the quantitative qualification, always than it will be superior than 5, will have a qualification of pass. Only can sit the exam in the month of September 2009. In case of not passing the subject, he can sit the exam in September of the following year. Only when the student has been following the rhythm of the class, he can sit the January and June sessions.

O2.- The exam for those people that have been following the class methodology in the sessions of January and June, has a maximum qualification of 5, where he has 5 short questions (about developing concepts or a text comment) with a limit of 2 papers for the entire exam. The exam will be given photocopied by the lecturer, so in the moment of the exam, the lecturer has to go to the classroom, count the students and photocopying the exams.

In this exam, questions related to topics that have been discussed in class can appear, without the condition of appearing in the programme or the bibliography.

O3.- The students can give an essay of each topic. The elaboration of these topics will sum points, always than have the required quality (under the lecturer criterion and under the guidance that the student has in an article about the essay as a key tool to study). This activity is of volunteer character and in any case will subtract any point. Revision in tutorship is compulsory. Essays and complementary material can be only given in the final session of the semester. Document will be not accepted in other sessions.

4.-The participation in class, so it is necessary to prepare the classes according to the scheduling that is programmed in that moment. Attendance is not enough.
5. **Students that desire obtaining a qualification of 10 points will have a research work. They can option this qualification always than they have passed the previous conditions. The exam will be a written exam of questions to develop with a limited space of half paper. The type of questions will be diverse; long questions, conceptual questions, tables, schemes and a text comment about the book Frankenstein Educador. The exam will be composed by 5 questions of different length that will be exposed in a vademecum of questions that will be elaborated during the course. The exam should demonstrate that the student knows and has acquired the competences that have been developed during the course. On this sense, questions must be personally elaborated and the student should demonstrate that he has a good usage of the material, critic ability and synthesis ability. In this exam, the student must relate all the concepts and make a personal composition. In any case, an exam that reproduces notes or contents of the handbook will be considered a good exam. The student must reflect and give his opinion and this must lead him to a change that will draw a professional activity.**

**Evaluation and exam types in the extra session.** We understand that this session will be used by the students that have less than 40 credits to finish their studies. The exam will have a maximum qualification of 7, so it represents a 70% of the final qualification. This implies that if the student pass the exam with 5 points, this will be the 50% of the final qualification 100%, so he has a 30% to give other works that will be agreed with the lecturer 70% exam, 30% works, 70% implies the maximum qualification in the exam. To pass the 50% of the subject the student will have a 5 in the exam. In any case, the students that desire to go to this session will have an interview with the lecturer at least 30 days before this session. The lecturer will make a register of the interview and the student will have a copy of the agreements that they have taken, between the lecturer and the student. Students that will not have passed this interview cannot go to the exam. Being seventy percent part of the qualification, the exam has 7 questions with a valuation of 1 point per correct question.

<table>
<thead>
<tr>
<th>Correct answers</th>
<th>1 point</th>
<th>1 % of the subject passed</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 &quot;</td>
<td>2</td>
<td>&quot;</td>
<td>20%</td>
</tr>
<tr>
<td>3 &quot;</td>
<td>3</td>
<td>&quot;</td>
<td>30%</td>
</tr>
<tr>
<td>4 &quot;</td>
<td>4</td>
<td>&quot;</td>
<td>40%</td>
</tr>
<tr>
<td>5 &quot;</td>
<td>5</td>
<td>&quot;</td>
<td>50%</td>
</tr>
<tr>
<td>6 &quot;</td>
<td>6</td>
<td>&quot;</td>
<td>60%</td>
</tr>
<tr>
<td>7 &quot;</td>
<td>7</td>
<td>&quot;</td>
<td>70%</td>
</tr>
</tbody>
</table>
Understanding that the student must pass the subject according to 100% starting from the pass (5), points will be added with a total of 3 (30%) with the agreed works. According to the Area agreement, the student that has to retake the course will be examined in the January session with the lecturer that taught the subject. In the other sessions, the exam will be supervised by the lecturer that teaches the subject during the academic year that corresponds. The evaluation criteria are the same with the difference that if the student do not go to the class and do not present the works, qualification is limited to the qualification obtained in the exam, which supposes a 70% of the total qualification. The attendance to tutorship is compulsory for the students that have to retake the course, so they will have a morning and afternoon timetable. Those students that are going to retake the course and that do not go to classes or tutorship will not have the right to be examined in the final session of the semester. In this way, they must go to the sessions of the rest of the course with the material of the lecturer that he teaches in these studies. We do not accept students that retake other specialities or students coming from another teacher of previous years. Students that will be examined in September, must pass the same units that the rest of the partners. We will add one more question for each complementary book that will be worked in the class. So, the exam of September for all the students, present or absent in the class, will have 7 questions plus 3 questions related to the readings made during the course. Specifically, the Emil of Rousseau, Summerhill of Nelly, Pedagogy of the Oppressed of Pablo Freire. The reading of Frankenstein Educador is in the 7 questions. We do not admit complementary works. (These criteria are shown in the card 1B that is on the Internet).

9.- SCHEDULING

Scheduling
This scheduling has the aim of being a guide for the auto-learning and auto-management of the student, following the proposal of the European Space for Higher Education. We understand the teaching-learning process as a voluntary act of the student, where the class sessions are considered as “security spaces for the student”. We refer with this to a new conception of learning. We start from the idea that the student must discover himself, to improve the competences that must be discovered, in order to work with those ones that are necessary for the professional and life project. So, it is not a traditional idea of
reproduction of contents. Through the course, we are going to learn things that other has made. The purpose is not learning a subject. The study of the subject, its authors and pedagogical proposals will be used by the student to question the formative needs.

As a first section, different thematic parts are presented. We indicate with previous time, the starting date of the unit, the contents and the ending date in order to respect the process of each student.

In the scheduling, we distinguish various sections that are well defined. So, each session starts with “an evaluation of the autonomous work” where the student must inform about the difficulties that the student has had during his autonomous work, at the same time that he makes an evaluation of his work in the preparation of the session and the contributions to the group.

Class sessions are considered as an exchange of impressions and interpretation of contents that have been worked autonomously by the student. So in the section (Autonomous work) we indicate the reading or work that the student must make out of the class to follow the rhythm of the sessions. The presentation of the teacher of the unit that is going to be explained follows this section. We understand that it is an optimal rhythm, but, due to diverse circumstances, some sessions cannot be taught. In this case, the mentioned session will be taught the next day. The student must try to have an updated subject according to the personal level, although in the level class it is not always possible.

In this scheduling there are contained the evaluation dates as well as the contents object of this evaluation. It is important for us respecting the learning rhythm of each student and to favour that he can follow the stipulated rhythm in the subject. From a conception of we have not to evaluate activities but we have to design activities that can serve to evaluate, activities do not have qualification. This does not mean that these are not important for the student to be familiarised with the type of questions that will be formulated for the final exam.

Due to the elaboration of notes is a creation of the student, we recommend to go to tutorship to be followed by the lecturer. In this sense, the lecturer will guarantee that the learning is the correct one.

We propose dates in the scheduling when contents should be worked.

Library sessions pretend to make a dynamic and personal learning for the student. Research in formation of the students is fundamental in the university student in general and in the teacher training student, in particular.

**Thematic groups:**
**Group 1°  Starting 9th March and finishing 30th March**

Unit 1. Introduction and concept of education. Texts from copy shop.

Unit 2. New School, handbook of Miriam Carreño. Pages 13 – 43.

Frankenstein Educador. Chapters 1 and 2.

**Library session 16th and 23rd March**

**Group 2°  Starting 1st April and finishing 22nd April**

Unit 3. Socialist School. Handbook of Miriam Carreño Pages 45 – 75

Unit 4. The European Thinking. Handbook of Miriam Carreño Pages 77 - 100

Unit 5. Critics of school authoritarianism. Pages 101 – 129 and reading of Summerhill Del

**Library session 27th and 29th April**

**Group 3° Starting 11th and finishing 25th May**


- 10th September session. 10.30 am. Class 16 (according to the information detailed in the student’s guide).
### March

<table>
<thead>
<tr>
<th>Date</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>9 Starting of the 2nd Semester</strong></td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### April

<table>
<thead>
<tr>
<th>Date</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Holy Week</strong></td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### May

<table>
<thead>
<tr>
<th>Date</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>3</td>
</tr>
<tr>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td><strong>29 End of the 2nd Semester</strong></td>
<td>30</td>
<td>31</td>
<td>4</td>
</tr>
<tr>
<td>June</td>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
<td>Friday</td>
<td>Saturday</td>
<td>Sunday</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>---------</td>
<td>-----------</td>
<td>----------</td>
<td>--------</td>
<td>----------</td>
<td>--------</td>
</tr>
<tr>
<td>Exams</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Official</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>session of the exam. 10.30 am Class 12.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exams</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Exams</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>Exams</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>Exams</td>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>July</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. - CONTRACT WITH THE STUDENT

We present the contract that the student have signed and delivered to the lecturers as a card of the subject.

THE STUDENT THAT APPEARS IN THE CARD KNOWS THE FOLLOWING INFORMATION.

1. The student has been informed that the attendance to class and the elaboration of Works do not imply passing the subject.
2. In coordination with the copy shop we have fixed a date to collect all the material of the course in the first weeks of classes.
3. Classes will begin at 10.35 am and will finish at 12.20 to make easy the movement of the lecturer and the students.
4. Texts to work with are: the handbook of Miriam Carreño, the book of Frankenstein Educador, Summerhill, Rousseau, Pedagogy of the Oppressed of Pablo Freire and the selected texts, as well as the guide for teaching and learning. It is assumed that can appear some complementary material that would arise with each unit by means of the student or the lecturer.
5. The lecturer has explained the objectives of the subject and the contents of the exam, as well as the evaluation. For this reason she reads in the first lesson the card 1B that is at disposal of the student in the web page of the Faculty. We highlight the rule that indicates that if there are some students that do not follow the class methodology and the required works, they cannot sit the final semester’s proof, having to be sat the September’s session.
6. With the aim of following the progress of the student and his teaching-learning process, we recommend to go to a tutorship when each unit group will be finished. The student must be present in at least 3 sessions during the course. The lecturer will have a tracking of the tutorship and recommendations that the student must carry out.
7. The timetable for tutorship is fixed to guarantee that the student has time to go. So, he has morning tutorship, afternoon tutorship and tutorship in the free day of his studies.
8. Due to the attitude of some students regarding the notes that are posted in the office of the lecturer, we have left a tutorship timetable in the entrance, in the web page, in this contract and in the virtual campus.
9. The lecturer has communicated that her office is number 51, her phone extension is 6244 and her e-mail is montse.vargas@uca.es
10. Tutorship timetable in the 2nd semester will be:
    Mondays from 13.00 to 14.00h and from 18.00 to 18.30h. Wednesdays from 18.00 to 18.30h. Fridays from 10.00 to 12.00 h. Due to the number of students and having into account that the
estimated duration of the tutorship will be 15 minutes, the lecturer will be not responsible if all the students wait until the last part of the semester. We recommend going to the tutorship following the recommendations shown in the schedule that is proposed.

11. A series of works are presented to be carried out in the class. The student has the obligation of carrying them out and after that, he must correct them. Works will be different with the aim of helping the student in the preparation of the final proof. They can make proposals of questions, essays, tables...

12. The lecturer has explained that the class methodology is participative and that the student must elaborate their own notes and prepares the unit for the class sessions. For this reason, the student has a detailed planning of the activities of each session.

13. Students know that we have experiencing the European Space for Higher Education which supposes a change in methodology.

14. The virtual campus is used as a support element, it is not compulsory for the teacher or the student.

15. It is the first time that we are going to work with the library staff. So formative sessions are compulsory, as well as the presentation of the works, that will be always part of the exam and they can be understood as elaboration of notes. The staff of the library will evaluate the form and the content will be evaluated by the lecturer. This work can be pointed until 3 points.

16. The exam has 7 questions and it will be passed with a qualification of 5, being the maximum qualification 7, which supposes the 70% of the final qualification.

The student signs this document in order to accept this information that is necessary for the good developing of the classes and the passing of the subject.

In Puerto Real ……of …………………of………….  Signed ……………………………