

EFFECTIVE TEACHING METHODS IN THE MASTER'S DEGREE: LEARNING STRATEGIES, TEACHING-LEARNING PROCESSES, TEACHER TRAINING

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Abstract

The Bologna Process has substantially modified the structure of the new curricula at European universities, especially in the Masters degrees. Social and labour demands increasingly require more specialized professionals. The Faculty of Education at the University of Zaragoza implemented in the academic year 2009/2010 the Masters in Teacher Training for High School Teachers aimed at training future teachers of different degrees in the acquisition of teaching techniques and methodologies to carry out their professional work as teachers. This paper proposes objectives, methods and activities for achieving learning outcomes in the Masters compulsory module entitled "Context of Teaching Task" (CTT). The research developed has been carried out analysing students' training needs with the main aim of improving the teaching-learning processes in the Master's Degree. It remains unquestioned the need to constantly update the teacher training and provide them the necessary tools to be able to face new learning situations in their life-long learning process.

Keywords: Learning outcomes, Didactics, methodology, socio-educative needs

Introduction

The Faculty of Education of the University of Zaragoza introduced in the academic year 2009/2010 the Teacher Training Masters for High School Teachers. Students eligible to attend this Masters are qualified and trained graduates who have decided to engage in the pedagogical development of the teaching profession. In this sense, they are adults who already have a university degree. However, they lack a solid understanding of the teaching-learning process, as well as of methodological principles to undertake their work as teachers. The purpose of the Masters is to provide Teachers of High School, Secondary Education, Vocational Training and Teachers of Language Teaching, of Arts and of Sports with specific teacher training mandatory in our society for the exercise of the profession in accordance with the provisions of the Act 2/2006, of 3rd of May, of Education, Royal Decree 1393/2007, Royal Decree 1834/2008, and the Order ECI 3858/2007 of 27 December⁴.

The Masters is one year in duration and consists of generic and specific modules. In the generic modules students take general educational subjects, dealing with aspects such as school organisation, tutorial and guidance, mentoring processes and basic psychological principles throughout the first quarter, modules which may be given another name but whose contents refer to those mentioned. Once acquired these specific competences, students enrolled in the second semester study specific modules related to the degree with which they

⁴<http://titulaciones.unizar.es/Masters-secundaria/> (Last accessed: 04/03/2013).

have accessed the Masters. They also have a *Practicum* divided into three phases, so that they can observe the operation of a Secondary School. They should write a series of papers in the period of the *Practicum* from the analysis of institutional documents, such as the School Educational Project, the School Curriculum Project, the School Coexistence Plan, etc.

Proposal of learning outcomes for the CTT Module of the University Teacher Training Masters for High School Teachers, Secondary Education, Vocational Training and Teachers of Language Teaching, Arts and Sports

Students who complete a Diploma or Degree in areas not directly related to teaching lack the teacher training education needed to develop it. The work of the teacher in the stages of the education system of secondary education requires specific knowledge of the socio-educational reality in which he or she will act as a professional practitioner in the future. Therefore, students who wish to pursue teaching in the field of secondary education should know the functioning of schools in the micro-political and macro-political levels and acquire training on interpersonal relationships, the involvement of the various educational agents, the functions of counselling services and also concerning the relationships between family and school. The Module "Context of Teaching Activity" (CTT), compulsory in the University Teacher Training Masters for High School Teachers, Secondary Education, Vocational Training and Teachers of Language Teaching, of Arts and of Sports, provides specific training on the organisation and operation of schools, as well as relations with society. Given that educational institutions have an idiosyncratic culture, determined by the legislative action of the three types of educational administration (central, regional and local) future teachers must be trained in specific contents that allow them to develop their professional work.

Curricular requirements arise as a result of innovation processes that are introduced by lawmakers of education laws that competent legislative bodies approve. This makes it necessary to know the current educational guidelines to be followed in each of the stages of the education system. Similarly, the work of the future teacher requires the acquisition of skills needed to let him or her know, evaluate and analyse institutional documents that mark the performance of teachers as an educational community (Antunez, 1993). Consequently, the context in which this Masters takes place requires the development of specific learning outcomes in each of the modules that allow students to acquire the necessary skills. At least the following learning outcomes in the CTT module should be considered in line with the syllabus:

- 1) Demonstrate with concrete case analysis that the prospective teacher understands the micro-political plane relations of the education system.
- 2) Describe the process of socialisation and education with examples of reciprocal influences between society and education.
- 3) Assess formal and non-formal teaching detailing the educational and employment challenges and understand the relationship between the social and the educational systems.
- 4) Manage current educational legislation with a diachronic view showing knowledge of the prior education system regulations in our country.
- 5) Value the culture of educational institutions as a part of the school organization paradigms (macro-level aspect) through the critical analysis of institutional documents (the School Educational Project, social climate, the Stage Curriculum Project, Internal Regulations, Annual Plan, Annual Report).
- 6) Develop the Tutorial Action Plan showing understanding of basic skills, planning and management of the evaluation sessions, the intervention of the Educational Orientation Team and of psychologists and vertical and horizontal coordination, and staff.

The achievement of these learning outcomes requires the definition of generic and specific goals and objectives. Regarding the former, it should be noted that this Module of the University Teacher Training Masters for High School Teachers, Secondary Education, Vocational Training and Teachers of Language Teaching, of Arts and of Sports, mandatory for all students, is oriented for university graduates who wish to develop the teaching profession in Secondary Education. So the objective is to receive specific training under the current legislative and institutional framework from the study of the historical evolution of the Spanish education system. In this sense, the ultimate goal is for students to acquire specific training on the educational context in which they will develop their teaching.

Since this Masters is addressed for future teachers of both the stage of compulsory secondary education and also non-compulsory secondary education, students acquire knowledge of the functioning of the school, the teaching-learning processes and relationships that are generated in them (paradigms, relationships between the various educational agents, role of the family, training and functions of the management team, intervention of counsellors, etc). It becomes essential that students get to know and become familiar with the context in which they will develop their teaching and the relationships established in the different educational institutions (Apple, 1987). They will also acquire specific knowledge about the intervention, roles and relationships with the family depending on the educational stage in question. The completion of this module will allow the students to be acquainted with the relationship between the teaching profession, the school, the family and society through the study of specific competences and sub-competences, functions, levels of organisation, curriculum requirements, projects and activities. Furthermore, a set of specific objectives must be established in line with the educational program, such as the following:

- 1) Analyse legislative developments from the Act of Education (1970), [Ley de Educación, 1970] up to the current Act 2/2006, of 3rd of May, of Education.
- 2) Assess the changes produced in the educational system from the introduction of basic skills in the early stages of compulsory school of the educational system.
- 3) Understand the links between the social and educational systems by analysing the relationship between the family and the school.
- 4) Interpret the relationship between the school, the family and the community to develop the teaching profession from an integrated perspective.
- 5) Differentiate between the micro-level and the macro-level aspects in educational institutions.
- 6) Identify the social, economic and cultural schools through institutional documents and environmental resources.

The learning outcomes that students acquire at the end of this module are important because they help them learn the inner workings of the school as an educational institution. If the students have acquired specific contents related to training and guidance, technology and tourism, but do not know how a school works, they cannot adequately develop their teaching. The analysis of the paradigms of school organization will allow the students to know the micro- and macro-level aspects of educational institutions, thus providing them with training about decisions, the lobbies, the concept of school institution, how assessment processes are conceived, etc. Since the role of the family is important in the teaching-learning process, the students may interpret the necessary collaborative relationship to be established with the family, the socialisation of the students and the reciprocal influences in the socio-educational field.

Innovation processes that education is undergoing in the present twenty-first century introduce constant challenges in the education system (Hatch, 1997). Students will learn current trends in education and will consider the need for training in certain lines of action for education legislation through the culture emerging in educational institutions. Therefore, the

students will become competent in the knowledge of the structure of schools, their operation and organisational levels (Martin-Moreno, 1996). Students will acquire specific knowledge related to current legislation through the diachronic study of the evolution of the educational laws from 1970 to the present. This will allow them to assess the training needs identified by the sociological and technological development and introduce processes of improvement in their teaching performance.

Moreover, the guidelines of the Educational Administration make it necessary that students know the main priorities and lines of action in the school included in institutional documents. They will therefore be more competent in the knowledge and assessment of current trends in the educational system. The introduction of skills in the different teachings of the period of Secondary Education (compulsory and post-compulsory) requires specific teaching strategies and methodologies. The students will acquire these strategies and methodological principles after the analysis of specific cases (disruptive behaviour). After finishing this module, the students will be able to assess the importance of the relationship between the family and educational institutions as part of a comprehensive education, directed to insert occupationally the student into society.

Methodological principles designed to promote meaningful learning

Module 1 CTT of the Teacher Training Masters for High School Teachers seeks, as one of its aims, to provide students with teacher training needed to perform their professional practice. Therefore, it is necessary to start with the theoretical and practical knowledge of the main teaching paradigms (Ball, 1989; Bolívar, 2000; Fernández and Terrén, 2008) and offer students an overview of the organisational structure of the education system, where the reference document required in this regard is the current education legislation (Act 2/2006 of 3rd of May of Education). The acquisition of theoretical principles needed to develop adequate practice will make it possible to gradually introduce the methodological principles. Regarding the methodology, this module should promote the active participation of the students, who are the main protagonist of their own learning, a fact which appeals to their intense cognitive activity, always facilitated by the logic gradation of the complexity of planned activities. The adjustment of the educational process to the level of the students' cognitive competence is required, with particular attention to the area of potential development in terms of Vygotsky. With such an aim in mind, the meaningful learning of students will be developed, based on their level of prior knowledge and thereafter introducing the necessary fundamentals of psychology. The student must know how educational institutions work, and also the norms and standards set by the educational legislation in shaping the macro-and micro-political level. To acquire the psycho-educational foundation needed, the individualization of teaching-learning will be weighted from the implementation of Auselian theories. The acquisition of *learning to learn*, of lifelong learning and of meaningful learning will stem from the diversification of teaching-learning situations as a methodological principle that is, at the same time, an organisational criterion.

The management of activities will depart from lectures, accompanied by workshops where implementation in groups composed of free designation of school organization paradigms (positivist, interpretive and critical-symbolic) will prevail. Students will undertake practical work in groups which will subsequently be exposed to the rest of the class group. The practical part of the module will be supplemented by tutoring and individualized work through student participation in forums on the platform "Moodle". To proceed with the development of teaching in this module, the teacher will start with an expository method of specific contents that will form the psycho-pedagogic foundation to be acquired. This will be followed by a single case study where students actively participate in the formation of a theoretical framework together with a brief quantitative research. Due to pedagogical

limitations of the students of this Masters, it is not yet possible to introduce qualitative methods for data analysis.

The acquisition of the psycho-pedagogic fundamentals affecting this module will be based on problem-solving and practical exercises (both in group and individually). However, this training is supplemented by problem-based learning. Students must resolve cases the teacher puts forward (e.g. how to act in a Secondary School to psycho-pedagogically intervene in cases of disruptive behaviour of students) with a proper implementation of the theoretical contents of the module together with a proposal that includes psycho-educational intervention to develop methodological principles in the classroom. The student must encourage the development of a comprehensive and interdisciplinary approach.

Cooperative learning will be a key methodological principle that will enable students to acquire an active role in the development of teaching-learning situations and will also encourage their interaction with peers from very different degrees. The grouping of students is an important criterion when selecting the methodological principles. Depending on the objectives of the various activities, students can form homogeneous groups in terms of their level of cognitive competence for case studies. At other times, students will form heterogeneous groups where skill and / or experience of some students over others will prevail, always understood from the constructivist perspective. Finally, the grouping of students, given the evolutionary period of their development (Piaget, 1972) may also be freely undertaken.

Students may form flexible groups, small groups (3-6 students) to develop activities. Similarly, the role of the student in the teaching-learning process will be active on the individual level, thus encouraging activities aimed at the diversity of professional interests (Vocational Training students can solve cases particularly related to their Training cycles, students of degrees such as Engineering, Philology, Economics, etc. will participate in activities close to the socio-educational reality in which they will later intervene). For learning to be meaningful to the student, as well as to take into account their level of prior knowledge with an initial assessment, the implementation of teaching methods mentioned through learning experiences and activities based on the development of their first *Practicum* in this Masters will be included.

The principles of the learning experience of the students will take account of the introduction of grading activities close to their reality and heading toward more distant aspects, starting with what is known to them and heading for what is unknown for them, establishing affordable basics and tending towards the complex (paradigms of school organisation, for example). The role of the student in the principles assumed by both the methodological principle of cooperative learning and by constructivism is based on the approach to student learning on the basis of his level of development, thus ensuring the usefulness of learning. Therefore, the methodology that develops the psycho-pedagogical foundations of this Masters will also enhance students' interactivity in the learning process, where the teacher will guide the learning process.

Catalogue of learning activities to be included in the teaching guide for CTT

Teaching activities developed by the teacher will focus on the practice of learning outcomes. Throughout the first semester (1) the following teaching and learning activities will be undertaken, spreading over 10 weeks of teaching in the Module n. 1, with four attendance teaching hours per week.

Week 1:Learning Outcome 1: Demonstrate with concrete case analysis that the student understands the micro-political relations of the educational system.

Teacher education activity: First, he will proceed with an analysis of specific cases involving externalizing the concepts of the macro-political and the micro-political level. To do this, Teacher A will show a video on "The school organisation in educational institutions", downloaded from the website of the UNED. Then, the conceptual items referred to in that video will be discussed with real examples. The teacher will generate a *brainstorming* on the board with the interaction of students discussing the basic ideas of these two concepts.

Students' learning activity: This will consist of conducting a practical group activity where, in groups of fours, students must complete a painting. They will be provided with a DIN A-3 sheet containing a table with items on the front lines and the micro-political and macro-political planes in the following columns. Students will pay attention to the relationship and similarities of some items and should be able to differentiate the items proposed to them by using the materials that the teacher has previously uploaded in "moodle".

Weeks 2 and 3:Learning Outcome 2: Describe the process of socialisation and education with examples of reciprocal influences between society and education.

Teacher education activity: The teacher will show links to web pages that collect socialisation processes in students of Secondary Education (through the page of the Centre for Teachers and Resources [Centro de Profesores y Recursos], the CAREI, etc), indicating the importance of the students to socialise and develop their skills in this period of compulsory schooling. In this activity, two documents to be explained in the classroom by the teacher, developing the influences between society and education will be added as bibliographic reference.

Students' learning activity: Students will develop three activities that promote socialisation and show their necessity in today's society. To do this, they will work in pairs and must upload their final product to the "Moodle" platform so that the rest of the team members can read and add suggestions. The teacher will review and provide students with *feedback* so that they have enough information at the time of completing the activity. One classroom session will be devoted to discussing with all the class group the activities designed by the different groups, their viability in secondary classrooms and the necessary interaction between society and education.

WEEK 4:Learning Outcome 3: Evaluate both formal and non-formal ways of teaching, detailing educational and employment challenges and understanding the relationship between society and the educational system.

Teacher education activity: The teacher will project a *PowerPoint* presentation explaining the current educational challenges. To do so, he or she will refer to the current educational legislation (Act 2/2006, of 3rd of May of Education, LOE) and will relate the objectives of the Act with the facilitation of student employment. An interview with a student of 4th of ESO will be screened, in which his or her situation will be analyzed, comparing the choice of educational routes and assessing the interaction with the appropriate professionals (counsellors).

Students' learning activity: The student will participate in a weekly forum through a space provided for Module 1 "Context of Teaching Activity". The teacher will put forward a question that students must respond to by consulting the documents previously worked upon in lectures. The questions will refer to contents developed in the module and will involve the implementation of the content acquired by the student. For example, students must answer the question "How is the education system in the stage of secondary education organised?" To do so, the student will refer to the current educational legislation (Act 2/2006, of 3rd of May, of Education, in the relevant chapter). In this way, students will respond taking into

consideration Grice's maxims, and may consult the UNESCO documents to extend their contribution. The teacher will take into account the quality and quantity of participation of students through the evaluation of this activity with a rubric.

Week 5 and 6:Learning Outcome 4: Manage current educational legislation with a diachronic view showing prior knowledge of rules of the educational system in our country.

Teacher education activity: The teacher will project on the board a list of questions about conditions of schooling, educational community involvement, participation of parents of students in decision-making processes, years spent by a student, school board functions, features of the management team, and criteria for the organisation of the school. Then he or she will explain the developments in these areas in each of the education laws since the Education Act (1970) to the current Act 2/2006 of 3rd of May, of Education (LOE). He or she will also provide a diachronic view of education legislation that will allow students to deepen into the teaching of current legislation. To do this, he or she will show students a Word document which contains the new concepts that have entered the LOE. This will allow him or her to explain the most significant changes operated in those measures of attention to diversity and the educational and vocational guidance. He or she will insist upon the fact that professional education cannot just stay within the LOE and the Organic Regulations, because the law does not specify, there are areas that the law does not focus upon, and with technological scientific knowledge, the guidelines for action in schools, organisational models, solutions regarding spaces ... can be implemented, areas where the legislation does not require anything, or does not address them.

Students' learning activity: Students must answer a questionnaire with objective questions on education guidelines established by the current legislation. Once done, students will form groups of four and measures should be designed for diversity for a case that the teacher will propose. Groups where, for example, there is an immigrant student, must design a model of language immersion program showing knowledge on measures to such pupils with special educational needs (ACNEAE) established by current legislation. Each group of students will present on the board for the rest of the class the measures proposed to meet the individual educational needs of the individual student. Moreover, once the pattern of performance has been presented, students should prepare a brief section of foundation on legislation to develop the educational provisions of the Statutes for Secondary Education, what steps can be taken, which may have caseloads, etc. This will allow them to complete the training related to educational laws provided by the teacher and will contrast it with the understanding that their peers have reached.

Week 7 and 8:Learning Outcome 5: Assess the culture of educational institutions as a part of school organisation paradigms (macro-political level) through the critical analysis of institutional documents (school policy, social climate, Stage Curriculum Project, Internal Regulations, Annual Plan, Annual Report). Manage current educational legislation with a diachronic view showing prior knowledge of rules of the educational system in our country.

Teacher education activity: The teacher will explain what an educational project is, which information it collects and why it is important to know this institutional document. This will enable students to understand that the macro-political level affects all schools alike but it is the micro-political level that provides the differences. The next session will show three educational projects of secondary schools in the city of Zaragoza in which students will appreciate the exposure of values, trends and beliefs in Education that are manifested in these schools. The teacher will show a curricular project stage of an institute in which the organisation of teaching in each of the courses or academic years of the stage of secondary school is presented. Students will have the opportunity to read a real document. Similarly, the

teacher will show students internal regulations so they can see the type of sanctions that the school responsible for conducting research stipulates, and which will propose punishment for the final decision for the School Board. These documents allow the teacher to analyse the most representative differences from previous education legislation.

Students' learning activity: Students will freely form groups of five persons and will select one of the official documents presented by the teacher. They must then extract the relevant data and explain them to the group-class, proposing for this, if necessary (as in the Internal Regulations) corrective measures. They will also upload the relevant information in "moodle" to be part of the process of the development of the portfolio to be delivered the day of the exam.

Week 9 and 10: Learning Outcome 6: Develop a Tutorial Action Plan showing understanding of basic skills, planning and management of the evaluation sessions, intervention of the team of educational psychologists, vertical and horizontal coordination, and staff.

Teacher education activity: The teacher will show a Tutorial Action Plan and guidelines established by the education authority for its processing. With these instructions the teacher will project an educational intervention in an institute of secondary education which will analyse with students the importance of this document. Also, the teacher will develop and upload on "Moodle" some instructions on the sections that a Tutorial Action Plan must have, together with the sample document.

Students' learning activity: Students will develop one of the sections of the Tutorial Action Plan. The intention is that each group of students, as far as possible, selects a different section, so that when all students have completed the work, the final product is a genuine Tutorial Action Plan that will be uploaded to "moodle", so that it can be analysed by the whole class group. The development of these activities will require a series of educational materials. The videos, documentaries and reports will be obtained from the website of the Spanish Open University [UNED], in particular its educational channel. The reference PowerPoint to the theoretical contents and the space in "google docs" should be accessible by loading the names of the students.

Since the European Higher Education Area promotes the use of platforms and virtual teaching and learning, in this module the student will enter a space in "moodle unizar"⁵ where they can actively participate in 10 forums raised throughout the all weeks of class. This type of virtual environment will allow students to post their own work to be seen by other students, and make suggestions to the work of their peers. On the "moodle" site students also have access to several PDF files and lists of the skills worked upon on this module. Moreover, teaching resources must also contain the reading and internalization of a series of references, some mandatory and others optional.

Types and techniques of evaluation in CTT

The assessment from the educational perspective can be of three types depending on the area being evaluated, all three necessarily complementary, so that the evaluation process may contribute to the improvement of teaching and learning in which it is integrated: students' learning, the teacher's teaching practice and curriculum development processes followed in teaching and learning. Regarding the first, the assessment of students' learning, it must be based on the evaluation criteria established in the teaching program of Module 1 CTT of the University Teacher Training Masters for High School Teachers, Secondary Education, Vocational Training and Teachers of Language Teaching, of Arts and of Sports,

⁵<https://moodle.unizar.es/course/view.php?id=1615> (Last accessed: 09/03/2013).

which must comprise the skills and learning outcomes and develop the types of practice. Therefore, after this analysis of competences and learning outcomes, the evaluation process of learning involves the assumption of students' teaching-learning processes and also the methodological principles raised. Thus, we believe that the evaluation process should be based on an initial assessment to identify cognitive ability and prior knowledge of each student. The development of teaching and learning will continue with the ongoing assessment which should provide immediate feedback. For this reason, it is, in turn, a formative evaluation (and therefore continuous, as is done throughout the semester) that allows corrections in the teaching-learning process when the teacher considers them necessary, immediately changing the design that has been proposed in the curriculum development of a specific module. This improves the learning process and contributes to improved results.

Moreover, we believe that criteria evaluation must be made from the content and skills outlined in the program of Module 1 of the Teacher Training Masters for High School Teachers, always redirected and specified in a type of personal and individualized assessment. We are unable to proceed with a personalized assessment because, if it were real implementation of this work, we would find such a large number of students that would make it unviable. However, the criteria evaluation should be integrated into an overall assessment of the competences in the learning outcomes of this module. Conducting formative continuous assessment makes final evaluation necessary, especially when deciding whether a student has acquired the learning outcomes set out in the syllabus or not.

Another perspective to take in the development of the evaluation process is to include hetero-evaluation. This should be introduced gradually and always accompanied by co-evaluation as it offers students the opportunity to participate in assessing their own learning and forms and prepares them to subsequently introduce a kind of self-assessment, as a final objective of the evaluation process with adults. Also, as an innovation process we suggest the introduction in the evaluation process of the portfolio, understood not as a collection of works in the same module (i.e., in our case, Module 1) but rather as a technique that shows the validity of the practice of this process by giving the student a greater responsibility for self-assessment of their learning.

Considering the three types of assessment put forward, it is necessary to indicate the use of assessment techniques that jointly develop these types of assessments. There should be a systematic observation of the degree of acquisition of knowledge and skills in college students. This work is highly complex with numerous groups and more viable in smaller groups. Considering all the modules that form the Teacher Training Masters for High School Teachers, specific ones have a much smaller number of students and it is therefore more effective and plausible to conduct this type of evaluation. Instead, in Module 1, stemming from personal experience, there is no such development of this type of evaluation or systematic observation, because we cannot ensure that teachers analyze reality and consider all variables when the number of students varies between 87 and 117. This observation should not be performed systematically as if it were timely observing the disruptive behavior of a child in primary school, but with a grid that allows the observation of class score in achievement with the objectives of the student. This would require solving activities individually by the students along the theoretical and practical sessions of the semester. Furthermore, we understand that there should be a systematic observation of the students' participation in the activities that are part of the teaching-learning process. This observation, again, can only be feasible in small groups. The completion of an examination by the student, at the university level, is still required even if the three types of assessment can be performed. It is true that the rating of the final marks should reflect the acquisition of content in the student – learning outcomes –, and this is largely evaluable through an examination. However,

as we have said, we do not have to quantify only through the written exam, but also through other evidence and tests that we have discussed.

We have referred to assessment of student learning as a type of assessment. On the other hand, we consider it very necessary to evaluate the teaching practice itself through criteria and procedures. In the context of this Masters' degree, for Module 1, this type of evaluation should be done on the basis of an individual teacher self-evaluation, since it is not appropriate to develop it as a hetero-evaluation or as a collaborative self-evaluation. However, this assessment technique would, in our view, be the most difficult and cost-effort to perform.

Finally, the third type of assessment is the evaluation of the teaching program based on criteria and procedures. The evaluation of curriculum modules of the Masters gives a rating conditioned by the learning outcomes that students should have acquired by the end of each of the modules. As a result, the activities that the student will perform to demonstrate their knowledge of learning outcomes, the internalization of skills and learning content will address:

Activity 1: In groups of up to four individuals, students will analyse an institutional document. To do this, the teacher will provide a list of several institutional documents, such as the School Educational Project, Internal Regulations, Coexistence Plan or Annual General Programming, and the group must select an institutional document and reflect critically on the information contained in it. This activity will examine the theoretical, pedagogical principles, criteria for school organization, the establishment of groups, relationships among teachers, the activities undertaken, the criteria for school organization, the timetable distribution, etc. that are reflected in these documents. This activity will involve 10% of the final marks for the course. Throughout the semester all students must complete four evaluable activities that will contribute to the achievement of learning outcomes, developing and strengthening the competences of this module. Aspects that will be particularly valued involve the conceptual clarity when analysing what elements are involved in the organisation of the school, which agents make decisions about the organization, what is the influence of the micropolitical level in the organisation and development of the school, as well as the requirements determined and conditioned by the macro-political level. Similarly, the critical capacity of students in their arguments and the language used in writing will also be considered, penalizing spelling and argumentative inconsistency. A student who does not justify and give reasons for his or her answers, does not show a strong line of argument, and has misspellings will get a negative evaluation in this activity.

Activity 2: Students will analyse the Internal Regulations of a Secondary Education school and will develop three activities that show an intervention in behaviour problems. For this purpose, taking as a reference the content and skills set out in Section 3 of the program, they should observe the ways in which the school punishes the faults of students (the teacher will provide the Internal Regulations so that all students will work with it) and from there they will develop three activities to improve a student's disruptive behavior. This activity will involve 10% of the final marks for the course. The main aspects assessed concern the originality in the creation of the three activities, their adequacy to the level of student's cognitive development and a justification of it as a pattern of behavior modification in the student, expressing what they would bring to the student's secondary education, what are the improvements in the short and in the long term, and what agents and with what type of material should intervene (counsellor, psychologist, professor of Therapeutic Pedagogy, class teacher, support teacher). The main aspects penalized are the mismatching of the student's evolutionary characteristics, whether it is beneficial or not for the student, and the fact that it is not integrated into the content of the teaching program provided for subject.

Activity 3: Students will participate in 10 forums throughout the semester in which they must respond to questions posed by the teacher that will develop learning outcomes. The forums are presented as a weekly activity, so that the student will participate in two forums per week (a total of 20 forums in the semester). They will arise through the "moodle" platform in order to make visible the material for other students, thus fostering their motivation in responses. The fact that the other fellows can see the answers given by any other partner increases the level of individual enforceability while introducing new considerations on the same topic. Students will answer two questions and may also participate in the replies of other colleagues, showing their views, provided it is an argued and reasoned response. The completion of this activity will contribute 20% of the final grade. It will assess the precise response, spelling, typographical and grammatical checking, and will penalise incorrect spelling, typography and punctuation. Students not participating in all forums will have two weeks to finish the semester to participate in the forums that they have been unable to attend or complete the responses. The answers from the forums will also be delivered on paper the day of the exam.

Activity 4: Students will develop an e-portfolio as an innovative tool and facilitator of the evaluation process, designed with an approach different to the traditional one: this is a technique whose application involves the use of several integrated tools and which introduces students to the development of self-assessment of their own learning. The e-portfolio will be made individually by each student and will contain, in addition to the activities in the classroom, within the teaching-learning processes, critical reflections on them, showing theoretical and practical knowledge and skills acquisition. This assessment tool includes a section in which the student makes experiential work attending a school, an institute. In this activity, the e-portfolio, the students must contact and transcribe two interviews with two teachers in their specialty (which approximates them to the educational reality in which they will subsequently intervene) for information on the methodological principles and classroom organisation (materials and resources). Once the interview is transcribed, students must analyse the information obtained and compare it with the theoretical framework provided in class, always in an argumentative way, showing their standpoint and suggesting improvement proposals if they exist. Finally, the e-portfolio will also include, as one of its sections, the reasoned self-evaluation of learning that the students consider.

The portfolio will be digital because students should upload it on the "moodle" platform so that it can be read by other students, and receive comments. We believe that when students are asked to publish their work on digital platforms, it increases their level of motivation, improves their social relationships with the class group and contributes greater enforcement to their learning. These four activities that the students must complete throughout the semester amount to 50% on the final grade, with class attendance as another criterion to qualify for the option of continuous assessment, and active participation in them. Note that the three types of assessment referred to reliably allow the student the assessment of his learning and of learning outcomes.

This typology allows defining learning outcomes not only through the creation of traditional assessment grids but also with active student involvement in the teaching-learning process. The greatest difficulty in making a comprehensive assessment of student learning in this Masters resides in the few hours of lessons that can be devoted to an assessment of learning outcomes. The presentation of theoretical content is an instrument that allows a broad appreciation of the skills required of the students. However, when the groups are so numerous such a task becomes difficult because if you spend more hours to process theoretical exposure assessment, it is detrimental to the delivery of all content for the official program. The time limitation hinders the work of teachers who are trying, as far as possible, to stick to the program to be taught in the context of a specific university training.

The three types of assessment that are raised in this paper, with their corresponding evaluation techniques, allow assessing the results of student learning and achievement and internalization of the skills and competences of module 1. It is understood that the assessment should be carried out in practice to improve student learning, so that the evaluation must necessarily be continuous and formative. Each activity, as has been proposed, has certain levels of demand, qualities and weight in the final grade of the module associated to it.

Furthermore, the tutorial function has a crucial role in order to achieve the necessary empathy with students, address their difficulties in the acquisition of learning outcomes and help guide the process that we develop as teachers. For this purpose, mentoring serves on various levels, necessarily complementary. For one, there is mentoring of students in the class group in the classroom during the practice sessions. To this individual tutoring is added to complete specific content students may not completely understand. In CTT the following specific activities of mentoring are raised:

Activity 1: For guidance and facilitation of the proposed activity in week 1, it is considered necessary to undertake a tutorial in which the teacher explains to the students the elements to be analysed at the macro- and micro-political levels. Depending on the type, the elements will be different. Although the initial starting point is the same for all students, the items that the student group will choose will vary depending on the features that they want to analyse. As this activity is intended in an open manner, in the sense that students should examine all items in the table of DIN-A3 sheet, but at the same time add their considerations on the elements within each item that they want to look into deeper. In this activity, the mentoring process is essential, as it is difficult for the student to learn to differentiate the two planes and the characteristics and consequences of these in educational institutions. The influence of the micropolitical level determines the organisation of the school and introduces divisions within power groups. These reasons lead us to say that it is extremely important that students clearly differentiate between these two planes. Tutoring would allow the teacher to know the shortcomings of the students in the acquisition of this block of content and improve their knowledge.

Activity 2: To design the three activities that promote socialization and for which students had proposals for weeks 2-3 of the semester, it is advisable to perform a tutorial in which the teacher will observe the students' level of knowledge and can be oriented with specific readings to expand that spectrum, acquire a broader view and proceed with the proposal and design of the activities. It is a complex activity, because in order to design it students must know the stage of evolutionary development in which the student of compulsory secondary education is and, considering this level along with the report of the school, the characteristics of the group class and the social relations that are established, they can improve these processes of socialization. Thus, especially in this activity, the teacher should guide the student, by indicating the characteristics of evolutionary development of this period, showing him or her the needs a teenage student may initially have. The age at which they are working in secondary education is not easy. Therefore the postgraduate student must acquire in the Masters, not only in this module, but also in others, psycho-pedagogic knowledge that will help him or her understand the evolutionary developmental period in which the student is. Without this prior knowledge, he or she cannot proceed with the proposal of socialization activities.

The teacher, therefore, acts as a guide in the learning process, facilitating it and providing the student with the human and material resources that he or she needs. The fact that the students see that the implementation of the activities to be evaluated in this Module 1 has a following, a tutorial, also contributes to their motivation, improving learning outcomes. It really does matter that this process of guidance is provided to students, both in the search for sources of information, as in the understanding of the educational reality. However, it is

understood that mentoring is an activity that is offered to the student, neither imposing their assistance, nor counting the frequency of tutoring.

Activity 3: The tutoring activity will focus upon student learning activity designed for weeks 7 and 8. The demands of the activity require the development of a tutorial to strengthen students' knowledge and help achieve the corresponding learning outcome. Although understanding and differentiation of macro-and micro-political level in week 7 of the semester has already been acquired, it is considered necessary to develop a tutorial to help in the acquisition of this content by the student. The selection of the institutional document to which the activity relates and which students have to do is not complex; however, the proposed corrective actions to be performed are indeed so. Therefore, in this case, the teacher mentoring can show an example of several PEC remedies, including, of course, the PCC, and indicate those cases in which the proposal is inadequate, compared to those in which it is suitable. Thus, when students have to perform the proposal of corrective measures, they will have already noticed other models, and they will be able to contrast the pedagogical lines established with greater precision.

Conclusion

Mentoring activities are an essential element of the teaching-learning process, especially in the University studies of Masters, in which the level of demand is higher, the number of class-attendance hours declining, and learning outcomes very condensed. Moreover, the skills that students should acquire during this Masters Module 1 require the development of certain tutorials; otherwise, it is not feasible to meet the needs and learning difficulties of students. Mentoring in the university plays an important role in that it not only helps to improve student learning and consequently achieve the learning outcomes, but it is also a necessary process guide in acquiring specific contents.

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