



**Espacios de aprendizaje en el ámbito universitario actual: oportunidades para el desarrollo de competencias e implementación de buenas prácticas docentes innovadoras.**

**Ikasteko espazioak gaurko unibertsitate esparruan: gaitasunak garatzeko eta ikasteko praktika berritzaile hobeak garatzeko aukerak.**



Este libro recoge buenas prácticas académicas y de gestión implementadas por el profesorado de la  
Universidad de Deusto.

© Unidad de Innovación Docente. Universidad de Deusto, 2018  
Edita: Grupo de Comunicación Loyola-Bilbao

**ISBN: 978-84-271-4244-2**

**BUENAS PRÁCTICAS DE INNOVACIÓN Y CALIDAD**

**VIII Jornada Universitaria de Innovación y Calidad:**  
“Los espacios (físicos y virtuales) al servicio del aprendizaje”

**Get into Teaching! A Special Session in a School.**

**Profesora: Lirio Gisela Flores Moncada**



### DATOS GENERALES

**Nombre de la titulación y asignatura:** Faculty of Psychology and Education. Primary Educational Degree, English Mention (Bilbao University). Subject: Foreign Language Teaching II: English Language.

**Destinatarios:** The good practising proposed below is addressed and planned to fourth level on Primary educational degree with a mention in English. These students are fluent in English that they have as a second language recently used as teaching practice in the schools. However we must underline that such activity with the corresponding modifications could be carried out in different contexts.



### DESCRIPCIÓN, OBJETIVOS Y DESARROLLO METODOLÓGICO DE LA PRÁCTICA INNOVADORA

At the subject Didáctica II of English language students approach generic competence: Critical thinking, therefore proposed activities include reflection thinking, situational analysis as well as self-appraisal. On the other hand, among matters to develop along the academic course you find the subject: Designing and implementing a lesson plan (2 cycle). According to its title, students should design and implement a didactic unit suitable for the second cycle of Primary Education, incorporating besides the different methodologies learned, understood and performed throughout his career regarding this specific subject.

According to the meaning of implementing: to put into operation or to apply a method to carry out something, I came up with the idea of giving life to the sessions developing by students in the classroom; this means that I asked the students to design a special session according a concrete reality. In order to achieve such an effect, we got in touch with a School close to the University area. It is appropriate to mention that we had the approval of the degree coordinator since the activity implies that a group of students should leave the classroom. For a better understanding of the practicing process, we will first explain how we managed actions carried out at the school, the university and, finally, on the special session. The practice took place on April 25, 2017, from 10:00 to 12:00 in the morning.

## 1. The School

The Public School of Deusto, close to our area was the chosen one.

After a first meeting with the school principal and the head of studies to present them “Get into teaching”, the project had a good reception being approved by them. We obtained besides the information needed to contact the English teacher of the school.

We agreed with him to proceed on fourth and sixth degrees on primary level. The teacher filled out a file with the main characteristics of the group (number of students, subjects to approach, educational special needs and anything else that you need to consider at the time of designing the session.

## 2. The University

The information sent from the school allowed us to assign a class group to each work team. The practice had five teams.

Every class group settled, the different teams began to design their own session following a provided template (See Annex 1). Inside the classroom, the students had time enough to work and resolve any doubts about.

Designed sessions received feedback and comments provided by the teacher of the subject and the English teacher of the school.

It is worth mentioning that the whole material generated by the students was left in the school as a donation.

## 3. Special Session

When the day arrived, the School Principal welcomed the students providing them outstanding information about the social and educational status of the school.

Then the different teams were placed in the classrooms and performances began.

The English teacher, classroom tutors and the subject teacher attended the sessions.

They filled out an observation form pointing out elements like: classroom climate, classroom management, instruction skills, diversity and inclusion, among others (see Annex 2).

Records were used the day after to make a sharing and reflecting about the experience. Performances ended on the agreed time adding to this the teachers' thanks.

Annex 1

Task	Aims	Procedure	Interaction	Resources	Time
Initial activity					

Template “Special Session”

Subject:
Topic:
Level/ class:
Learning Objectives :
Content of matter:
<b>Basic Competences:</b> A. Transversal:  B. Subject Competences:
Sequence of activities ( see document bellow)
Initial activity:
Evaluation:

Annex 2

Teacher Observation Rubric

**TEACHER OBSERVATION RUBRIC**

Team ----- -----	Outstanding	Competent	Inadequate	Insufficient information
<b>Classroom climate</b>				
<b>The teacher initiates active interaction and participation</b> - <i>The teacher creates purposeful activities that engage every student in productive work.</i> - <i>The teacher's instruction is interactive (lots of questions and answers).</i>				
<b>All students are valued:</b> - <i>The teacher demonstrates genuine warmth and empathy toward all students in the classroom.</i> - <i>The teacher shows respect for the students in both in his/her behaviour and use of language.</i>				
<b>The teacher interacts with all students</b> - <i>The teacher gives turns to and/or involves those students who do not voluntarily participate in classroom activities.</i> - <i>The teacher seeks to engage all students in classroom activities.</i>				

<p><b>The teacher communicates high expectations</b></p> <ul style="list-style-type: none"> <li>- <i>The teacher praises children for effort towards realizing their potential.</i></li> <li>- <i>The teacher makes clear that all students know that he/she expects their best efforts in the classroom</i></li> </ul>				
<b>Classroom management</b>				
<p><b>Learning time is maximized</b></p> <ul style="list-style-type: none"> <li>- <i>Teacher starts lesson on time.</i></li> <li>- <i>Teacher makes sure that students are involved in learning activities until the end of the lesson.</i></li> <li>- <i>Actions are taken to minimize disruption.</i></li> </ul>				
<p><b>Clear rules are evident</b></p> <ul style="list-style-type: none"> <li>- <i>There is clarity about when and how students can get help to do their work in class.</i></li> <li>- <i>There is clarity about what options are available when the students finish their assignments.</i></li> </ul>				
<p><b>Misbehaviors and disruptions are effectively dealt with</b></p> <ul style="list-style-type: none"> <li>- <i>The teacher corrects misbehavior with measures that fit the seriousness of the misconduct (e.g., she does not overreact).</i></li> <li>- <i>The teacher deals with misbehavior and disruptions by referring to the established rules of the classroom.</i></li> </ul>				
<b>Clarity of instruction</b>				
<p><b>The teacher shows good communication skills</b></p> <ul style="list-style-type: none"> <li>- <i>The teacher's presence and style is adequate</i></li> <li>- <i>The teacher establishes rapport with students</i></li> <li>- <i>The teacher establishes and maintains eye contact with the class throughout the lesson.</i></li> <li>- <i>The teacher moves around to provide help when necessary.</i></li> <li>- <i>The teacher's command of language is good</i></li> <li>- <i>The teacher communicates in a clear and understandable manner (The teacher's voice can be heard easily. His/ her voice is raised or lowered for variety and emphasis)</i></li> <li>- <i>The teacher regularly checks for understanding in different ways (concept questions, miming, drawing a picture, rephrasing, realia...)</i></li> </ul>				
<p><b>Clear explanation of purpose</b></p> <ul style="list-style-type: none"> <li>- <i>The teacher clarifies the lesson objectives at the start of the lesson.</i></li> <li>- <i>The teacher presents a brief overview of the content and/or the lesson plan</i></li> <li>- <i>The teacher asks students to identify the reasons why specific activities take place in the lesson.</i></li> </ul>				

<p><b>Lessons are well structured</b></p> <ul style="list-style-type: none"> <li>- <i>The teacher implements the lesson smoothly moving from one stage to another with well-managed transition points.</i></li> <li>- <i>The teacher mainly fosters the development of language skills: reading/listening/writing/speaking/ oral interaction.</i></li> <li>- <i>The teacher engages students in language awareness activities (grammar, pronunciation...) to help them understand and produce different oral and written texts.</i></li> <li>- <i>The activities presented are varied and well-balanced.</i></li> </ul>				
<b>Instructional skills</b>				
<p><b>The teacher is able to engage students</b></p> <ul style="list-style-type: none"> <li>- <i>The teacher provides sufficient wait time and response strategies to involve all types of learners.</i></li> <li>- <i>The teacher gives assignments that stimulate all students to active involvement.</i></li> </ul>				
<p><b>The teacher possesses good questioning skills</b></p> <ul style="list-style-type: none"> <li>- <i>The teacher poses questions and prepares activities or tasks which encourage thinking and interaction.</i></li> </ul>				
<p><b>The teacher uses various teaching methods and strategies</b></p> <ul style="list-style-type: none"> <li>- <i>The teacher uses a variety of instructional strategies during the class period (e.g. explaining, eliciting, giving feedback, organizing pair/group work...)</i></li> <li>- <i>Different types of interaction take place during the lesson (T/Sts, St/ St, Sts/Sts)</i></li> <li>- <i>The teacher uses different, appropriate instructional strategies for different groups of students.</i></li> </ul>				
<p><b>The teacher uses different teaching aids effectively</b></p> <ul style="list-style-type: none"> <li>- <i>The teacher uses a variety of resources (blackboard, videos, posters, books, ICT.) to support and develop effective learning.</i></li> <li>- <i>Students are confident in using these resources which extend their opportunities for learning.</i></li> </ul>				
<b>Diversity and Inclusion</b>				
<p><b>The teacher creates an environment in which all students are involved</b></p> <ul style="list-style-type: none"> <li>- <i>Students communicate frequently with one another on task-oriented issues.</i></li> <li>- <i>All students are actively engaged in learning.</i></li> </ul>				
<p><b>The teacher takes full account of student differences</b></p> <ul style="list-style-type: none"> <li>- <i>The teacher makes a distinction in the scope of the assignments for different groups of students.</i></li> <li>- <i>The teacher gives additional opportunities for practice to students who need them</i></li> </ul>				

<b>Promoting active learning</b>					
<p><b>The teacher helps students develop learning strategies</b></p> <ul style="list-style-type: none"> <li>- <i>The teacher invites students to use strategies which can help them understand and produce different types of texts.</i></li> <li>- <i>The teacher invites students to explain the different steps they have taken to understand or produce a text.</i></li> <li>- <i>The teacher explicitly provides instruction in learning strategies.</i></li> </ul>					
<p><b>The teacher gives students opportunities to be active learners</b></p> <ul style="list-style-type: none"> <li>- <i>The teacher encourages students to ask one another questions and to explain how they do the different tasks.</i></li> <li>- <i>Students are involved in learning projects</i></li> <li>- <i>The teacher gives students the opportunity to choose from different tasks.</i></li> <li>- <i>The teacher gives students the opportunity to correct their own work.</i></li> </ul>					
<p><b>The teacher connects task content to students' real world experiences</b></p> <ul style="list-style-type: none"> <li>- <i>The teacher systematically uses material and examples connected to students' world experiences.</i></li> <li>- <i>The teacher sets tasks which are or may be connected to students' experiences</i></li> <li>- <i>Students are invited to give their own examples and propose different tasks.</i></li> </ul>					
<b>Assessment and evaluation</b>					
<p><b>The teacher gives explicit, detailed and constructive feedback</b></p> <ul style="list-style-type: none"> <li>- <i>The teacher makes explicitly clear why an answer is correct or not.</i></li> <li>- <i>The teacher provides feedback in different ways</i></li> <li>- <i>The teacher provides appropriate feedback to the answers given by the students.</i></li> </ul>					
<p><b>Students assess their progress</b></p> <ul style="list-style-type: none"> <li>- <i>Students are involved in self-assessment and monitoring of their progress</i></li> <li>- <i>Students are involved in co-assessment</i></li> <li>- <i>Students use language portfolios</i></li> </ul>					
<p><b>Assessment is aligned with goals and objectives</b></p> <ul style="list-style-type: none"> <li>- <i>Assignments given by the teacher are clearly related to what students are learning.</i></li> <li>- <i>The teacher explains how assignments are aligned to the learning goals of the lesson.</i></li> </ul>					
<b>Further comments</b>					

This rubric is an adaptation of Ellis, V., and J. Orchard, eds. 2014. Learning Teaching from Experience: Multiple Perspectives and International Contexts. London: Bloomsbury.



## RECURSOS HUMANOS Y MATERIALES

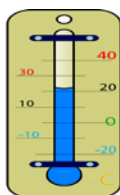
All the students involved agreed on the practice assessment finding it assertive, high-level and interesting. They show a proactive attitude throughout the different stages of the project. Their impressions were qualitatively collected through questions like:

- How did you feel during the “Special Session”?
- Did you feel comfortable/relaxed/confident teaching?
- Did you think you achieved your goals?
- What did you like more acting in a real context?
- Did you think children enjoy the class?
- What positive elements did you find in the context?
- Did you like the experience?
- Did you do everything you planned/organized?

Through open dialogue, positive sides (strong points) and sides to improve (improving opportunities) were showed.

Regarding the school, it should be noted how they appreciate the idea of opening their classrooms to teachers in training as a valuable opportunity of learning new teaching methodologies, use of online resources and specially encouraging primary students to learn English. They enjoy the experience so much that it will be repeat this term. I grateful for their collaboration allowing teachers in training get closer to classroom reality.

In a personal way I thank the students their engagement with the activity and the feeling shown in their rapport with the children. I specially like how the day after they were able to recognize both their strength and weakness and above all the value of teamwork and collaborative working.



## REFLEXIÓN Y VALORACIÓN

### Evaluación de la Buena Práctica y lecciones aprendidas

People involved in the practice were, by the university, the teacher responsible for the subject Didáctica II of English language (Lirio Flores), and her students during the academic year 2016-17.

By the school we have the help and full disposition of the manager and English teacher as well as the collaboration of the classroom tutors on second cycle of primary education and their students.

Regarding material resources, stationery material, as cardboard in different colours and thickness, maker pens, stickers, scotch tape, among others, were needed as teaching or decorative material for the classroom.



## REFERENCIAS

### Marco conceptual y Referencia bibliográficas que apoyan esta buena práctica

The theoretical framework supporting this practice focuses in two main blocks (ways). The first one, the importance of teamwork in teaching; and the second one referring to the value of reflective thinking on teaching practices.

The performance of an individualistic and lonely teacher is not trending anymore. It is well known and proven that teamwork can enrich jobs, increasing creativity, making learning easier and developing proficiencies and values thus allowing to improve classroom practice just like education (Serrato & García, 2014; Huguet, 2009 & Moriña, 2008).

Is in the same way, Arnaiz & Garrido (1999) affirm collaborative team benefits everyone involved, helps members' self- assessment with the aim of improving knowledge. Teamwork pays special attention to tasks distribution since it refers to planning, organizing and sharing activities in order to solve the assigned task.

Reflection thinking, as a strategy, is an essential element of professional development and performance improving (Barrio de la Puente, 2009). Teachers who think reflectively are teachers who think of new ideas becoming aware of what they have learned during the process, which ensures the improvement of teaching both at the school and in the classroom. So, training school should promote and allow joint reflection and teamwork in order to guarantee a quality education, equal and realistic.

### References:

Arnaiz Sánchez, P., & Garrido, C. (1999). La atención a la diversidad desde la programación de aula. *Revista Universitaria de Formación del Profesorado* (36), 107-121.

Barrio de la Puente. (2009). Hacia una educación inclusiva para todos. *Revista Complutense de la Educación*, 20(1), 13-31.

Huguet. (2009). El trabajo colaborativo entre el profesorado como estrategia para la inclusión. En C. Giné, D. Durán, J. Font, & E. Miguel, *La educación inclusiva. De la exclusión a la plena participación de todo el alumnado*. Barcelona: Horsori.

Moriña. (2008). *La escuela de la diversidad*. Madrid: Síntesis.

Serrato, A., & García, I. (2014). Evaluación de un programa de intervención para promover prácticas docentes inclusivas. *Actualidades Investigativas en Educación*, 14(3), 1-25.