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Critical-Evaluative Proposal of the English Subject Didactic Planning in 4TH GSCE, through a Didactic Intervention on Street Art and Cultural Expression

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INDEX

Abstract	2
1. Introduction	3
1.1 Justification of the research topic	4
1.2 Objectives	7
1.2.1. General objectives	7
1.2.2. Specific Objectives	8
1.3 Marco normativo	9
2. Contextualization	11
2.1 History of the Educational Center	11
2.2 Context Analysis	12
2.3 Students Characteristics	13
2.4 Analysis of the Center Institutional Basic Documents	14
2.4.1. Educational Center Project (PEC)	14
2.4.2. Curricular Stage Project (PCE)	17
2.4.3. Annual General Program (PGA)	17
3. Presentation and Analysis of the Annual Programming	19
3.1 Contents, competences and evaluation	20
3.1.1. Proposals of Improvement	22
3.2 ICT Activities	25
3.2.1 Proposals of Improvement	29
3.3 Active Methodologies	30
3.3.1. Proposals of Improvement	33
3.4 Proposal of innovative methodologies, evaluation and assessment methodology	36
3.4.1. Proposals of Improvement	37
3.5 Development of values related to equity and diversity	40
3.5.1. Proposals of Improvement	41
3.6 Development of ethical values	41
3.6.1. Proposals of Improvement	42
3.7 Reinforcement of special attention groups	42
3.7.1. Proposals of Improvement	43
4. Learning situation	43
4.1 Contextualization and justification	43
4.2 Temporalization and transversal elements	44
4.3 Didactic objectives and main advantages	46

4.4 Methodologies applied	48
4.5 Specific competences and evaluation criteria	50
4.6 Basic knowledge.....	51
4.7 Key competences	53
4.8 Assessment criteria and justification	53
4.10 Multileveled instruction and adaptations	55
4.11 Development of the learning situation	56
Chart 2.	59
Chart 3	61
Chart 4.	62
Charts 5-9.	64
Chart 10.	73
Chart 11.	74
5. Possibilities for educational research project.....	75
6. Conclusions and limitations	81
7. References.....	84
8. Appendices.....	87
8.1. Appendix A: Images.....	87
Figure A1.....	87
Figure A2.....	88
Figure A3.....	88
Figure A4.....	89
Figure A5.....	90
Figure A6.....	91
Figure A7.....	92
Figure A8.....	93
Figure A9.....	94
Figure A10.....	95
8.2 Appendix B: Rubrics.....	96
Appendix B1.....	96
Appendix B2	97

Abstract

This Master's Thesis focuses on the analysis of the Annual Programming for the English subject taught to fourth-year secondary students at I.E.S. 'Las Fuentes,' identifying strengths and weaknesses and proposing improvements. A learning situation based on Street Art is implemented to engage students through dynamic, culturally expressive activities. This approach promotes communication, collaboration, creativity, and cultural identity, fostering respect and empathy in a multicultural context.

Despite initial challenges with outdated, deeper investigation led to a more thorough and updated proposal. The study underscores the importance of communication skill development as well as collaborative work between students. In addition, it also highlights student-centered learning, inclusion, sustainability, and the integration of ICTs to enhance academic development. It advocates for adaptable educational activities and continuous professional development for teachers to meet the evolving needs of students.

Keywords: didactic programming; didactic methodology; English teaching; street art; cultural expression; classroom creativity; critical thinking; meaningful learning; linguistic competence.

1. Introduction

‘Education does not change the world, but the people who are going to change the world.’ Freire, P (1970).

This Master’s Thesis undertakes a dual objective, seeking to uphold the notion of education as a transformative force, as articulated in the aforementioned quote.

On the one hand, it critically examines the didactic plan of the English subject in the fourth year of General Compulsory Secondary Education (GCSE), devised by the English department of I.E.S. ‘Las Fuentes’ High School, aiming to dissect its elements, explore curriculum, interconnections, and evaluate aspects such as inclusivity, innovation, digital integration, and the promotion of reading. On the second hand, it proposes a didactic planning centered around the theme of Street Art and Cultural Expressions.

This research document lies in the relevance to establish innovative didactic proposals in the 21st classroom that motives students, encouraging interculturality, classroom creativity and meaningful learning in the current educational context. It is grounded in the acknowledgment of Street Art as a modern manifestation of Cultural Expression, capable of enhancing the English-language teaching-learning dynamic. It is based on the recognition of Street Art as a contemporary form of Cultural Expression that can enrich the teaching-learning process of the English-language, while prompting critical reflection on pertinent issues for students and enhance their motivation and intention of expressing themselves through culture.

The significance of this proposal within the curriculum is profound, due to the fact that the proposal stands out as a crucial addition to the curriculum of a secondary school. In an increasingly diverse and globalized world, it is imperative for students to develop a deep understanding and appreciation for various forms of Cultural Expression. Street Art, as a contemporary manifestation of creativity and cultural identity, provides a unique platform for

exploring issues of social and cultural relevance. By integrating Street Art into the curriculum, students are given the opportunity to actively engage in critical reflection, thus promoting critical thinking skills and intercultural awareness. Additionally, the inclusion of Street Art and Cultural Expressions in the school curriculum not only enhances students' educational experience but also contributes to the cultivation of informed sensitive and culturally competent citizens in today's society.

The relevant introduction of the Master's Thesis includes the presentation and contextualization of the problem, the justification of the relevance of the topic, the general and specific objectives of the study, as well as a brief description of the theoretical and methodological framework that will guide this research. Additionally, a summary of the chapters will be exposed and presented, in order to offer the reader a quick overview of its development and structure.

It is expected that this thesis will contribute significantly to the field of English teaching in GCSE, offering educators and researchers with new perspectives not only on the integration of Street Art and Cultural Expression in didactic planning, but also on the innovation and motivation promotion during lessons, always aiming to the educational quality improvement of the process and the students learning.

1.1 Justification of the research topic

'Education as the practice of freedom is a way of teaching in which no one can be alien to it. Everyone participates in a process that allows students to grow and change.' Hooks, B. (1994).

Therefore, in my role as a future English teacher, my goal is not only to disseminate knowledge, but also to empower students to develop their personal growth and sense of freedom.

Nowadays, it is well-known that students often face challenges expressing themselves in their native language due to the lack of social and cultural interaction in their daily life. The additional

complexities of expressing oneself in a second language further compound these challenges. It has been shown that secondary students normally experience a lack of curiosity and creativity regarding self-expression and interaction with others and, most of the time, we blame the easy access to technology.

On one hand, it is evident that technology has brought about a significant change in society. The constant access to and inclusion of technology available to today's younger generation can present challenges for the development of genuine social interaction and self-expression. Nonetheless, solely attributing blame to technology is not a sufficient approach. As teachers and educators, we must understand this generation deeper in order to discern what motivates them in order to spark an enthusiasm for connecting with others. We need to change our teaching method to adapt to our students' needs. Teachers need to embrace and include innovation and technology in our methodology, acknowledging that we are constantly evolving and, therefore, we must progress to reach our students in a different way. Students need to be taught how to improve their ability to seek knowledge and express themselves, in any form, especially in understanding our own culture and others.

As established in the Decree 107/2022, of August 5, of the Council, which establishes the organization and curriculum of the GCSE, published in the Official Gazette of the Valencian Community, known in Spanish as 'Diari Oficial de la Generalitat Valenciana' (DOGV) 9403/2022, of August 11, the foundational knowledge of Foreign Language subjects is crucial for the development of students' communicative competence and plurilingual and democratic citizenship. These are selected considering the need to address knowledge, skills, and attitudes, and are gradually integrated throughout compulsory secondary education. This foundational knowledge is organized to link specific competences with assessment criteria for their application in various communicative situations, thereby promoting attention to values and attitudes that foster plurilingual and intercultural awareness. Their arrangement does not imply

hierarchy but rather they are combined in the design of learning situations. We highlight in this case Block Three: Culture and Society, which values socio-cultural and sociolinguistic aspects and the importance of their application, regarding linguistic and intercultural diversity and all what is included in this section. Specifically, it proves to be entirely relevant for this research based on Street Art and Cultural Expression to apply the action of employing basic common strategies to understand and appreciate linguistic, cultural, and artistic diversity, considering eco-social and democratic values, as it is specified in the Official Gazette of the Valencian Community.

Encouraging Cultural Expression in young people is so relevant, as it gives them the opportunity to understand and value the diversity of the world around them. Street art is known as an example of a form of contemporary cultural expression, that reflects the political, social and cultural realities of today's society. By understanding Street Art, students can develop a critical sense and a deeper understanding of their surroundings. In addition, it is understood as a reflection of evolution and society transformation, challenging established norms and fostering creativity and innovation, which can inspire personal and societal change in a relevant moment full of changes in students' life: adolescence.

According to Hooks (1994), human nature is inherently dynamic, subject to a constant state of change and evolution. This essential and underlying principle becomes apparent in the inherent need of individuals to express themselves and feel a sense of freedom, which in turn aids the process of learning (Hooks, 1994). This phenomenon, rooted in the human condition, highlights the importance of fostering educational setting that recognize and encourage this natural dynamic, enabling individuals to reach their full cognitive and emotional potential.

For this very reason, in the current context of education, it is fundamental to recognize and value the importance of cultural expression and street art as vehicles for social reflection, personal empowerment and identity building in the urban environment.

1.2 Objectives

First, within the framework of national legislation, it is pertinent to mention the Organic Law 3/2020, of December 29th, which amends the Organic Law 2/2006, of May 3rd, on Education (LOMLOE). This law establishes the general framework of the education system in Spain, including the Valencian Community and defines the fundamental principles of education, as well as the basic structure of the Education System, which includes Compulsory Secondary Education (CSE), known as E.S.O. in Spain.

Secondly, the Royal Decree 217/2022, of March 29th, which establishes the basic curriculum for CSE, is the main state regulation that governs the curriculum. This decree sets the educational standards and requirements that all secondary schools within its jurisdiction must adhere to, including subjects, learning objectives, evaluation methods and other aspects of Secondary Education.

Being part of the Valencian Community, the education system has its objectives regulated by the Decree 107/2022 of August 5th. This Decree establishes the guidelines and objectives for the educational system in this region, so, with this work, we seek to achieve both the general objectives outlined previously and a series of more specific objectives as follows:

1.2.1. General objectives

In addition to the initial objectives, further overarching goals have been identified to provide a comprehensive framework for this Master's Thesis. These include:

- To revise the new curriculum, Decree 107/2022, and observe the relationship among all elements of the curriculum.
- To explore innovation in the English classroom, focusing on pedagogical approaches that foster creativity and motivation.

- To understand the meaning of competency-based approaches in education and their implications for teaching and learning.
- To value the sense of diversity and inclusion in real classrooms, recognizing and addressing the needs of all learners.
- To bring together theory and classroom practice, bridging the gap between educational research and its application in the classroom.

1.2.2. Specific Objectives

These specific objectives of this research document aim to promote cultural understanding, personal development, critical thinking and artistic appreciation among young individuals through the exploration of Street Art and Cultural Expression. Moreover, educators have to make students feel motivated and self-confident, by choosing the right strategies and topics they would be interested in, in order to achieve learning success. So, regarding the objectives previously outlined, the specific objectives of this research document are the following ones:

- To carry out an in-depth analysis of the critical-evaluative proposal of the English subject in the 4th year of GCSE within the context of the chosen center of the Valencian Community, focusing on identifying possible improvements.
- To develop a didactic intervention that incorporates street art and cultural expression as resources to enrich the teaching of the English language, with a focus on innovation, creativity, and motivation. This will involve applying strategies such as gamification, project-based learning, and cooperative learning.
- To promote cultural understanding, personal development, critical thinking, and artistic appreciation among young individuals through the exploration of street art and cultural expression.

- To make students feel motivated and self-confident by choosing the right strategies and topics they would be interested in, in order to achieve learning success.
- To foster empathy, respect, and understanding towards other cultures, and to connect young people with their own roots, identity, and cultural heritage.
- To encourage creativity and critical thinking in students, and to support the appreciation of artistic diversity and the value of art in public spaces.
- To inspire students to explore their own creativity and consider alternative perspectives.
- To base our work and lessons on gamification, cooperative learning, and game-based learning, investigating methodologies based on different authors' perspectives and personalizing our own method based on classroom effectiveness.
- To choose topics that students are interested in and show them the importance of self-expression.
- To create a safe atmosphere where students can feel comfortable to express themselves and to promote the improvement of specific vocabulary acquisition, oral fluency, cooperative work, and linguistic and communicative skills development.
- To evaluate the teaching-learning process and its effectiveness in achieving the desired learning outcomes.

1.3 Marco normativo

El marco normativo que regula la educación en la Comunidad Valenciana proporciona las directrices legales y normativas para el desarrollo de la enseñanza secundaria, incluyendo la educación en 4º de la Educación Secundaria Obligatoria (ESO). A continuación, se detallan las principales leyes, decretos y órdenes que constituyen este marco normativo:

Constitución Española de 1978: El artículo 27 de la Constitución Española consagra el derecho a la educación y establece las bases para el sistema educativo en España, incluyendo la Comunidad Valenciana.

Ley Orgánica 3/2020, de 29 de diciembre, por la cual se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación (LOMLOE): Esta ley establece el marco general del sistema educativo en España, incluyendo la Comunidad Valenciana. Define los principios fundamentales de la educación y establece la estructura básica del sistema educativo, que incluye la Educación Secundaria Obligatoria (ESO).

Decreto 217/2022, 29 de marzo, por el cual se establece la ordenación de las enseñanzas mínimas de la Educación Secundaria Obligatoria, BOE núm. 76, de 30 de marzo de 2022: Es la principal normativa estatal que regula el currículo. En cuanto a la materia elegida, hay que destacar los Artículos 5, 8, 13, 24. Disposición adicional segunda y Anexo II – Materias de Educación Secundaria Obligatoria – Lengua Extranjera.

Decreto 107/2022, de 5 de agosto, del Consell, por el que se establece la ordenación y el currículo de la Educación Secundaria Obligatoria: Este decreto establece la estructura curricular y las competencias básicas que deben adquirir los estudiantes en la Educación Secundaria Obligatoria en la Comunidad Valenciana.

Decreto 195/2022, de 11 de noviembre, del Consell, de igualdad y convivencia en el sistema educativo valenciano: Este decreto promueve la igualdad y la convivencia en los centros educativos valencianos, fomentando un entorno de respeto y tolerancia.

Decreto 72/2021, de 21 de mayo, del Consell, de organización de la orientación educativa y profesional en el sistema educativo valenciano: Este decreto establece las directrices para la orientación educativa y profesional de los estudiantes en la Comunidad Valenciana, facilitando su desarrollo personal y profesional.

Decreto 252/2019, de 29 de noviembre, del Consell, de regulación de la organización y el funcionamiento de los centros públicos que imparten enseñanzas de Educación Secundaria Obligatoria, Bachillerato y Formación Profesional: Este decreto regula la organización y el funcionamiento de los centros educativos que imparten enseñanzas de secundaria, bachillerato y formación profesional en la Comunidad Valenciana.

Decreto 104/2018, de 27 de julio, del Consell, por el que se desarrollan los principios de equidad y de inclusión en el sistema educativo valenciano: Este decreto establece las directrices para promover la equidad y la inclusión en el sistema educativo valenciano, garantizando el acceso y la participación de todos los estudiantes.

ORDEN 20/2019, de 30 de abril, de la Conselleria de Educación, Investigación, Cultura y Deporte: Esta orden regula la organización de la respuesta educativa para la inclusión del alumnado en los centros docentes sostenidos con fondos públicos del sistema educativo valenciano.

2. Contextualization

2.1 History of the Educational Center

The I.E.S. 'Las Fuentes' in Villena, established in the 20th century to provide secondary education, has experienced various transformations to adapt to the changing needs of the community of the educational system. This High School is the youngest of the town of Villena, established in 2008 to meet the increasing educational demand and changes in the local schools. It is located at '*Bulevar Ambrosio Cotes, nº 18, Villena (Alicante)*' and it was commonly referred to as 'I.E.S. Nº3'. It was not until April 2015, that it became officially known as I.E.S. 'Las Fuentes'.

Nowadays, keeping in mind the compulsory education up to the age of 16, the institute has 778 enrolled students, with 558 in secondary and high school courses, and 220 students enrolled in vocational training programs. Thus, this institution is considered as a secondary school offering

both compulsory and post-compulsory education. The center comprises 98 staff members, including 90 teachers and one Educational Therapist, along with two counselors, a Speech and Language Pathologist teacher, and a physiotherapist shared with several other schools in the locality. Additionally, there are also two caretakers and two administrative staff members.

It is relevant to mention that this institution is recognized as a benchmark institution in the region, committed to academic excellence and the comprehensive education of its students. Since its inception in 2008, the institute has prioritized the integration of information and communication technologies (ICT), standing out for its focus on using these tools to enhance teaching processes and prepare both students and teachers for a digitized world.

2.2 Context Analysis

The socio-educational context of I.E.S. 'Las Fuentes' is diverse and dynamic, including socio-economic, sociocultural, and sociolinguistic aspects. Established in 2008 in Villena, the center has experienced a prompt growth and enrolls around 800 students. These students come from a variety of schools, both public and private, reflecting the diversity of the student body and its surrounding.

The socio-economic environment of the center is calm and conducive to learning, as it is located in a peripheral area with easy bus access. Moreover, the presence of other schools in the area creates an environment favorable to study and student identification.

In sociocultural terms, Villena is a city with an economy based on services and industry, with the footwear and construction industries standing out. The population, around 34,114 inhabitants, has experienced a significant increase in foreign residents in the last two decades. I.E.S. 'Las Fuentes' offers a wide range of educational programs, including Artistic Baccalaureate and Commerce vocational program, among others, attracting students from across the province.

Regarding the sociolinguistic context, Spanish is the predominant language in Villena, although Valencian has gained importance in recent years. The majority of residents speak Spanish as their mother tongue, but the Spanish spoken in Villena has certain unique characteristics, as their way of shortening the endings of many words or not pronouncing final -s in many others due to the accent, reminiscent of a fusion between the Murcian and Andalusian accents.

2.3 Students Characteristics

As mentioned earlier, the center has a large number of students, thanks to its wide range of educational offerings, resulting in a student body with similar interests. Students in General Compulsory Secondary Education (GCSE) come from lower to middle-class backgrounds, while the Upper Secondary Education (USE), they come from lower to upper-middle-class backgrounds, as some students from private schools in the city join these studies. It is relevant to mention that there are 16 GCSE groups, 4 groups of 1º USE 'Mixed', 3 groups of 2º USE (Art, Social Sciences and Humanities, Sciences), 1 group of Basic Vocational Training (Hairdressing and Beauty), 3 groups of Intermediate Vocational Training (Commercial Activities, Beauty and Aesthetics, Hairdressing and Scalp Cosmetics) and 3 groups of Advanced Vocational Training (International Commerce, Transportation and Logistics, Comprehensive Aesthetics and Wellness).

The number of foreigners in the community has also increased, with more attending this center each year. However, due to the institute's location at the opposite end of where most the foreign residential community is situated, it does not have the highest number of foreign students due to the distance. Anyway, the number increases each year due to the offer of the wide variety of courses.

As for student characteristics, the center accommodates students from various socio-economic backgrounds and special educational needs. It has specialized classrooms and personnel to

address the needs of these students, promoting an environment of respect, assistance, and collaboration throughout the educational community.

2.4 Analysis of the Center Institutional Basic Documents

In order to serve educational intentions, the center organization requires a flexible model to rely on, allowing for more personalized and tailored responses to the various needs that appear in an educational setting.

In this section, we will proceed to analyze the instruments used to manage the autonomy of the educational center, focusing on the documents of I.E.S. 'Las Fuentes'. We will explore the content purpose, and functionality of these documents, which are essential and imperative for concretizing the curriculum from governmental guidelines to its implementation in students. This analysis is framed within current legislation and the school's organizational structure, requiring access to the center's official documents for a comprehensive understanding.

2.4.1. Educational Center Project (PEC)

The Educational Center Project at I.E.S. 'Las Fuentes' in Villena is a dynamic document that includes various aspects of school life, designed to be flexible and adaptable to the changing needs of the center. This document, structured to reflect the reality of the institute, encompasses basic objectives, forms of organization and coordination, as well as rules for the functioning of the Educational Community. Moreover, the PEC aims to guarantee the integral development of our students, preparing them to face personal, academic, and professional challenges with excellence and responsibility. In a context of respect for human rights and cultural diversity, this educational center is committed to offering quality education that contributes to sustainable development and the well-being of society.

As its core, the PEC of I.E.S. 'Las Fuentes' seeks to promote collaboration and active participation of all members of the educational community in achieving its goals. This document is developed

considering the social and cultural characteristics of the center's environment, as well as specific needs of its students.

In the academic year 2023-2024, this PEC faces significant challenges, including the implementation of the curriculum established by the LOMLOE for even-numbered courses, the introduction of a new Coexistence and Equality Plan, and compliance with current educational regulations. These initiatives are based on relevant legislation, such as Decree 107/2022 of the Council, Decree 252/2019 of the Council, and Resolution of June 27/2023, among other normative documents.

It is important to note that the development of the PEC has been carried out in a participatory manner, gathering input from the teaching staff through improvement proposals present to the management team during the final faculty meeting of the previous academic year, as well as in meetings of the Pedagogical Coordination Council (COCOPE) held at the beginning of the current academic year. This collaborative and transparent approach has allowed for collective drafting that reflects the aspirations and needs of our educational community.

The PEC of I.E.S. 'Las Fuentes' aligns with the Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda, promoting sustainability, equality, and respect for the environment in all our educational processes.

The document establishes a series of basic lines and criteria to guide short- and medium-term measures at the center:

- Organization and functioning of the center
Priority is given to efficient management, promoting open communication and teamwork, while ensuring the efficient maintenance of facilities and equipment.
- Participation of the educational community

Emphasis is placed on the importance of collaboration among different sectors of the educational community and efforts to maintain close relationships with families and other educational institutions.

- Cooperation with external services and entities

Links are established with various entities to enrich the offering of training and social activities, facilitation the use of the center's facilities for external activities.

- Transitions between levels and stages

Transition between educational stages is planned, organizing visits and meetings to share academic and personal information about students.

- Attention to student diversity

A plan for attention to diversity and educational inclusion is established to ensure an inclusive response to student needs.

- Tutorial action

A tutorial action plan focused on the personal and academic development of students is developed in collaboration with the Department of Educational and Vocational Guidance.

- Promotion of equity and educational inclusion

Participation in welcome programs for students in disadvantaged situations and implementation of measures to ensure equity and inclusion in the educational system.

- Promotion of equality and coexistence

Guidelines are established to promote a good climate of coexistence and foster equality of rights and opportunities between genders.

- Promotion and proper use of ICT

Investment in educational innovation through the use of digital tools and teacher training in new collaborative methodologies.

- Educational innovation

Implementation of new methodologies such as collaborative learning and continued promotion of extracurricular activities to enrich the educational experience.

2.4.2. Curricular Stage Project (PCE)

This document defines contents, objectives, methodologies and evaluation criteria adapted to the characteristics of each educational stage, from ESO to Vocational Training Courses. The PCE at I.E.S. 'Las Fuentes' establishes:

- Specific pedagogical objectives for each educational level, considering the needs and capacities of the students.
- Curricular contents appropriate to official study plans and contextualized to the reality of the center and its environment.
- Teaching methodologies that promote active student participation, transversal skills development and collaborative learning.
- Evaluation criteria that allow for comprehensive and fair measurement of student progress.

The PCE is periodically updated to adapt to new educational demands and the specific needs of students and the socio-cultural context of Villena.

2.4.3. Annual General Program (PGA)

The Annual General Program (PGA) at I.E.S. 'Las Fuentes' is a comprehensive document that details the annual planning of the center for the school year. It covers several key aspects:

- Hourly Distribution and Pedagogical Criteria: establishes the hourly distribution of the subjects, considering the curriculum requirements and students needs to ensure equitable and suitable distribution of subjects and areas throughout each school day.
- Planning of Extracurricular Activities: includes the annual program of extracurricular activities and complementary services, such as excursions, cultural events, conferences, workshops, which enrich the student's educational experience.
- Evaluation Calendar and Important Dates: details the evaluation calendar and important dates of the course, such as parent meetings, vacation periods, open house days, in order to ensure effective organization and clear communication with families.
- Assignment of Teaching and Non-Teaching Staff: assigns teaching and non-teaching staff to each course and subject, ensuring adequate coverage and educational support for the effective development of school activities.
- Resources and Didactic Materials: describes the resources and material available for the development of planned activities, including information and communication technologies (ICT), textbooks and other necessary didactic material for the teaching-learning process.

The PGA is collaboratively developed by the management team, the teaching staff, and other members of the educational community, ensuring coherent and effective planning for the development of the school year.

3. Presentation and Analysis of the Annual Programming

In the following section, the Annual Programming provided by the Centre's English Department for the 4th will be presented and analysed. The main goal is to identify its weaker points and highlight areas for improvement, so the educational plan will be optimized, becoming much more effective and can be optimized in all its areas, thereby acquiring greater coherence and effectiveness.

Throughout all this time, many educational theorists have provided definitions and insights into what programming entails, outstanding its significance in the educational process.

According to Darling-Hammond, L. (2012), the careful planning of teaching is essential to ensure the educational success of students. Robert J. Marzano (2003) states the same ideas when confirms that a well-thought-out planning is essential for success in the classroom and the achievement of educational goals.

For Madeline Hunter (1994), strategic teaching planning allows teachers to anticipate students' needs and provide meaningful learning experiences and also Grant Wiggins and Jay McTighe (2005) share the same thoughts when declare that the quality of teaching begins with rigorous planning that addresses the individual needs of students.

Finally, regarding to this thesis and its goals, it is imperative to provide a thorough acknowledgment of John Dewey.

'Practical work provides magnificent opportunities for learning the subjects of the curriculum, not only as information but as knowledge acquired through life situations.'

Dewey, J. (1938)

He argued that programming should be rooted in real-world experiences and active learning, promoting critical thinking and problem-solving skills. The methodology of 'Learning by Doing'

according to Dewey, J. (1938), should be a practical teaching program, focused on students' experiences, and should involve both doing and testing. The first indicator of a good teaching method and the first evidence of its validity is that it is related to the concerns of the student's personal experience. The second indicator is that, by acting, the student achieves a clear vision of their experience, as well as an increase in efficiency in performance. Thus, this theory emphasizes the importance of practical and experiential education for effective English language learning and educational planning in general. By integrating this perspective into the didactic programming of a secondary school, dynamic and meaningful learning environments should be created, preparing students to face real-world challenges and develop language and cultural skills comprehensively.

3.1 Contents, competences and evaluation

Analysing the sequence of content, competences and evaluation of the Annual Programming of the educational centre, it is essential to first verify that the teaching is conducted in accordance with current regulations and aligns with the curriculum established by the Valencian Community.

In accordance with Article 6 of Organic Law 3/2020, dated December 29, amending Organic Law 2/006, May 3, on Education, the term 'curriculum' refers to the set of objectives, competences, contents, pedagogical methods and evaluation criteria for each of the teachings regulated by this Law. Organic Law 3/2020 also establishes that in order to ensure a common education and guarantee the validity of the corresponding degrees, the Government, following consultation with the Autonomous Communities, will introduce, in relation to the objectives, competences, contents and evaluation criteria, the basic aspects of the curriculum, which constitute the minimum teachings.

As established in the Article 8, Chapter I of the Decree 107/2022, of August 5, by the Valencian Community Council, the curriculum is the cornerstone of teaching, learning and assessment, and

it determines the key elements of the educational system. This definition is crucial for the coherence among the rest of the elements. In addition, the curriculum set by this decree and the specific curricular plans developed by the schools in their educational projects must be based on two main aspects. First, they should be based on the key competences and the exit profile of the students at the end of basic education. Second, they must incorporate the specific competences, basic knowledge and evaluation criteria of the subjects. Also, the Article 9, Chapter I of the Decree 107/2022, confirms that the curriculum for each subject defines the specific competences, basic knowledge, evaluation criteria and learning situations.

In accordance with Annex III of Decree 107/2022, the curriculum of the common subjects is established following the next order:

1. Presentation of the subject.
2. Definition of the specific competences of each subject and the description of each of them.
3. Connections of the specific competences with each other, with the specific competences of other subjects and with the key competences.
4. Basic knowledge of each subject.
5. Some criteria are presented in order to design learning situations based on contexts, projects, challenges or circumstances involving the skills and actions referred to in the specific competences.
6. The assessment criteria for each specific competence.

Finally, the critical importance of citizens acquiring key competences is essential nowadays. These competences are fundamental for lifelong learning and active citizenship, cutting across various areas of the curriculum and contributing significantly to the personal, professional and social success of students. The European Union confirms that these competences are relevant for individuals to achieve comprehensive personal, social and professional growth. They are also

crucial for fostering economic development and advancing knowledge. Key competences, such as linguistic communication, digital literacy, social and civic skills, and the ability to learn effectively, are integral for the holistic development of students and their active participation in society.

3.1.1. Proposals of Improvement

Given the aforementioned considerations, a thorough analysis of the centre's Annual Programming will be conducted to identify weaknesses and propose improvements, as previously mentioned.

The Annual Programming corresponds to the 2023-2024 school year for the English subject in 4th of GSCE. This programming shows suitable thematic organization, as the contents are grouped into thematic blocks according to the curriculum of the Valencian Community. In the programming chart, the specific competency to be worked on is detailed from left to right, followed by the criterion and the percentage value assigned to that competency in the evaluation. Next, the key competences that must be acquired are specified, and finally, the used instruments to assess the students are mentioned. Additionally, there is a separate chart where the evaluation criteria are developed according to the specific competency and the corresponding criterion.

Each term addresses three learning situations and the programming indicates which specific competences and key competences will be worked on, as well as the evaluation criteria that will be applied. These learning situations are developed in another additional chart. However, one of the weaknesses or inconsistencies of this Annual Programming lies in its prior organization. The English department provides the complete Annual Programming, but it is not fully updated in accordance with the LOMLOE. Only the first term is updated, and this analysis is mostly based on that period. The inspection has given a deadline until July of this year to update these documents and the department is making updates as the process progresses.

On the one hand, this situation represents a notable weakness, as it does not reflect comprehensive prior preparation in the Annual Programming. The learning situations that belong to the first term are shown in the chart, nevertheless only one learning situation is developed and provided, which includes twenty sessions for the whole term timing.

The weighting of each competency is notable imbalanced. While 50% of the total value is allocated to written competence, only 20% is collectively assigned to the amount of three competences such as oral expression, oral and written interaction and oral and written mediation. It is observed that there are not enough activities that promote oral communication, such as debates, presentations and simulated conversations. A possible solution to this issue would be to organize debates on current topics, groups presentations and role-playing activities to enhance fluency and build confidence in communication.

While it is essential to foster the writing skill, this disproportionate focus could limit the balanced development of other language competences, such as oral comprehension, oral expression and communicative interaction. It is relevant to consider that comprehensive mastery of a foreign language is not limited solely to written proficiency, but encompasses a set of skills that permit effective communication in different contexts. Therefore, it is fundamental to reevaluate the distribution of time and resources allocated to each language competency in order to ensure a more suitable and balanced approach that promotes the integral development of communicative skills. This method closely aligns with the curriculum by focusing on the comprehensive development of communicative skills.

Implementing activities that promote oral expression, listening comprehension and communicative interaction supports the curriculum's learning goals aimed at enriching students' communicative competence in the foreign language. Moreover, it gives the students the chance to apply their knowledge in real communication situations, which is crucial for their linguistic

development and their eagerness to interact effectively in real-life contexts beyond the educational environment.

Regarding specific competences, linguistic mediation is included in the didactic programming but is given no importance in the learning situation activities for the first term, as it is not considered a competency to be addressed during this period. Since the programming is outdated and incomplete, it is unclear if it will be covered in subsequent terms, similar to what happens with the oral and written interaction competency. However, it is expected that all competences will be addressed throughout the course to meet the objectives established by the curriculum.

The absence of thorough preparation in the Annual Programming also highlights the inconsistency of this program, as it is written in a combination of both Spanish and English. The section titles are mostly presented in Spanish, while the acronyms for the competences are given in English. In some cases, the column titles are in English, while in other there are in Spanish, which makes it more difficult to follow the chart and reduces coherence and clarity for the reader. In the charts for the learning situations, everything is presented in Spanish, including the key competences and their acronyms, while in the chart for the Annual Programming, the key competences are indicated and explained with acronyms in English. The need to keep the programming in two languages could increase the time and resources required for its creation, maintenance and updating, which could be impractical and costly.

These types of minor errors are also relevant to mention since they show evidence that little time has been dedicated to preparing the programming. On the other hand, it is important to note that the present update has been reviewed by inspection, which guarantees the reliability of the included data.

The evaluation of the didactic programming reveals certain weaknesses that require attention. There is an over-emphasis on written competence is observed to the detriment of oral and interaction skills, which does not adequately reflect the guidelines of the LOMLOE. Additionally,

the lack of tools for continuous formative assessment limits timely feedback for students, while the absence of activities that foster oral communication indicates a gap in the comprehensive development of the learner as we mentioned above. It's worth noting that the current evaluation in the programming relies heavily on direct observation, which can be repetitive and may not provide a comprehensive picture of student performance. Therefore, introducing alternative evaluation methods alongside direct observation could amend the assessment process and provide a more holistic understanding of student abilities.

In order to deal with this situation, it is proposed to diversify assessment tools by integrating methods that cover oral and interaction skills. The implementation of continuous formative evaluations, such as regular feedback and learning journals, would be essential for more effective monitoring of student progress. Moreover, it is required to adjust and review the weights assigned to each competency to better show their importance and ensure a balanced development of skills, in line with the standards of the LOMLOE and the regional curriculum.

3.2 ICT Activities

We live in a digital age in which the use and teaching of Information and Communication Technologies (ICT) is an absolutely necessary task in the education sector. The educational curriculum emphasizes the importance of the development of key competences, among which digital competence is included. This competence involves not only the good use of electronic devices, but also the ability to use ICT in a safe and creative way, promoting critical thinking and 'Learning to Learn' competence, leading to learners being and feeling autonomous and more independent.

It is well known that digital competence in students is essential to be developed, but for this competence to be effective, teachers must be prepared in this field too. The relevance of digital competence for teachers is undeniable in the current and future context of education. In order to improve educational quality, it is necessary to improve the training and accreditation in digital

competences for teachers. The constant technological change means that teachers must be prepared to face the technological challenges that may arise.

The European Framework for the Digital Competence of Educators, often known as the abbreviated term 'DigCompEdu', defines digital competence as the integration of knowledge, skills, abilities and attitudes that must be simultaneously applied to perform their duties, implement digital technologies and solve problems and unforeseen issues that may occur in specific situation as education professionals.

According to Impuls Educatiu (2023), the Spanish framework for digital competence in teachers is based on DigCompEdu. It is structured into six areas, which are the categories in which teachers' digital competences are organized within the framework, focusing on different aspects of their professional activities:

- Area 1: Professional Engagement
- Area 2: Digital Resources
- Area 3: Teaching and Learning
- Area 4: Assessment and Feedback
- Area 5: Empowering Learners
- Area 6: Facilitating Learners' Digital Competence

Redecker (2017) states that this guide is essential for improving educators' digital skills. Therefore, it is essential for teachers to be in continuous training so that they acquire digital competence in teaching in a progressive and up-to-date way, staying abreast of new advancements and demonstrating their ability to perform their role as good professionals.

Impuls Educatiu (2023) also confirms that the DigCompEdu Framework, as shown in Figure A1 in Appendix A, establishes a comprehensive approach to digital competence for educators, organizing the six areas mentioned above into three blocks covering professional, pedagogical

and those aimed at developing students' digital competence. This approach not only considers digital skills but also their integration with the educational project of the centre, the professional teaching framework and the centre's curriculum.

By describing the digital competences necessary for all teachers within the framework of the LOMLOE, a general guide applicable to any stage of professional development and subject matter is provided. This approach ensures that teachers can perform their duties effectively, as described in the current educational legislation.

In addition, DigCompEdu (2017) promotes a teaching model focused on meaningful learning adapted to students' individual differences, as shown in Figure A2 in Appendix A. This model encourages autonomy and collaboration among students and highlights the importance of collaborative teaching practice and coordinated action within the educational centre. This comprehensive approach is essential for quipping students for the digital society and ensures an education that meets the demands of the 21st century.

Objectives such as promoting a more interactive and motivating education for students, as well as facilitating access to educational resources and a large amount of information, are fundamental nowadays and, specifically, in the context of General Secondary Education, as is the case of a course as important as 4th of GCSE. Students at this stage of their education are at a crucial moment, where their learning will shape and consolidate essential knowledge and skills for their future, both academically and professionally.

Regarding to the Centre's Annual Programming, students use computers in the computer labs to develop project-related activities, which are included in the first term learning situation plan. In relation to the individualized development of this competence, the learning situation scheduled for the first term would only allow the use of ICT during these sessions in the computer lab or at home. Most of the times the students share a computer for every 3 people. However, they do not use tablets or computers individually in the class, since they work with

paper books or photocopied material instead. The digital book is projected in the classroom while the lesson and a generalized use is made of it, involving sometimes the participation of the entire class. The computer provided in the classroom is also used by the teacher for watching videos, using interactive videos as well as other resources and interactive activities to carry out some games that may occasionally involve the use of students' mobile phones.

Students have also access to digital books and online material on platforms such as 'Aules' or 'Google Sites'.

Despite not being in direct contact with tablets or computers during the lessons, it is true that using platforms such as Google Sites (see Figure A3 in Appendix A) allows students to create and manage websites intuitively and collaboratively, whether from their home computers or from the centre in the sessions where they attend the computer lab. Students use it to organize, present and share information effectively, both with their classmates and with the teacher. Moreover, 'Padlets' has also been used into Google Sites, enhancing the educational experience by combining both tools (see Figure A4 in Appendix A). The integration allows teachers to create dynamic and interactive pages where students can contribute facilitating real-time collaboration and engagement.

By using platforms like these, they can create digital portfolios to showcase what they have been working on and develop research projects. Students not only improve their technical skills in learning to structure and design a website, but they also develop broader digital competences such as effectively communicating ideas, presenting information attractively and collaborating with classmates online. Likewise, during the sessions witnessed in the internship period, it was observed that students learn how to select and evaluate the most relevant information, plan and organize content, develop critical thinking skills and reflect it on their own learning (see Figure A5 in Appendix A)

Teachers themselves also benefit from the use of this platform in the centre, as they prepare in advance all the material they are going to use during the lesson or even during the course. By using Google Sites, teachers create interactive educational resources and customized websites for their classes, taking advantage of the ease of collaborating with students by sharing materials, comments and feedback quickly and easily. Likewise, it provides an effective way to assess students' progress and performance. It is used to collect and review work, provide individualized assistance if necessary and keep track of grades.

3.2.1 Proposals of Improvement

The Annual Programming Learning Situation of the centre shows that around 70% of the specific competences require the use of the digital competence in order to achieve the goals established in the curriculum. However, upon examining the learning situation, it is only specified that some of the sessions focus on project-based learning, where the use of ICT is necessary. In the other sessions, the description of the activities does not show the use of digital platforms or ICT tools by the students. Nevertheless, it is evident that there are some weaknesses that need to be improved concerning digital competence. These types of inconsistencies between the annual programming and reality indicate a lack of preparation and updating of the programming by the English department of the centre.

The use of ICT activities could be made much more prevalent by teachers during their lessons, as the use of multimedia resources or educational games and simulations only accounts for 20%. Moreover, the use of computers is never provided on an individualized basis, causing many students to be mere spectators of the projects carried out in groups. The centre must provide one computer for every student in the class in order to improve the Digital Equality Policy, which guarantees that all students must have access to devices and Internet connexion.

Despite the effective use of Google Sites as a valuable educational tool in the centre, allowing students to work simultaneously and collaboratively, as mentioned above, the didactic

programming lacks specifications on which classroom sessions or project sessions would involve the use of these platforms or others. Its presence is only reflected in two out of the twenty sessions that comprise the learning situation of the first term. Moreover, there is no specification during project sessions, which entail computer use. Consequently, the lack of clarity in the annual programming leads to confusion and the perception that insufficient time is dedicated to use these resources. However, it was observed during the internship period that sometimes both teachers and students made use of this platform, especially during project sessions in the computer's lab.

Although teachers do use these resources in class with their computers to interact with students, the traditional approach of following the textbook as the main objective still predominates. A significant number of the lessons are not dedicated to more interactive tasks where students would spend most of the time engaged in activities involving the use of ICT in the classroom. This reflects a need for a shift towards student-centred learning, where technology is integrated not just as a supplementary tool but as a central component of the educational process.

Following that statement, it is relevant to include that Google Sites could have even more potential if it were not solely focused on its use during work at home or the development of group projects. There are many more possibilities and opportunities to dedicate time to the use of other digital platforms during lessons to employ different methodologies. In order to feel motivated, students need more dynamic classes, with a focus on active participation, communication and gamification, using digital competence, not solely through individualized work.

3.3 Active Methodologies

Active methodologies have led to a shift in the educational paradigm, recognizing the student as the true protagonist of teaching. Efforts continue to transition from traditional pedagogy to

a pedagogy where the main role is played by the student. According to Voca Editorial (2023), active pedagogy is an educational method that can be summarized in three basic principles:

1. 'Learning by doing' (John Dewey)
2. Making the student the protagonist of learning
3. Developing multiple intelligences

Active methodologies did not emerge just now; active pedagogy has long been trying to make its mark and arises as a response to the limitations of traditional teaching. This shift is based on key principles and historical advances. Technology has been crucial in this evolution, starting with the 15th century printing press and advancing through radio, television and the Internet in the 20th century. These technological advancements have changed the way knowledge is disseminated. In addition, pedagogical ideas have evolved, influenced by thinkers such as Rousseau, who advocated for the natural goodness and physical activity of children; María Montessori, who promoted autonomy in learning; and John Dewey, who emphasized 'learning by doing'. Over the centuries, various methods and approaches have been developed that shape active pedagogy, such as Pestalozzi's schools, the 'Institución Libre Enseñanza', Montessori's 'Casa dei Bambini' and Kilpatrick's Project-Based Learning (PBL). These advancements reflect a fundamental shift towards student-centred education, promoting active participation, creativity and holistic development (Voca Editorial, 2023).

According to current educational legislation, the application of active methodologies in the teaching-learning process is essential. The Organic Law 2/2020, of December 29, which amends the Organic Law 2/2006, of May 3, on Education (LOMLOE), highlights the importance of 'promoting autonomous and meaningful learning, teamwork, critical thinking and the ability to learn throughout life' (Article 2, LOMLOE). These guidelines underscore the need to adopt pedagogical approaches that promote active student participation, integrating activities that directly engage them in their educational process and the development of key competences.

Therefore, as established in the current curriculum, methodologies must be active, meaning that teaching methods that actively involve the student in their own learning process should be applied in the classroom. Thanks to these methodologies, students become responsible for their own learning, developing their critical thinking and promoting participation. These methodologies also intend to facilitate the exchange of experiences among classmates, promote commitment, cooperation and student motivation, as well as help students get essential key competences for their comprehensive education, while being aware of their environment at the same time.

Next, to determine if the didactic programming of I.E.S. 'Las Fuentes' complies with this regulation by developing active methodologies in its learning activities and proposed evaluation methods for the 4th of GCSE, a review and analysis have been conducted. This analysis keeps in mind the frequency and variety of active activities, students' participation in these activities during lessons and their relevance and practical application.

We continue to assume that the didactic programme provided is incomplete and outdated; therefore, the only material provided for the analysis of this programme is based on the learning situation programmed for the first trimester.

Within the learning situation, a chart of didactic strategies and methodologies for teaching and learning is presented. Within it, a wide variety of methodologies are presented as follows in the following order:

- Project-Based Learning (PBL)
- Flipped Classroom
- Gamification
- Competency-Based Learning
- Cooperative Methodology: pairs, small groups.

- Multiple Intelligences
- ICT Methodology
- Accelerated Learning Cycle
- Role Plays
- Large Group Explanation
- Work stations

Relative to methodologies, we can see that some active learning methodologies that promote student participation, collaboration and motivation are implemented, such as Project-Based Learning (PBL) and Cooperative Learning through activities in pairs or groups. On the one hand, the timetable includes sixteen sessions in total over the term, of which a third of them are devoted to carrying out a collaborative project, while the rest of the sessions mainly specify learning based on explanations and implementation through other methodologies that suggest that they are the old methodologies based on listening to an explanation and completing the exercise book. On the other hand, we confirm that the lack of information and description of the tasks during the sessions contributes to this thinking. However, in some sessions, other active methodologies are specified in the programme, but they are only used in one or two of the sessions by means of a discussion or a game. Therefore, here we would confirm that the active methodology of Problem-Based Learning (PBL) and Game-Based Learning (GBL), also known as Gamification, are used in this case too.

3.3.1. Proposals of Improvement

Based on all of the above and on the outline of the sessions within the learning situation provided by the English department, a weakness that is observed is that no explanation is identified that expresses and reasons the type of activity, moreover, the outline of sessions does not really specify what type of sessions will involve which methodology in particular, it is all very generalised. This is why it is not possible to verify with certainty whether the established

objectives are being met and whether the expected specific competences and key competences are being achieved. What is meant by this is that the definition of each session is very straightforward, but it is not clear about the methodologies involved or the activities that will take place in each session. Each part of the lesson plan is part of a whole, and if something goes wrong then the chain is broken and everything loses meaning.

To improve didactic programming, in this case, it is also essential to incorporate a wider variety of key active methodologies, such as Thinking-Based Learning (TBL), Inquiry-Based Learning (IBL), Inverted Classroom, Competency-Based Learning and Gamification. It is possible to integrate all these active methodologies in the activities developed for each session, keeping in mind that the didactic programming goal is focused on the development of a project. However, the most relevant specifications in relation to the proposed activities should be detailed, in addition to providing information on specific strategies and actions aimed at addressing the identified areas in order to optimise the teaching-learning process. Additionally, it is necessary to abandon the old methodology of book-exercise-based learning once and for all. It is essential to do so in order to be able to adapt to the new curriculum improving students' motivation and cooperation. By adopting more active, participatory and learner-centred pedagogical approaches, learning environments are created that empower students to become autonomous, critical and creative individuals, ready to face the challenges of the 21st century.

The English department of I.E.S. 'Las Fuentes' also provides the same learning situation focused on students with curricular difficulties (PDC). However, this is also incomplete and lacking in information, which leads to certain inconsistencies. This is why the lack of information and, above all, of specificity in the didactic programming regarding activities, also implies a lack of information about reinforcement, equality, coexistence and extension activities, which implies a greater need to integrate Universal Design for Learning (UDL) and Universal Design Guidelines (UDL) in a more effective way. In order to comply with the decree and ensure effective

implementation of the UDL, this programming should include specific strategies and actions that enable all students to have equitable and meaningful educational opportunities.

In order to improve the didactic programming of this school, it would be necessary to dedicate a large part of the time to carry out an exhaustive revision of the programming that involves restructuring, completing, updating and checking all the information with respect to its content and the proposed learning situations. Mainly, updating the entire syllabus before the start of the course with respect to what is dictated by the LOMLOE is essential for a good implementation of the syllabus. It should also be completed with respect to the variety of active methodologies involved, trying to use as many as possible in the classroom and providing more information about the activities to be carried out during the sessions. Active methodologies involving educational strategies need to be applied. On the other hand, it is also essential to include specific details about the proposed activities, as well as strategies and actions aimed at students with curricular difficulties (PDC). Moreover, it is also necessary to integrate the UDL more effectively in the didactic programming in order to promote the independence of students with respect to their specific needs.

As mentioned above, teacher training is essential, so another suggestion would be to provide training and capacity building for teaching staff so that they can learn more about how to implement active methodologies, what activities they can incorporate into their programming, discover new ICT tools, how to implement the UDL effectively, collaboration courses between departments or educational teams to share resources and strategies that encourage support for pupils in general and for students with curricular difficulties, etc.

Regard to assessment, assessment criteria are presented in the syllabus with respect to the specific competences established, as in the learning situation. However, these criteria are not consistent with each other and, once again, the lack of information and outdatedness prevents us from being able to rely on these criteria. The assessment instruments presented are direct

observation (DO) mostly in 75% of the trimester, as well as the written test (WT). Other assessment tools are mentioned such as the oral presentation of a video in digital format, co-evaluation among peers, oral exchanges, questionnaires and exercise books.

Greater clarity is needed in the description of assessment instruments to ensure that students are assessed fairly and consistently in relation to the stated learning objectives, including the criteria used for each activity with respect to the competences, the format of the assessment, the timing of the assessment, how learning feedback will be given to students etc. Incorporating a wider variety of assessment tools such as multimedia projects, debates, digital portfolios, rubrics, etc. is also necessary.

3.4 Proposal of innovative methodologies, evaluation and assessment methodology

Despite recent efforts to incorporate active methodologies in the classroom, observation during the practicum period and the lack of organisation relative to the centre's Annual Programming indicate that most lessons are still based on traditional pedagogy. In this approach, and as reflected in the learning situation provided, the teacher is the main transmitter of knowledge, relegating students to a passive role for at least half of the lesson in about 65% of the sessions.

For more than half of the sessions, students are limited to absorbing the information imparted by the teacher, with the aim of memorising it and reproducing it faithfully in subsequent assessments. Their participation is restricted to ask for clarifications or additional explanations in case of doubts, which reduces learning to a mere repetition of the contents presented by the teacher. The educational innovation proposal is therefore key in this context with to improve the quality of teaching and learning at I.E.S. 'Las Fuentes'.

3.4.1. Proposals of Improvement

This proposal encompasses several key areas that are worthy of mention in this thesis and, through which the aim is to expose several improvements applicable to the school's Annual Didactic Programming.

Adapting the curriculum to incorporate SDG-related content in various subjects, as well as to implement more teaching methods that promote active participation in sustainability projects both inside and outside the school is so relevant nowadays. Moreover, Seminars on the topics in question will be held for teachers. These may be held on a monthly basis to monitor, plan and review the successful implementation of these methodologies. Participation in these seminars will result in effective self-evaluation and also in assessment of colleagues of the same subject or others. The commitment to attendance, sharing strategies can be discussed and shared during these seminars or working groups, providing feedback on the impact observed in the classroom and any innovative ideas that may arise. 'Sharing is power', this collaborative approach strengthens the educational community, since teachers can support each other with these innovative proposals, enriching themselves and others at the same time. Sharing, collaborating and improving the centre's educational quality make the teachers feel more self-confident providing them the necessary tools and knowledge to implement sustainable and effective methodologies during the lessons. In fact, it is so beneficial for teachers sharing their ideas and experiences in order to effectively implement SDGs during their lessons. This collaborative approach ensures that students are more engaged and better equipped to understand global challenges. Moreover, it also enhances the quality of education by integrating diverse and innovative strategies.

It is necessary to make sure that the objectives of the didactic programming include training students in knowledge, skills and values for sustainable development. Sharing ideas and experiences among teachers is also always a good approach that promotes students learning.

The centre's participation in Erasmus projects is notable each year, fostering interculturality and international collaborative learning. It is hoped that this will continue to be planned annually at the school with preparatory activities during the year in the programme that will include virtual and physical exchanges with students from other countries. Participants will be evaluated on their ability to work in international teams, participation in projects, presentations, among others. The proposal for the programme would be to try to involve as many students as possible in this project, whether or not they are direct participants in the Erasmus programme in question.

Although it is not reflected in the programming, it is important to make a record of the good implementation of the SDGs during the Erasmus experience in I.E.S. 'Las Fuentes'. The participation in the internship period it was observed that the Erasmus project programme, in which some of the 4th GSEC students participated through an exchange with students from other countries such as Hungary and Germany, included as a main objective the awareness of responsible consumption through the implementation of SDG number 12: 'Responsible Consumption and Production'.

During the week that the foreign students stayed with their Spanish classmates, teachers and students carried out activities at the school that promoted environmental care through responsible consumption and fashion recycling. That week I myself was the promoter of one of the sustainable fashion workshops, in which I guided the participants through different types of activities that raised their awareness of this SDG.

This Erasmus programme is very encouraging and motivating for the students, being a very good initiative to improve their learning and participation in sustainability projects, as well as the cultural and linguistic exchange that is very conducive to this speciality. This type of programming should be included in many of the activities proposed throughout the course in

this subject, so that not only a few but all would benefit from acquiring these key competences implemented in the curriculum.

Another proposal for improvement is Interdisciplinary Approach, which involves learning by integrating multiple subjects. Teachers would plan together on the basis of Project-Based Learning. A termly project would be carried out that encompasses several subjects and addresses topics from multiple perspectives. Eco-education and SDGs could also be integrated into this proposal, promoting a project on climate change, responsible consumption, cultural expression and respect for interculturality, among others. Students would be evaluated by rubrics, considering their ability to integrate the knowledge of all these subjects and, of course, the main language to use for the whole project would be English.

Finally, modifying the Annual Programming with innovative strategies in order to improve motivation of students is compulsory. Gamification, Flipped Classroom, Problem Based Learning (PBL), Thinking Based Learning (TBL), Competency Based Learning (CBL), Experiential Learning are some of the methodologies that must be integrated, developed and specified in the Annual Programming.

Understanding the brain functioning of adolescents is essential to understand what they need and what methodologies and learning techniques should be implemented in each case. One proposal would be to hold training workshops for teachers and information sessions for both students and their families about these issues. These methods are based on enhancing the cognitive development of pupils, as well as improving their concentration and, again, motivation and the necessary rest. Through observation and training, teachers will be able to assess students' performance, as well as their well-being, level of motivation or stress.

3.5 Development of values related to equity and diversity

The curriculum shall be aimed at facilitating the educational development of students, guaranteeing their comprehensive education, contributing to the full development of their personality and preparing them for the full exercise of human rights and active and democratic citizenship in today's society. Under no circumstances may it be a barrier that causes students to drop out of school or prevents them from accessing and enjoying the right to education.

The Article 80 of Chapter II of the Official State Gazette (BOE) mandates compliance with the following:

‘In order to give effect to the principle of equity in the exercise of the right to education, public administrations shall develop actions directed towards individuals, groups, social environments and territorial areas experiencing socio-educational and cultural vulnerability with the aim of removing barriers that limit their access, presence, participation or learning, thereby ensuring reasonable adjustments according to their individual needs and providing the necessary support to promote their maximum educational and social development, so that they can access an inclusive education, on an equal footing with others.’

Therefore, the curriculum shall be aimed at facilitating the educational development of students, guaranteeing their comprehensive education, contributing to the full development of their personality and preparing them for the full exercise of human rights and active and democratic citizenship in today's society. Under no circumstances may it be a barrier that causes students to drop out of school or prevents them from accessing and enjoying the right to education.

The I.E.S. ‘Las Fuentes’ centre is an educational institution that complies with these regulations by providing equal opportunities for students to obtain a quality education regardless of any

factor that may influence them, be it their gender, sexual orientation, socio-economic status, ethnic origin or physical ability. The school also recognises and values individual differences in the classroom to a large extent, and tries to give individual attention to each student as far as possible.

An inclusive environment and mutual respect is fostered at all times, and social cohesion within the educational environment is strengthened. However, it is difficult to monitor that all teachers adopt and implement these inclusive, diversity-sensitive and culturally relevant pedagogical strategies.

3.5.1. Proposals of Improvement

In order to improve the implementation of the development of these values in the classroom and, more specifically in the school under analysis, a more exhaustive control of the programmes should be carried out to ensure that the activities that are taught comply with what is established in the curriculum and promote these types of values. At the same time, it is essential to design activities that promote dialogue, reflection and respect and, above all, to specify them in the annual programme and in the learning situations.

This kind of activities can be related to cultural awareness and exploration, role-playing in which students experience situations of exclusion, working in a team on a social issue with different members allowing collaboration between members with different perspectives, discussions and debates that encourage respect for different points of view, etc.

3.6 Development of ethical values

Ethical values are present in education in all its forms. It is essential to educate responsible and committed citizens by instilling all these values. The 2030 Agenda and its 17 Sustainable Development Goals (SDGs) provide an essential framework for promoting these values in students. Integrating principles such as justice, equality, sustainability and peace into the

educational curriculum not only facilitates the fulfilment of the SDGs, but also prepares young people to face and solve global challenges with an ethical and sustainable perspective.

3.6.1. Proposals of Improvement

The I.E.S. 'Las Fuentes' school integrates part of the SDGs in its didactic programming, as well as activities and workshops that promote ethical values throughout the academic year. Even so, as we have mentioned several times before, the lack of information in the programming prevents the verification of the good use and implementation of these values in the proposed learning situations. However, the school bases its learning on the current curriculum through competency-based learning. According to UNESCO, the thematic indicator for target 4.7 represents and ensures how life skills education is directly related to the promotion of fundamental ethical values.

By including sustainability, human rights, gender equality, non-violence and a culture of peace in the curriculum, we ensure that students acquire a holistic education that fosters a more equitable and just society for all. This ethical approach breaks the mould of merely acquiring academic knowledge. We need to form active agents prepared to face global challenges with commitment and responsibility. In the case of I.E.S. 'Las Fuentes', it is recommended to include these elements directly in the classroom, rather than holding workshops on specific dates or projects that do not involve all students and teachers. More comprehensive work and commitment is needed on the part of the school in question and teachers to include learning based on eco-teaching to instil these ethical values in pupils throughout the school year and thus ensure that the SDGs can be met.

3.7 Reinforcement of special attention groups

Organic Law 2/2006 of 3 May on Education establishes the fundamental principles of the education system in Spain. In terms of attention to diversity, this law recognises the importance

of adapting teaching to the characteristics and needs of students, promoting support, reinforcement and personalised attention measures.

In addition, Order 7/2016, of 30 June, of the Regional Ministry of Education, Research, Culture and Sport, which regulates the Curricular Diversification Programme in the Valencian Community, establishes the criteria and procedures for the organisation and development of this programme, which seeks to offer an educational response adapted to the specific needs of the pupils.

3.7.1. Proposals of Improvement

The school I.E.S. 'Las Fuentes' provides a learning situation for the students of 4th of GC who need a curricular adaptation. Unfortunately, the curricular diversification programme of the English department is outdated according to the new LOMLOE regulations, therefore, it is important that the school adapts to the legislative changes and reviews and updates its programming and actions accordingly. It is essential to review and update the curriculum diversification programme in order to guarantee its coherence with current regulations and its effectiveness in meeting the needs of the students.

4. Learning situation

The following learning situation is based on the previous analysis to propose a tangible improvement in the programming, complying with the updated curriculum and addressing the most common weaknesses. This proposal focuses on a subject that is currently underestimated and underemphasised in teaching programming: cultural expression through the appreciation of artistic diversity.

4.1 Contextualization and justification

This learning situation aims primarily to introduce students to the urban culture of street art, to make them aware of the socio-cultural impact of these artistic movements, and to motivate

them to enter the world of artistic diversity while exploring its history through a collaborative project that allows them to experience different active methodologies.

The LOMLOE emphasizes the importance of developing communicative competences in foreign languages, including a deeper understanding of the cultures associated with them. Therefore, the integration of cultural expressions such as Street Art is an effective tool for pupils to learn the foreign language, i.e., English in this case, as it allows them to explore real and current cultural contexts where this language is used.

Likewise, as a centre located in a town belonging to the Valencian Community, according to the DECREE 107/2022, 11th of August, published in the DOGV 9403/2022, competence in linguistic communication and cultural and artistic competence are key competences that must be developed in the secondary education curriculum. Therefore, the integration of cultural expression through urban art is a tool that allows students to develop both competences while exploring English in a relevant cultural context.

4.2 Temporalization and transversal elements

The following learning situation will last 5 sessions that will take place during two weeks in the third term of the academic course. As it is specified in the curriculum of the Valencian Community, students are taught 3 lessons of 55 minutes a week. The sessions will be developed during the second and third week of April 2025, just before Easter holiday season, as shown in Figure A6 in Appendix A.

Chart 1.

Temporalization of the learning situation scheduled sessions.

LEARNING SITUATION SESSIONS	Date:
SESSION 1: 'Street Art Mind Map'	Monday 7 th April 2025
SESSION 2: 'Who is this Street Art Artist?'	Tuesday 8 th April 2025

SESSION 3: 'Working on your Mural Design Plan'	Friday 11 th April 2025
SESSION 4: 'Eco Artistic Mural Project'	Monday 14 th April 2025
FINAL SESSION: 'Street Art Mural Showing + Video testimonials'	Tuesday 15 th April 2025

Note. Own elaboration.

This date has been selected on purpose in order to celebrate and commemorate the official World Art Day. By doing so, students will have a challenge to finish their cooperative project in time while being motivated at the same time to present their artistic mural at the High School. This adds a sense of urgency and purpose to their efforts, promoting their involvement and commitment to the project.

World Art Day has been celebrated annually on April 15th since 2012 to emphasize the significance of art and creative thinking in the evolution of human thought and problem-solving. This celebration was proposed by the International Association of Art (IAA) and was officially recognized by UNESCO on November 12th in 2019.

As it is stated in the Article 'World Art Day', it has been proven that integrating street art or other kind of cultural expression into English learning provides many benefits for students. Art allows students to convey their personal perspectives, moreover it helps them to concentrate better, promotes complex thinking, tolerance, self- confidence and encourage their creativity. This way, students improve their language skills while also growing personally and getting a deeper appreciation for cultural diversity and creative expression.

The learning situation presented in this thesis contains some transversal elements that need to be mentioned. These elements include mainly communication and oral skills while developing cultural expression knowledge and promoting values of cooperation and intercultural understanding. Additionally, other essential elements developed are ICT skills, the

encouragement of creativity, both oral and written expression, reading comprehension, sustainability values and education in emotional intelligence and integrity.

Audio visual communication and ICT skills are integrated in almost every session through activities like interactive video viewings, interactive games, use of digital resources for brainstorming and presentation purposes. Some of the resources that the students learn how to effectively use technology are apps like 'MindMeister' and 'Canva' to organize, present and share their ideas while cooperating together. Moreover, students upload work to Google Sites and 'Padlets' platform in order to get feedback, promoting their Digital Competence.

Role-play and debate exercises are also present in the sessions, promoting activities where students can build empathy, respect for diversity and intercultural understanding while improving their communication skills.

All the sessions share the same goal, cooperating to create an artistic mural based on Street Art as a relevant cultural expression. Thus, cooperating learning is one of the central pillars on which this learning situation is based. The process encourages critical thinking and innovation, as the students have to design their artwork in a meaningful way and relate it to Sustainable Development Goals (SDGs) while using recycled materials applying the technique of 'collage'.

To sum up, this learning situation is so complete since it integrates a diverse range of transversal elements to provide students the most enriching learning experience and in the following explanation charts of each session it is visible and explained with much more detail.

4.3 Didactic objectives and main advantages

According to DECREE 107/2022, of 5 August, of the Council, which establishes the organisation and curriculum of Compulsory Secondary Education, Article 7 establishes the following objectives which are worth mentioning in relation to the implementation of Street Art as a method of cultural expression in this learning situation:

10. To know, value, and respect the basic aspects of one's own culture and history, as well as those of others, including family languages, as well as artistic and cultural heritage, as a demonstration of the world's multilingualism and multiculturalism, which must also be valued and respected.
13. To appreciate artistic creation and understand the language of different artistic expressions, using various means of expression and representation.
14. To become aware of the problems facing humanity as articulated in the Sustainable Development Goals.

These are just some of the main objectives and advantages of implementing this learning situation based on cultural expression:

- Enrich the cultural and artistic background of the students.
- Encourage creativity.
- Raise students' awareness of sustainable development through cultural expression and the implication of the SDGs in this expression.
- Develop research skills.
- Improve the integration of Digital Competence through digital tools that allow students to present work on Street Art.
- To work in teams and foster cooperation through group projects
- Develop intercultural communication, as well as interpersonal and international communication through the foreign language as a means of cultural exchange.
- Promote respect and empathy between different cultures, rejecting discrimination and stereotypes.

- To enhance critical thinking and communicative expression through critical analysis of works of Street Art and discussions in English on the messages and themes addressed.
- To use creative strategies to improve communication skills.
- Encourage students' motivation through an inspiring theme that encourages them to take on an artistic challenge.

The interdisciplinary approach to teaching is part of the curriculum. Therefore, in this sense, the design of educational projects that combine the analysis and creation of Street Art with foreign language learning promotes creativity and personal expression in a relevant cultural context, while enriching language learning.

4.4 Methodologies applied

This learning situation comprises 5 sessions, the development and explanation of which will be set out in charts below for presentation purposes. The 5 sessions include a final objective based on the presentation and exhibition of an artistic mural based on street art in the centre. Therefore, this learning situation is mainly based on Project Based Learning (PBL). The mural will therefore be the final product obtained, while the students acquire relevant knowledge related to the topic in question and develop other relevant skills.

Incorporating Cooperative Learning and Project-Based Learning (PBL) as main methodologies is crucial in contemporary education due to their profound impact on student engagement and skill development. Cooperative Learning, as highlighted by Johnson and Johnson (1999) and Slavin (1995), promotes essential social and communication skills by encouraging students to work collaboratively towards common goals, promoting both individual accountability and collective responsibility. Similarly, PBL, rooted in the theories of John Dewey (1938) and expanded by Thomas Markham (2011), providing students with the chance to engage in meaningful, real-world projects that enhance critical thinking, interdisciplinary learning and

problem-solving. These methodologies not only make learning more dynamic and enjoyable, but also prepare students for the complexities of the 21st century workplace, where collaboration and practical application of knowledge are of greatest importance.

These are the main active methodologies present in these sessions and which are linked to each other, as many of the activities involve group work, in pairs or involving the whole class to achieve common goals and learn from each other. However, there are other methodologies that are also present, such as Gamification, for example, that it is also present in certain activities involving vocabulary work, as well as the sharing of ideas. This active methodology is used to increase student motivation and engagement.

Learning through solving real problems is very enriching, therefore, it is one of the methodologies that have also been included in some sessions. Thus, Problem Based Learning (PBL), is a very relevant methodology in this project, as it was mentioned before, that involves the development of students' critical thinking through analysis, debate and resolution.

Active methodologies such as Role-playing are also present and enriching. Students take on specific roles that simulate situations that allow them to put themselves in the shoes of other individuals, encouraging inclusion and respect through the formulation of respectful questions and answers in intercultural situations.

In addition, Experiential Learning through the creation of the art mural and direct observation of the impact it has on the school community allows students to live a rewarding experience that transforms them by acquiring knowledge and skills through direct, hands-on experience.

The Flipped Classroom technique was also essential to consider implementing in at least one session in order to allow more time for students to develop practical activities in the project.

Finally, a relevant methodology for consolidating knowledge and improving skills is Reflective Learning, a methodology present throughout the programming, but which is given more value in the last session.

4.5 Specific competences and evaluation criteria

According to the DECREE 107/2022, 5th of August, published in the DOGV 9403/2022, the main objective of Foreign Language at the Compulsory Secondary Education stage is the acquisition of appropriate communicative competence in the foreign language, so as to enable students to understand, express themselves, interact and mediate in that language effectively, as well as to enrich and expand their intercultural awareness. In this curriculum, the two basic dimensions of plurilingualism are present: the communicative dimension and the intercultural dimension. This is why the specific competences of the subject are linked to the key competences of the exit profile of this stage, as well as to the challenges of the 21st century.

The next learning situation of a 4^º GCSE class works the following specific competences and is based on the next following criteria evaluation:

SC1: Multilingualism and culturality

Analysing and using the linguistic repertoires of different languages, reflecting on how they work and becoming aware of one's own knowledge, valuing linguistic and cultural diversity based on the foreign language.

Criteria Evaluation (CE): 1.1, 1.2, 1.3, 1.4

SC4: Oral expression

Produce oral texts, autonomously and fluently, applying planning, production and compensation strategies, to express simple messages of a personal, social, educational and professional nature, by means of strategies that allow them to develop their linguistic repertoire.

Criteria Evaluation (CE): 4.1, 4.2

SC6: Oral and written interaction

Interact in an oral, written and multimodal way through simple exchanges of information, in a synchronous and asynchronous way, showing autonomy and initiative, in order to respond to communicative needs related to the personal, social, educational and professional sphere, by means of strategies that allow the development of their linguistic repertoire.

Criteria Evaluation (CE): 6.1, 6.2, 6.3

4.6 Basic knowledge

As it is established in DECREE 107/2022, 5th of August, published in the DOGV 9403/2022, the basic knowledge of the subject of Foreign Language in Compulsory Secondary Education is divided into three main blocks which must be developed throughout the four years.

1. Language and use: Include linguistic knowledge of the foreign language, such as phonetics, phonology, spelling, grammar, vocabulary, communicative functions and textual genres.
2. Communicative strategies: Focuses on the skills needed to manage communicative situations, reflect on the use of linguistic knowledge and analyse the learning process.
3. Culture and society: Cover the cultural and cross-cultural aspects of the cultures and societies associated with the foreign language, highlighting its value as an opportunity for growth and interaction with others.

In this case and for this learning situation specifically, it is relevant to highlight and focus on the second and third block, being this last one noteworthy since it is the most important one regarding cultural expression learning.

Block 2: Communication strategies

Comprehension and production strategies

- Commonly used conversational conventions and strategies, in synchronous or asynchronous format, for initiating, maintaining and terminating communication, taking and giving the floor, asking for and giving clarification and explanation, rephrasing, comparing and contrasting, summarising, collaborating, debating.

Conversational strategies

- Strategies and techniques for responding effectively and with increasing levels of fluency, appropriateness and correctness to a particular communicative need in a comprehensible manner, despite the limitations arising from the level of competence in the foreign language and in familiar languages.

Block 3: Culture and Society

Sociocultural and Sociolinguistic Aspects

- Sociocultural and sociolinguistic aspects of everyday life, living conditions and interpersonal relationships; basic social conventions; non-verbal language, linguistic politeness and digital etiquette; culture, customs and values of the countries where the foreign language is spoken.
- Adapting one's own communicative repertoire to the social and cultural context in which communication takes place.
- Basic strategies for understanding and appreciating linguistic, cultural and artistic diversity, taking into account eco-social and democratic values.

Linguistic and intercultural diversity:

- Respect and critical appraisal of differences and of plurilingual and intercultural diversity.

- Differences between language and society, linguistic varieties, different registers (standard, informal and formal).

Language as a means of communication:

- The foreign language as a means of interpersonal and international communication, as a source of information, and as a tool for social participation and personal enrichment.

4.7 Key competences

According to Royal Decree 217/2022, 29 of march, the official key competences of the Spanish Education System and the European Union are the following:

- Communicative Language Competence (CLC)
- Competence in Mathematics, Science and Technology (MST)
- Digital Competence (DC)
- CPSAA-Learning to Learn (L2L)
- Social and Civic Competence (SCC)
- Sense of Initiative and Entrepreneurship (SIE)
- Cultural Awareness and Expression (CAE)
- Plurilingual Competence (PLC)

Despite the fact that all of them are important to be implemented during the academic course, the ones relative to this learning situation specifically are CLC, L2L, CAE, SCC, DC

4.8 Assessment criteria and justification

The assessment criteria have been mentioned above in relation to the specific competences to be addressed in the learning situation. It should be noted that the sessions comprise a series of integrated activities, the aim of which is to assess a final product in each of them. However, it

should not be forgotten that this learning situation is based on project-based learning and that its final outcome is a collaborative mural based on Street Art.

During the first three sessions, the product to be evaluated will be a group presentation, as the aim is to encourage learning through communication and oral expression through cooperation. However, it is important to note that not all presentations will be related to the same activity.

The presentations will be varied, stemming from different introductory activities, and some will trigger the presentation of the main product through digital platforms or other media. For example, the first presentation will consist of an exhibition of a group-created concept map, while the second session's presentation will be a research discourse on an artist recognised for his or her work in Street Art. In the third session, the group presentation will focus on the artistic plan for the design of the final mural and its relation to the Sustainable Development Goals (SDGs) discussed in class. All of the above sessions are part of a set aimed at the creation of a cooperative mural by the students, which promotes cultural expression through Street Art.

In the fourth session, the students will complete the mural in class and the section of the mural that each group has made will be evaluated, taking into account the use and integration of recycled materials, as this session has worked on the importance of sustainability and innovation through eco-education.

Finally, the final session will evaluate both the reflection of the students in class through a debate, and a video of no more than 5 minutes that they will have to upload to a platform as an individual testimony. In this video, students will reflect on the whole process of the project, expressing their views on the experience of seeing the reactions of the student community to their mural, displayed on World Art Day. They will share how they felt, what they learned and what they liked most about the whole experience.

4.10 Multileveled instruction and adaptations

According to the general principles established in the Boletín Oficial del Estado (BOE, 2023), Article 5, adaptations to the curriculum, the integration of subjects into areas, flexible groupings, group splits, the offer of optional subjects, reinforcement programmes and personalised support measures for pupils with specific educational support needs will be considered. Thus, adaptations to the curriculum for students with special needs are relevant to ensure inclusive education.

In order to address diversity in the classroom, multi-level instruction and curricular adaptations are essential, especially for students with dyslexia, ADHD or who are at a lower level. Specific adaptations for each group of students with special needs that have been made to the proposed sessions are detailed below.

In general, the sessions incorporate a variety of very dynamic activities that can be slightly and easily modified to enable these pupils to participate and feel more comfortable in the classroom. For example, with respect to students with ADHD, very practical activities are incorporated that allow movement and active participation, for example in session 4 where the creation of the mural takes place. Sessions are planned with a clearer and simpler structure to maintain focus, using kinaesthetic activities and visual timers. Participation in group discussion and debate is also encouraged to maintain interest and attention. Finally, regular breaks are provided to maintain concentration by offering to use tools to help the learner manage their restlessness.

For learners with dyslexia, interactive games (Bamboozle, Kahoot) are used with the aim of remembering vocabulary in a multi-sensory way. Explanatory videos are also integrated to complement the written information, especially in sessions 2 and 4. All sources are clear and large, while the same tasks are provided, but broken down into smaller and more concise guidelines at each stage. The integration of digital competence is very useful here through the use of applications that allow ideas to be organised visually (Canva, MindMeister).

Finally, for pupils with lower levels, a curricular adaptation is made by providing additional support activities in small groups, especially during session 3 which covers the planning of the mural design. Visual materials and interactive resources are also used, which benefits not only this group but all pupils with special needs. The incorporation of mind-mapping in the first session also proves to be a successful activity, as it helps them to organise themselves better from the outset, accept the challenge more positively while processing ideas more clearly.

All the proposed adaptations ensure that all learners participate fully and equally in all sessions, benefiting from the learning experience, feeling integrated at all times regardless of their individual needs.

4.11 Development of the learning situation

As mentioned throughout this section, the following learning situation is mainly based on Project-Based Learning (PBL). A group challenge involving the whole class is set to create a collaborative mural that expresses designs based on Street Art. This challenge aims to have an impact on the students' interest, motivation and cultural curiosity while working in a cooperative way through a variety of interactive activities that form a whole.

Here there is a simple but a complete description of each session that comprise this learning situation:

Session 1 begins with a visualization of real Street Art works projected on the screen. Then, a brief discussion is proposed, asking the question: 'Art or Vandalism?'. After that, a short power point presentation about what really Street Art means is presented and later, the specific vocabulary approach is made by playing a game (Bamboozle). Finally, the project challenge is presented to the students, motivating them showing the importance of cultural expression and giving them the goal of creating a collaborative artistic mural. The teacher asks the students to collaborate in groups of 4-5 people to create a mind map using based on the ideas they share to

create the design of the mural. They will use the resource 'MindMeister' and, at the end of the class, students will have to upload it and present it to the rest of the class.

Session 2 focuses on the idea of the Flipped Classroom, since students had to look for street art artists at home in order to know more about the main topic. First, this session starts with an interactive short video that shows the impact of cultural expression in our society nowadays. After that, a Kahoot game is proposed related to the video that the students have just watched for a better understanding and review of the content. Then, students will sit in pairs and talk about the famous artists they have searched for at home in advance and how they have influenced in society through the cultural expression and identify some key elements of Street Art. After that, the same groups of session 1 will meet and choose the artist they liked the most and prepare a brief presentation. At the end each group will talk about the chosen artist in general and will say which street art key elements they would add and why in their mural.

Session 3 involves to work on the mural design plan while students keep in mind the importance of including at least one SDGs in their design. The teacher will start the session with a funny and interactive-movement game for reviewing vocabulary and street art ideas. Next, a presentation of the SDGs will be made in order to give student ideas of how they can include SDGs in the mural regarding Street Art, specifically choosing between: '4. Quality Education', 10. 'Reduced Inequalities' and 16. 'Peace, Justice and Strong Institutions'. Students will plan the creation of the mural in groups and they will finally decide the design and which elements represent themselves throughout the street art and their cultural identity. As the artistic mural is a collaborative project that involves all the class, every group will upload their plan to CANVA, so the project could be organized better by the teacher and also the students. At the end of the session each group will present briefly their artistic plan.

In Session 4 different important aspects for students are included. This session focuses mainly on the development of the collaborative mural, but it also teaches the students the

importance of respect and empathy in intercultural communication and the relevance of taking care of our planet. First, students will watch a video of a speech or interview with a street artist known for his or her works of social impact with messages denouncing eco-social problems. Next, a presentation about the importance of cultural respect and empathy will be made by a workshop of how to formulate respectful questions and answers in intercultural situations. After that, the students will practice a Role-play in pairs regarding the previous activity. The last 35 minutes will be spent in making the mural in class. The students will have to use the collage technique, raising awareness of the use of recycled materials to promote sustainability and eco-education. It is important to mention that students will already know beforehand that they should bring some recycled material to class to include some in the mural.

Final Session involves the creation of the artistic mural, when students will unite all the works and exhibit in the centre. After that, there will be a general reflection on what has been learnt and the results obtained by the whole class. Then, the students will ask their classmates what their artwork really means by making questions in a circle in class. There will be also an observation of the main impact created by the mural on other students, teachers and visitors. At the end, the students will upload to 'Padlets' and individual video reflection about their personal experiences. By uploading to this platform, all members of the class could watch them and the teacher will evaluate them.

All the sessions will be prepared in advanced, providing an evaluation rubric that will be explained to the students. This will enable them to efficiently develop their tasks while being aware of the evaluation criteria since the very first beginning of the whole project.

Chart 2.

Learning situation introduction and main aspects

Course:	Academic course:	Level:	N.º of sessions:
4 th GCSE	2024-2025	B1	5
Temporalization: 3rd Term, 2nd & 3rd week of April		Dates: 7th, 8th, 11th, 14th, 15th of April (Mondays, Tuesdays, Fridays)	
Learning situation	Title: 'Street Art: An Intercultural Perspective'	Context: The importance of cultural expression as something unknown and forgotten. Diverse and multicultural educational environment, where students have different levels of linguistic and cultural skills.	
	<p>Description and Justification: Students participate in a wide variety of interactive and cooperative activities to create a collaborative artistic mural based on Street Art as a final project while learning about the importance of cultural expression. In addition, students incorporate SDGs, use sustainable methods and digital resources.</p> <p>Promoting collaboration, critical thinking, creativity and communication while addressing key cultural and technological competences, integrating principles of intercultural respect and integrity and sustainable education.</p>	<p>21st Century challenges and SDGs involved: Express cultural diversity Promote sustainability Develop ICT skills Foster intercultural communication, respect and empathy</p> <p>Address SDGs in the mural design: SDG4 Quality Education</p>	<p>Linked ACIS Assessment Criteria: The creation of a collaborative artistic mural and the integration of the SDGs implies the enrichment of the curriculum since this experience benefit students learning and expand their minds through an eco-educative perspective and live an experience based on interculturality integration while discovering about their own cultural identity and others.</p>

		SDG10 Reduced Inequalities SDG16 Peace, Justice and Strong Institutions
Specific Competences (SC)	<p>SC1: Multilingualism and culturality Analysing and using the linguistic repertoires of different languages, reflecting on how they work and becoming aware of one's own knowledge, valuing linguistic and cultural diversity based on the foreign language.</p> <p>SC4: Oral expression Produce oral texts, autonomously and fluently, applying planning, production and compensation strategies, to express simple messages of a personal, social, educational and professional nature, by means of strategies that allow them to develop their linguistic repertoire.</p> <p>SC6: Oral and written interaction Interact in an oral, written and multimodal way through simple exchanges of information, in a synchronous and asynchronous way, showing autonomy and initiative, in order to respond to communicative needs related to the personal, social, educational and professional sphere, by means of strategies that allow the development of their linguistic repertoire.</p>	
Key competences	<ul style="list-style-type: none"> • Communicative Language Competence (CLC) • Digital Competence (DC) • CPSAA-Learning to Learn (L2L) • Social and Civic Competence (SCC) • Cultural Awareness and Expression (CAE) 	

Chart 3

Learning situation development

Specific Competence	Evaluation Criteria	Exit Descriptor	Profile
SC1: Multilingualism and culturality	<p>1.1. Contrast and infer the similarities and differences between different languages autonomously, focusing on basic aspects of their functioning.</p> <p>1.2. Utilize and differentiate, autonomously, the knowledge and strategies that form their linguistic repertoire with the support of other participants and both analogue and digital resources.</p> <p>1.3. Analyse and value, autonomously, the linguistic and cultural diversity of countries where the foreign language is spoken as a source of personal enrichment, showing interest in understanding cultural and linguistic elements in personal, social, educational, and professional contexts.</p> <p>1.4. Show respect for the linguistic and cultural differences of the varieties of the foreign language, evaluating prejudices and stereotypes, and recognizing linguistic plurality as a source of cultural wealth.</p>	CLC, L2L, SCC, CAE	
SC4: Oral expression	<p>4.1. Produce different types of oral texts with appropriate pronunciation, rhythm, and intonation, autonomously, using both informal and formal registers, and also selecting varied expressions, vocabulary, and structures in personal, social, educational, and professional contexts.</p> <p>4.2. Use planning, production, compensation, and revision strategies autonomously, such as using paraphrasing to compensate for vocabulary and structural gaps, using approximate lexical elements, or adapting the message to new situations.</p>	CLC, L2L, SCC, CAE	

SC6: Oral and written interaction	6.1. Participate in conversations autonomously and spontaneously, in both analogue and digital contexts.	CLC, DC, L2L, SCC, CAE
	6.2. Use linguistic courtesy, digital etiquette, non-verbal language, and strategies to indicate lack of understanding, to request repetition, and to show understanding and follow the conversation.	
	6.3. Interact with interest, respect, and empathy toward interlocutors in multicultural, every day, formal, and informal contexts, such as taking and giving turns, cooperating, and requesting clarifications autonomously and spontaneously.	

Chart 4.

Learning situation organization

Organization	Session Structure:	Response measures for inclusion: Level II	Response measures for inclusion: Level III	Response measures for inclusion: Level IV
	Every session is based on the TBL methodology, which is compound of 5 activities that are based on this structure:	Gamification and PBL	Provide extended visual aids	Provide assistive technology,
	Pre-task:	Mixed level groups	or specific manipulatives to	alternative communication devices
	Warm up	Manipulative materials, digital	facilitate access to the	or adapted equipment for physical
	Presentation	support tools	curriculum	access.
	Task: Linguistic approach	Clear and simple structures,		
	Dynamic activity	PowerPoints (mind maps)		
	Post-task: Final product	Well-defined areas for		
		different types of activities		
		(role-play, circle games, design		
		activities, etc)		
	<i>Note:</i> All 5 sessions form a whole, sharing the same main goal:			

Creating a collaborative artistic mural based on cultural expression

Instruments:

Computers, laptops, tablets, screen projector, smartboard, cameras, cardboards, school material (paper, notebooks, markers, scissors, glue, etc.) recycled material, printer, magazines, etc.

Digital resources:

Mind Meister, Google Sites, Kahoot, Google, Google Slides, PowerPoint, Canva, Padlets, Google Drive, YouTube, Wikipedia, Video Recording Tools, etc.

Representation Accessibility:
Physical, sensory and cognitive
Presents information to the learner using different formats
Encourages reflection and processing of information at different levels

Action and expression:
Provides learners with different ways of expressing their knowledge
Continuous monitoring by providing feedback

Charts 5-9.

Learning situation sessions

SESSION 1	
Title	'Street Art Mental Map'
Description	Begins with a discussion on whether Street Art is 'Art or Vandalism', followed by a presentation explaining the essence of Street Art. Vocabulary is reinforced through a game. The main task of the project is introduced: creating a collaborative mural and project groups of 5-6 people are created integrating mixed students. Students work in groups to develop a mind map using 'Mind Meister', which they later present to the class briefly. Students are asked to look for information about and Street Art artist for next session.
Specific Competences (SC)	SC1: Multilingualism and culturality SC4: Oral expression SC6: Oral and written interaction
Key Competences	<ul style="list-style-type: none"> • CLC: Enhancing vocabulary related to Street Art, facilitating communication during group activities. • DC: Utilizing digital tools like 'Mind Meister' and 'Google Sites' for collaborative work and presentation. • L2L: Developing skills in brainstorming, organizing ideas, and working collaboratively towards a common goal. • SCC: Fostering teamwork and cooperation among students in creating a collaborative mural project. • CAE: Exploring and expressing cultural perspectives through discussions on Street Art as cultural expression.
Evaluation Aspects	Active participation in discussions and vocabulary games Ability to effectively use 'MindMeister' to create a comprehensive mind map Quality of the mind map presentation and its upload to Google Sites Collaboration and teamwork during group activities

TBL	<p>Pre-task</p> <p>Warm up: Street Art images presentation (10')</p> <p>Presentation: PowerPoint presentation of the meaning of Street Art and cultural expression (5')</p> <p>Task</p> <p>Linguistic approach: Bamboozle game – introducing new vocabulary (10')</p> <p>Dynamic activity: Group Activity – Create project groups and each group creates a Mind Map using MindMeister App (10')</p> <p>Post-task</p> <p>Final product: Mind Map brief presentation and uploaded to Google Sites (20')</p>
Main Objectives	<ul style="list-style-type: none"> • Introduce students to the concept of Street Art and its cultural significance • Prepare students with the necessary vocabulary and context for the main task • Enhance students' vocabulary related to Street Art • Develop students' skills in brainstorming and organizing ideas using digital tools
Evaluation Method	<p>Evaluation through rubric and Direct Observation (DO)</p> <p><i>Note:</i> see Appendix B1 in Appendix B</p>

SESSION 2

Title	'Street Art Artists and Key Elements'
Description	Exploring Street Art artists through a flipped classroom approach. Students watch an interactive video and engage in a Kahoot game. They research famous artists at home in advance and prepare brief presentations on their chosen artist. Groups discuss key elements of Street Art and decide which to incorporate into their mural project.

Specific Competences (SC)	SC1: Multilingualism and culturality SC4: Oral expression SC6: Oral and written interaction
Key Competences	<ul style="list-style-type: none"> • CLC: Analyzing and discussing the impact of Street Art artists on society, enhancing language skills through presentation and discussion. • DC: Engaging in digital activities such as online research and presentation preparation. • L2L: Learning about famous artists independently and sharing findings with peers, promoting self-directed learning. • SCC: Collaborating in groups to select and present an artist, fostering teamwork and communication skills. • CAE: Exploring cultural expression through the works of Street Art artists and identifying key elements for inclusion in the mural.
Evaluation Criteria	Active participation in interactive activities and games Quality and depth of research on chosen artist Effectiveness of the presentation and key elements of Street Art Collaboration and teamwork during group activities
TBL	<p>Pre-task</p> Warm up: Cultural expression interactive video (5') Presentation: Revise content of the video through Kahoot game (10') <p>Task</p> Linguistic approach: Pairs activity – Talking about Street Art famous artists and their influence in society (10') Dynamic activity: Group Activity – Talking about Street art key elements, choose an artist and prepare a presentation (10') <p>Post-task</p> Final product: Brief group presentation of the artist in class (20')

Main Objectives	<ul style="list-style-type: none"> • Introduce students to the concept of cultural expression in Street Art • Prepare students with the necessary background knowledge for the main task • Enhance students' language skills through discussion and presentation • Develop students' research and presentation skills using digital tools • Implement 'Flipped classroom' active methodology
Evaluation Method	<p>Evaluation through rubric and Direct Observation (DO)</p> <p><i>Note: see Appendix B1 in Appendix B</i></p>

SESSION 3

Title	'Working on your Mural Design Plan'
Description	Focuses on designing the mural plan while considering the Sustainable Development Goals (SDGs). Students participate in a vocabulary review game and learn about SDGs related to Street Art. Groups plan their mural design, incorporating elements that represent themselves and their cultural identity. Plans are uploaded and work directly in CANVA for a better organization.
Specific Competences	SC1: Multilingualism and culturality SC4: Oral expression SC6: Oral and written interaction
Key Competences	<ul style="list-style-type: none"> • CLC: Presenting and discussing ideas related to the inclusion of Sustainable Development Goals (SDGs) in the mural design • DC: Utilizing digital platforms like CANVA for planning and organizing the mural design.

	<ul style="list-style-type: none"> • L2L: Applying knowledge of SDGs to creatively incorporate them into the mural, promoting critical thinking and problem-solving skills. • SCC: Collaborating to plan the mural design with consideration for social and environmental issues addressed by the SDGs. • CAE: Reflecting on cultural perspectives related to the representation of SDGs in Street Art and expressing these ideas in the mural design.
Evaluation Criteria	<p>Active participation in review and discussions</p> <p>Quality and creativity of the mural design plan incorporating SDGs</p> <p>Effective use of CANVA for planning and organizing the mural</p> <p>Collaboration and teamwork during group activities</p> <p>Awareness about sustainability issues</p>
TBL	<p>Pre-task</p> <p>Warm up: Ball Game - Quickly game in order to revise vocabulary and street art facts (5')</p> <p>Presentation: PowerPoint presentation of the importance of SDGs (5')</p> <p>Task</p> <p>Linguistic approach: Analysis of the different artworks meaning and their relation with the SDGs (10')</p> <p>Dynamic activity: Group Activity – Design their artwork for the mural that expresses their cultural identity while is related with an SDGs mentioned in class using Canva so they can see their classmates' ideas and share them while organizing the structure of the mural (10')</p> <p>Post-task</p> <p>Final product: Brief group presentation of the artistic plan to the class (20')</p>
Main Objectives	<ul style="list-style-type: none"> • Introduce students to the SDGs and their importance • Prepare students with relevant vocabulary and background knowledge for the main task • Enhance student's understanding of SDGs and their application in artistic and cultural expression • Develop student's skills in planning and organizing a mural design using digital tools

- Showing the students the importance of express our own cultural identity

Evaluation Method	Evaluation through rubric and Direct Observation (DO)
	<i>Note: see Appendix B1 in Appendix B</i>

SESSION 4

Title	'Eco Artistic Mural Project'		
Description	Emphasizes the development of the collaborative mural and highlights the importance of cultural respect, empathy, and environmental awareness. Students watch a video on eco-social issues in Street Art. They engage in a workshop on cultural respect and empathy and practice role-plays. The remainder of the session is spent creating the mural using recycled materials.		
Specific Competences (SC)	SC1: Multilingualism and culturality SC4: Oral expression SC6: Oral and written interaction		
Key Competences	<ul style="list-style-type: none"> • CLC: Engaging in discussions on eco-social issues raised by Street Art, enhancing language skills through debate and role-play activities. • DC: Integrating digital tools for researching and presenting information on eco-social issues and cultural communication techniques. • L2L: Developing problem-solving skills through collaborative mural creation, adapting to challenges such as using recycled materials. 		

	<ul style="list-style-type: none">• SCC: Practicing empathy and respect in intercultural communication scenarios, promoting understanding and cooperation.• CAE: Expressing environmental and cultural messages through the creation of the eco-artistic mural, raising awareness of societal issues.
Evaluation Criteria	Active participation and creativity development Integration of eco-social and cultural concepts Collaboration and teamwork Effective use of recycled materials
TBL	Pre-task Warm up: Video – Artist speech or interview (5') Presentation: Discussion about respect and empathy + respectful questions introduction (5') Task Linguistic approach: Pairs Role-play (10') Dynamic activity: Group Activity – Working on the artistic mural project using collage technique with recycled material (20') Post-task Final product: Group Activity - Work and finish the artistic mural (10') Brief group explanation of the integrated eco-social and cultural concepts (10')
Main Objectives	<ul style="list-style-type: none">• Introduce students to eco-social issues through street art• Prepare students to collaborate on the mural• Promote the importance of using recycled materials• Develop linguistic and social skills through role-play
Evaluation Method	Direct Observation (DO) of the participation and the final product and evaluation of the group explanation through rubric. Note: see Appendix B1 in Appendix B

FINAL SESSION	
Title	'Street Art Mural Showing on the World Day Art'
Description	Involves the completion and exhibition of the mural. The class reflects on their learning and the mural's impact. Students share the meaning behind their artwork in a circle discussion. The mural's impact on others is observed, and individual video reflections are uploaded to 'Padlets' for evaluation by the teacher.
Specific Competences (SC)	SC1: Multilingualism and culturality SC4: Oral expression SC6: Oral and written interaction
Key Competences	<ul style="list-style-type: none"> • CLC: Reflecting on the learning process and outcomes, articulating thoughts and experiences through video testimonials. • DC: Utilizing digital platforms like 'Padlets' for sharing reflections and evaluating the project. • L2L: Reflecting on personal growth and learning strategies employed during the mural project. • SCC: Evaluating the impact of the mural on peers, teachers, and visitors, fostering social responsibility and civic engagement. • CAE: Sharing cultural experiences and perspectives through video reflections, promoting cultural understanding and expression.
Evaluation Criteria	Active participation in mural completion and exhibition activities Ability to articulate the impact of the mural on the audience Collaboration and teamwork during group activities Quality and depth of the reflection in video testimonials

TBL	<p>Pre-task</p> <p>Warm up: Group activity – Creating the final mural and exhibition in the centre (10')</p> <p>Presentation: Reflection of the mural final general result (10')</p> <p>Task</p> <p>Linguistic approach: Circle interactive activity - Questions to their classmates about their artworks (10')</p> <p>Dynamic activity: Observation of the main impact created by the mural on other students, teachers and visitors (10')</p> <p>Post-task</p> <p>Final product: Making an individual video of testimonies collected from the experience giving your reflection that will be uploaded to 'Padlets' platform (15').</p> <p><i>Note: The video will be for homework if there is no time enough to create it in class.</i></p>
Main Objectives	<ul style="list-style-type: none"> • Finish the mural and prepare for its exhibition • Engage students in the final stages of their collaborative project • Facilitate interaction and discussion about the mural's meaning and impact • Encourage students to reflect on their learning journey and the outcomes of their project
Evaluation Method	<p>Evaluation through Direct Observation (DO) and rubric for the individual video assessment</p> <p><i>Note: see Appendix B2 in Appendix B</i></p>

Chart 10.

Evaluation for sessions 1-4

Evaluation				
Sessions	Nº 1	Nº 2	Nº 3	Nº 4
Punctuation	15%	15%	20%	40%
Evaluation Criteria	• SC1: 1.2, 1.3, 1.4	• SC1: 1.1, 1.3	• SC1: 1.2, 1.3	• SC1: 1.3, 1.4
	• SC4: 4.1	• SC4: 4.1, 4.2	• SC4: 4.2	• SC4: 4.1
	• SC6: 6.1, 6.2	• SC6: 6.1, 6.2, 6.3	• SC6: 6.1, 6.2, 6.3	• SC6: 6.1, 6.3
Evaluation Procedure	<p>Preparation of the Rubric: Provide the rubric to students at the beginning of the project so they are aware of the evaluation criteria.</p> <p>Observation and Note-taking: Throughout each session, observe student participation, teamwork, and use of digital tools, taking detailed notes.</p> <p>Evaluation of Presentations: Evaluate each group's presentation based on clarity, content, creativity, and integration of learned concepts.</p> <p>Scoring: Assign a score for each criterion based on observations and presentations.</p> <p>Comments: Provide detailed, constructive comments for each criterion, highlighting strengths and areas for improvement.</p> <p>Feedback: Return the completed rubric with scores and comments to each group, along with a discussion, if possible, to clarify any doubts and encourage continuous improvement.</p>			

Chart 11.

Evaluation for the Final Session: 'Individual Video Testimony'

Evaluation	
Session	Nº 5
Punctuation	10%
Evaluation Criteria	<ul style="list-style-type: none"> • SC1: 1.3, 1.4 • SC4: 4.1, 4.2 • SC6: 6.1, 6.3
Evaluation Procedure	<p>Preparation of the Rubric:</p> <p>Provide the rubric to students before they create the video so they are aware of the evaluation criteria.</p> <p>Video Viewing: Watch each student's video the following week, after uploading, taking specific notes on each evaluation criteria.</p> <p>Scoring: Assign a score for each criterion based on the observations from the video.</p> <p>Comments: Provide detailed, constructive comments for each criterion, highlighting both strengths and areas for improvement.</p> <p>Feedback: Return the completed rubric with scores and comments to the student, along with a discussion, if possible, to clarify any doubts and encourage continuous improvement.</p>

5. Possibilities for educational research project

Eco-teaching is an educational approach that integrates principles of sustainability and environmental awareness into teaching. In order to promote a change for a more sustainable mindset among teachers and students, it is essential to integrate sustainability and the 17 SDGs into all aspects of the curriculum (see Figure A7 in Appendix A), encouraging active participation in societal transformation and empowering students to take responsibility for their impact on the world.

UNESCO defines Education for Sustainable Development (ESD) as a form of education that seeks to empower people to take responsibility for creating a sustainable future. ESD is holistic and encompasses environmental, social and economic aspects of sustainable development (see Figure A8 in Appendix A).

It is becoming increasingly obvious that people need a transformation of learning environments. In order to encourage learners to be able to become agents of change, it is essential that educational institutions also make this transformation, aligning themselves as much as possible with sustainable development. The programming of this centre reflects the integration of some Sustainable Development Goals (SDGs) in the learning situation, however, the sessions presented do not imply their implementation accordingly. The pedagogy needs to be strengthened through this transformation. A good idea would be to apply the Education for Sustainable Development Roadmap in the school, as shown in Figure A9 in Appendix A, which proposes to provide spaces where all members can express their views on the sustainability issues to be addressed.

As it is specified in the Image 7 above, the UNESCO highlights target 4.7 for the Agenda 2030, which implies guaranteeing that all the students acquire the theoretical and practical knowledge necessary in order to promote sustainable development. Moreover, the Global Education

Monitoring Report, also known as the UNESCO 'GEM' Report, focuses on the proposed global indicator and analyses how global citizenship and sustainable development are integrated into education system-level interventions, curricular materials, national curriculum frameworks, textbooks and teacher training programmes. Identifying appropriate indicators to monitor the knowledge, skills and attitudes needed to promote sustainable development is complex. The report examines various initiatives to track the acquisition of relevant knowledge and skills, as well as the attitudes of youth and adults (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2020).

Curriculum is also the primary means of transmitting knowledge and skills to promote sustainable development and global citizenship. A thematic indicator proposes to measure national implementation of the World Programme for Human Rights Education framework. This indicator covers several aspects of target 4.7, including human rights, fundamental freedoms and tolerance, among others. Therefore, this fact indicates and verifies the great importance that reflects good educational programming based on eco-education in meeting all the established goals (GEM, UNESCO 2020).

According to the United Nations Educational, Scientific and Cultural Organisation (2020), more specifically in Priority Action Area 3, it is argued that educators play a key role in guiding learners towards sustainable lifestyles. To achieve this, they must therefore be trained and equipped with the appropriate values, skills, knowledge and behaviours. Thus, this proposal influences comprehensive teacher education, including the development of education for sustainable development skills in the training and evaluation of teachers at all levels and modalities of education. It is also necessary to create opportunities for educators to share their experiences and good practices in ESD. Innovative pedagogies need to be used to train agents of change and therefore ESD should be given more value in school curriculum.

For all these reasons and previous reasoning, the implementation of an educational research project related to the implementation of eco-teaching is proposed due to the need to include environmental education in a more notable way in educational centres in order to promote sustainable practices in future generations.

The University of Cantabria, through the Inclusionlab UC group, carries out what they call Ecoinclusive research projects. This initiative focuses on forming educational institutions that promote research aligned with the eco-social transition that the world needs. The research group is called Grupo inPar-ES (Inclusión y Participación Educativa y Social), whose objective is to promote a space for research, debate and social transformation coherent with the principles of social and ecological justice.

After an investigation in relation to this research group, it is proposed to implement this innovative project in the centre, through the participation of the project 'Vínculo Ecosocial' promoted by FUHEM (Fundación Hogar del Empleado), a Spanish foundation that promotes education, sustainability and social justice.

In terms of education, FUHEM manages educational centres that implement sustainable pedagogical projects, so that its schools seek to educate people committed to their environment through the integration of environmental and social education in the curriculum. It is also a foundation that promotes sustainable practices both in schools and in society, disseminating and researching on sustainability, social justice and ecological economy through the publication of articles, books and the organisation of reflections and debates on these topics.

This type of foundation is an example to follow, as their schools are practical examples of how to incorporate sustainability and environmental awareness into the school curriculum in an effective way. Therefore, the following educational research project seeks to follow this model by demonstrating that it is possible and beneficial to educate future generations to care for and respect the environment.

Next, both the model and the methodology implemented by this foundation through the inPar-ES group of the University of Cantabria (UC) in collaboration with FUHEM have been studied in order to develop the research project. An experimental research process using control groups would be used, i.e., the project would be implemented only with specific groups where the eco-teaching intervention would be applied in the classroom, while the other groups would continue with the traditional curriculum implemented to date.

The procedure to be followed is that of first carrying out an initial diagnosis to evaluate the state of environmental awareness and sustainable practices that are currently implemented in the centre in a generic way. Later, an implementation of eco-teaching would be carried out with certain groups through activities integrated into the curriculum, as well as workshops and other learning projects. This procedure would be carried out on an annual basis throughout the academic year in order to obtain more reliable results with regard to the research project.

The evaluation of this procedure would be carried out through questionnaires that could assess both teachers and pupils in terms of environmental awareness. Direct observation of sustainable practices in the environment of the educational institution and even personal interviews would also be carried out to obtain more detailed information. Finally, all the results would be analysed and a comparison would be made between the groups that maintained the traditional curriculum as well as those that implemented the new methodology. In this way it would be possible to assess whether there is an increase in environmental awareness, as well as whether sustainable practices in the school have improved. It should also be assessed whether there is a positive change in the attitude of teachers and pupils on a reciprocal basis with regard to motivation for sustainable practices, the method implemented, as well as with regard to the projects that have been carried out. Both pupils and teachers would participate in the evaluation by giving an anonymous score including different points of view regarding all learning.

Another assessment method proposed for this research project based on eco-teaching would be the use of a Self-Assessment Tool for Ecosocial Education Performance (HADEES). The ecosocial link network FUHEM has created this online tool resource that allows institutions to assess their own school's ecosocial education performance and even for teachers to assess at the classroom level on an individual basis. It is a fee-based but affordable resource that provides a collection of very simple but comprehensive questionnaires that facilitate an assessment of the eco-social education performance of the school or classroom in question. Several evaluation indicators are provided, through which the tool gives recommendations for improvement in each of the factors outlined. Finally, HADEES presents proposals for improvement in order to prioritise the actions for change that need to be carried out. FUHEM also offers through this tool specific advice to help the educational centre to implement its project, as well as to make changes with the aim of improving its eco-social project for eco-education (see Figure A10 in Appendix A).

Our outlook empowers our students to be active agents in building just, democratic and sustainable societies. For example, eco-social education is not limited to carrying out one workshop per term that benefits the environment in some way or collaborating with the collection of used clothes that takes place once a year at the school, but goes much further. According to a way of educating that totally changes the dynamics of how work is done at the centre and classroom level, that is to say, it implies a transformation of the whole curriculum that is worked on, of the learning that is carried out during the whole didactic programme (Inclusionlab UC - FUHEM Group).

Learning must link the curricular with the eco-social from a competency-based perspective. The methods used must be based on the collective construction of knowledge and be inclusive. Assessment must be democratic and include all of this ecosocial perspective, i.e. all ecosocial learning.

The criteria that the methodological approach of the teacher in this eco-teaching and eco-social link research project should have in order to obtain a good effectiveness of the project are the following:

- Based on a socio-affective approach: choose a subject with which there is an emotional bond so that students are involved in a more personal way during the learning process.
- Learning for action: design learning processes that involve students obtaining a result from their practice in their environment.
- Collective construction of knowledge: fostering students' critical knowledge through multiple interaction from different sources, encouraging liberating learning that allows students to reflect for themselves and share their ideas with others through dialogic and cooperative learning.
- Based on inclusiveness: considering the contributions of all learners, thus enriching learning and demonstrating fair learning.
- Active learning: making learners the protagonists of classroom processes through teacher programming so that they can become protagonists of social processes.
- Obtaining a holistic and critical view: interconnecting reality through eco-education and understanding what works well and what needs to be improved, so that we can provide feedback to the students and mould our method to the reality we live in today.

These methodological criteria are key to implementing this research project in an optimal way and are based on the 'Vínculo Ecosocial' Educational Project promoted by FUHEM through the inPar-ES research group, as mentioned above.

Together with FUHEM, the educational project 'Vínculo Ecosocial' involves Fundación SM, Ajuntament de Sant Cugat, Ayuntamiento de Rivas Vaciamadrid, Teachers for Future, Ecotono, L'Ortiga, MEL.Educació Ambiental, La Politja and Universidad de Cantabria, with the aim of

contributing to the ecosocial transformation in educational centres and communities, as well as to social innovation in educational ecosocial transitions.

Therefore, and in conclusion, educational centres and, specifically in this case I.E.S. 'Las Fuentes' can base themselves and obtain a quality reliability that this project has already been carried out and that it continues to be implemented effectively in other educational institutions that have adopted it with pleasure. The idea is to take inspiration from it by adapting it to the needs and possibilities of each centre and even to contribute new ideas that could enrich it in the future, so that later on the centre can share them with other educational institutions through these entities or through the publication of articles or participation in collective debates or speeches.

6. Conclusions and limitations

During the development of this work, an exhaustive analysis of the Annual Programming of the English subject taught in the fourth year of secondary school at I.E.S. 'Las Fuentes' has been carried out, which has expressed both its weaknesses and strengths and improvements and proposals for innovation have been presented with the aim of improving it.

Likewise, a learning situation based on Street Art as a form of cultural expression has been carried out. The aim of this learning situation was to present a different point of view on a subject less known by the pupils, which would encourage motivation among them through dynamic learning where communication, collaboration between pupils, the development of creativity, the identification of their own cultural identity and expression through respect and empathy towards a multicultural world that was waiting to be discovered are encouraged for the most part.

Extensive research into the legislation and regulatory framework has informed this work and ensured that the analysis is reliable and relevant through well-supported research in the field of education.

One of the most important conclusions is that of always being able to draw something positive from what has been a disadvantage and that is that, thanks to the fact that the annual programme provided by the centre to be worthy of study was out of date and incomplete, it has been possible to investigate much more about current regulations and innovation in order to carry out an analysis that would later allow a much more adequate proposal with respect to the current law and more complete and adapted proposals. This setback, despite hindering the analysis a little due to a lack of information, has also meant that the proposal for the learning situation has been planned in a more organised and conscientious way, as it was intended that everything should be related and focused on practice through communicative and cooperative activities in order to be as complete as possible in just 5 sessions.

While it is true that the preparation of this learning situation requires time, time that is not specifically given to teachers. Therefore, it should be considered by the legislation so that teachers can dedicate hours to work properly on the Annual Programming and their respective updates before the beginning of the next academic year, in order to make the respective modifications.

The proposed learning situation understands the importance of orienting students' learning towards much more encouraging dynamics that can be experienced through the eyes of the student, promoting communication at all times, designed through them as the protagonists. Therefore, this learning situation implies that pupils should be

allowed to encourage autonomy, critical thinking, motivation, personal development, communication and creativity at all times.

Importance has been given to the relevance of inclusion, integrity and respect for different cultures, as well as the importance of sustainability and eco-education through innovative projects. Also, it has proved to be a great success to frame the activities to make sense through other perspectives such as introducing the SDGs as an important factor to be taken into account in the development of the project and ICT has been integrated as much as possible in the activities of the sessions to enhance the academic development of the students and prepare them for an entrepreneurial future.

The aim is to foster integration throughout the learning situation, ensuring inclusion and adaptability from the very beginning. For this reason, specific activities have been designed to integrate all individuals with little change, including those with specific curricular adaptation needs. While it is true that it is difficult to take all factors into account, most of them can be adapted with a simple modification since the sessions are already focused and designed with the integration of all individuals in mind.

Finally, to show the relevance of innovation through projects such as the one proposed based on eco-education in this work to also motivate teachers by giving them a perspective of adopting new ideas that allow a real change in the attention, development and learning of students. There is a need to encourage and promote such initiatives through in-service training programmes for teachers who can share ideas focused on important issues for our future. It is really important to have professional teachers who are innovators and experts in new technological updates and innovative

teaching strategies in order to transform and adapt education to the needs of today's students.

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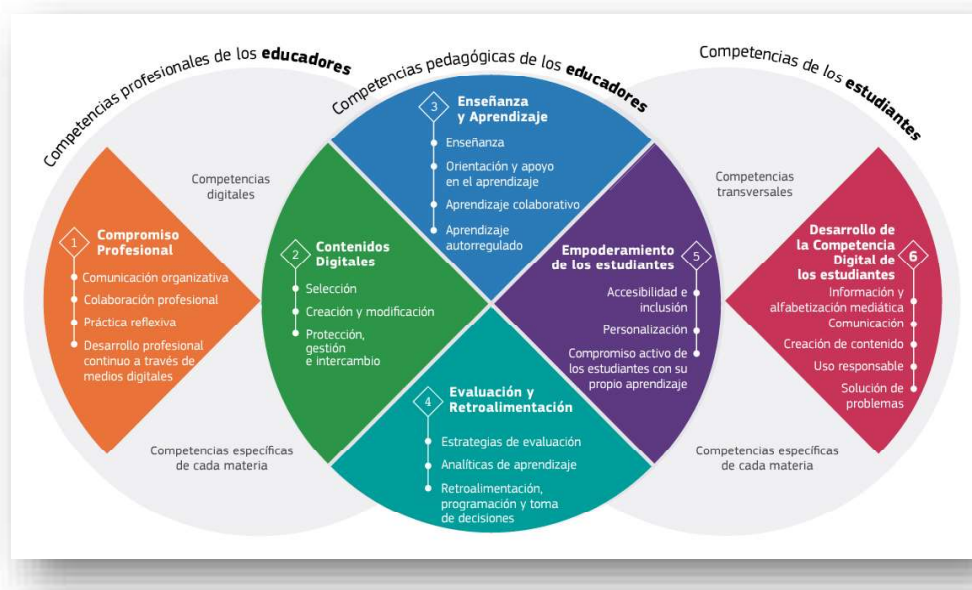
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8. Appendices

8.1. Appendix A: Images

Figure A1

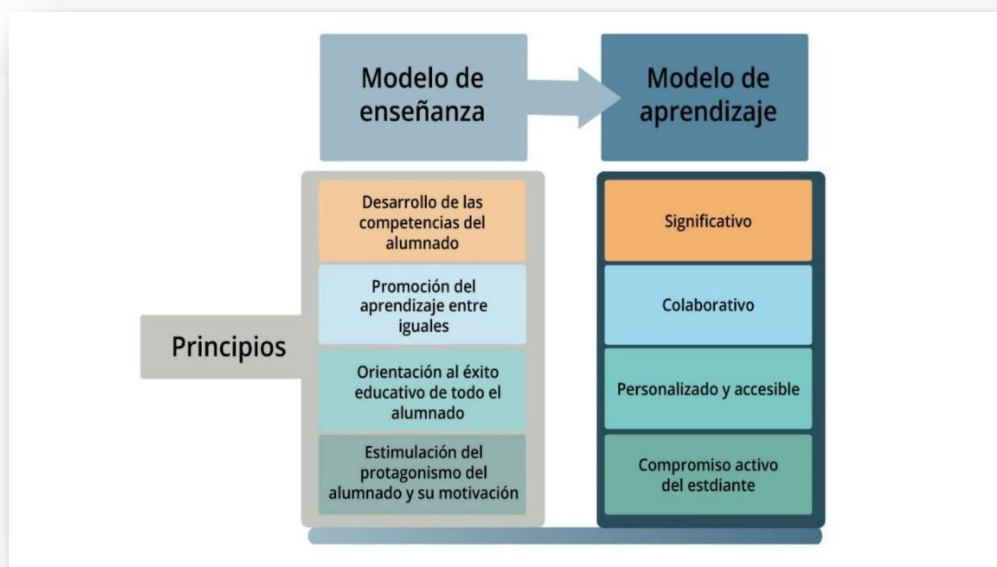
Summary of the DigCompEdu Framework ©European Union (2017)



Note. Redecker, C. (2017). *Marco Europeo para la Competencia Digital de los Educadores: DigCompEdu* (Y. Punie, Ed.; Fundación Universia & Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado [INTEF], Trans.). Centro Común de Investigación de la Comisión Europea. <https://shorturl.at/h7ME6>

Figure A2

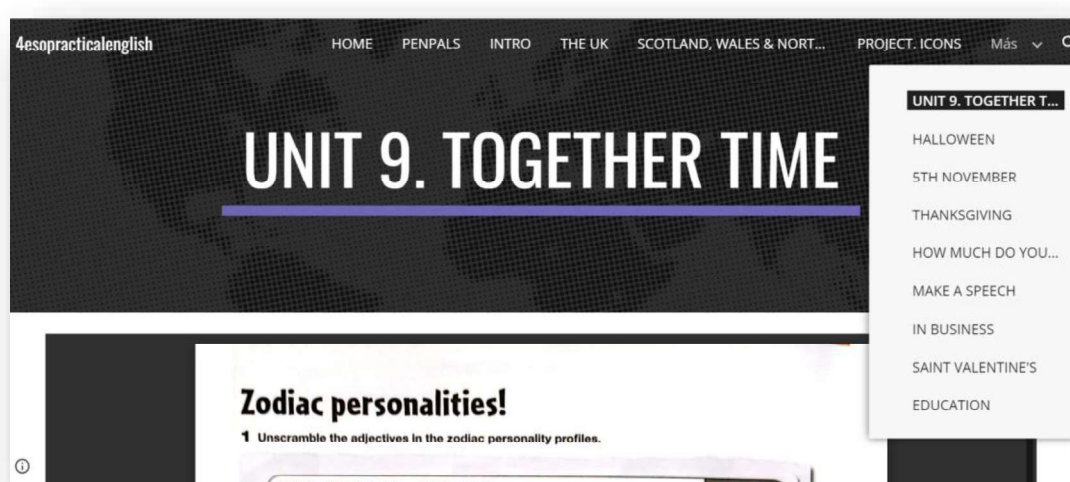
Teaching and Learning Model. Presentation by the GTTA for the update of the MRCDD (Marco de Referencia para Competencia Digital Docente)



Note. Ministerio de Educación y Formación Profesional. (2022). Marco de Referencia para la Competencia Digital Docente (MRCDD) [PDF] <https://shorturl.at/YFxs3>

Figure A3

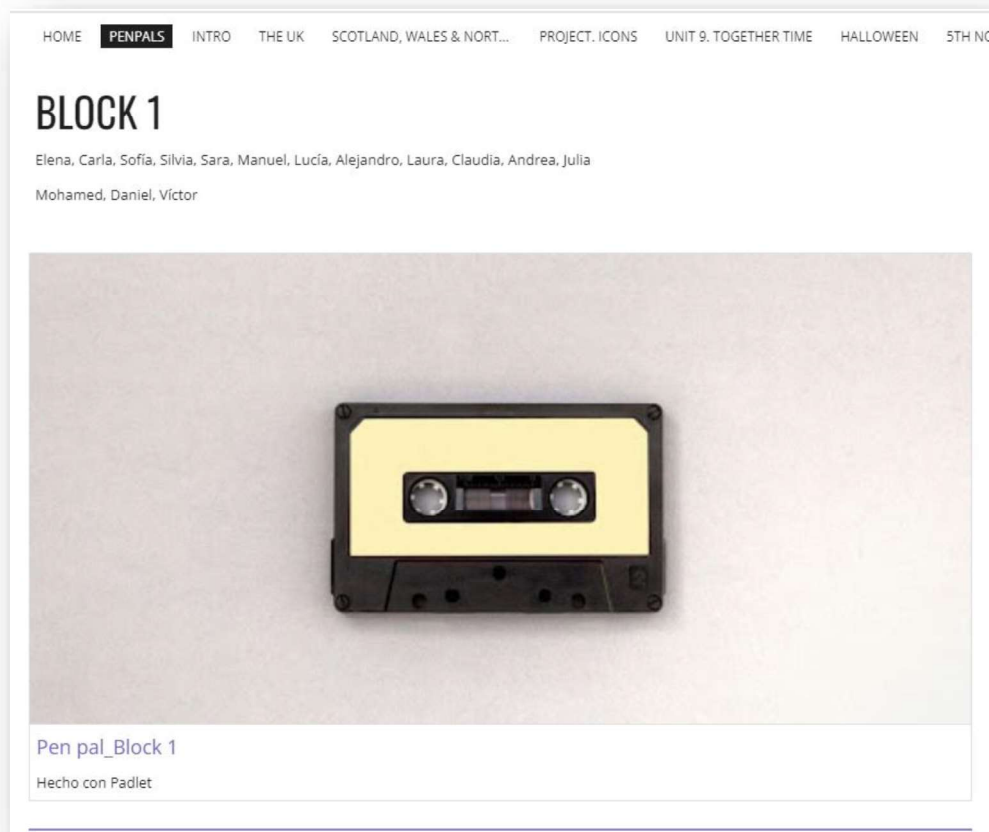
Example of the 4º of GSEC Google Sites platform used in I.E.S. 'Las Fuentes'



Note. Screenshot of Google Sites platform. <https://sites.google.com/view/4esopracticalenglish/home>

Figure A4

Example of an ICT Activity where students had to collaborate using the resource 'Padlet' in the section 'PENPALS' of Google Sites platform.



Note. Screenshot of Google Sites platform. <https://sites.google.com/new?hl=es>

Figure A5

Example of a Padlet Activity linked to Google Sites platform



Note. Padlet activity sharing questionnaires in order to know more about their pen pals of Hungary who would participate in the Erasmus exchange experience during this course.

Figure A6

Course Calendar 2024-2025 of the Valencian Community

SCHOOL CALENDAR 2024-2025



Note. Lady Elizabeth School. (2024). School Calendar 2024-2025 [photograph]

<https://ladyelizabethschool.com/wp-content/uploads/2024/02/LES-School-Calendar-2024-2025.pdf>

Figure A7

Sustainable Development Goals (SDGs) for Agenda 2030



Note: Adapted from 'EMAG Group and the UN Agenda 2030: Commitment to Sustainability' by EMAG, 2024, EMAG. <https://www.emag.com/es/company/sustainability/emag-and-climate-neutrality/the-2030-agenda/>

Figure A8

Summary of the EDS goals



Note: Screenshot Image. UNESCO. (2017). *Education for Sustainable Development Goals: Learning Objectives*. París: UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000247444>

Figure A9

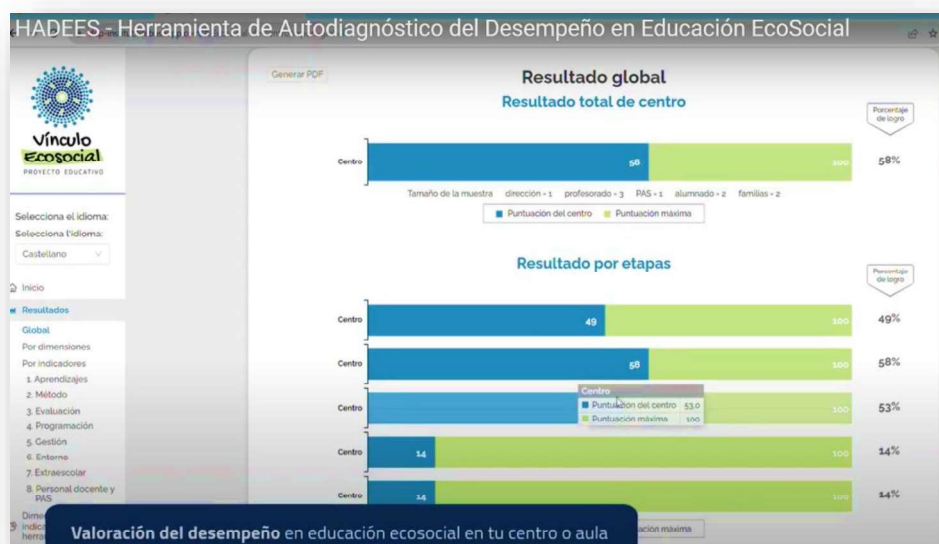
Education for Sustainable Development (ESD) Roadmap 2030



Note: Screenshot Image. UNESCO. (2017). *Education for Sustainable Development Goals: Learning Objectives*. París: UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000247444>

Figure A10

Eco-teaching Evaluation Tool HADEES



Note: Screenshot Image. FUHEM. (n.d.). FUHEM: *Educación y ecosocial*. Retrieved May 30, 2024, from <https://www.fuhem.es/>

8.2 Appendix B: Rubrics

Appendix B1

General Assessment Rubric for Presentations in Sessions 1-4

Specific (SC)	Competence	Excellent (4)	Good (3)	Acceptable (2)	Insufficient (1)
Multilingualism and Interculturality (CE1)		The student contrast and infers similarities and differences between languages autonomously, demonstrating deep understanding	The student capably uses and distinguishes linguistic knowledge and strategies with support	The student analyses and values linguistic diversity autonomously and demonstrate some understanding of linguistic diversity and cultural nuances	The student shows little respect and limited understanding of linguistic and cultural differences
Oral Expression (CE4)		The student delivers clear and coherent oral presentations with excellent pronunciation and appropriate register	The student present oral texts with generally clear pronunciation and appropriate register	The student presents oral texts with some pronunciation or register issues that occasionally affect comprehension	The student present oral texts with significant pronunciation and register problems that impede comprehension
Oral and Written Interaction (CE6)		The student engages the audience effectively, demonstrating interest,	The student utilizes linguistic courtesy and understanding indication strategies	The student interacts with some interest and empathy, but with occasional	The student participates in interactions with a lack of interest, respect and

	respect and empathy towards interlocutors	appropriately interactions	during	difficulties in linguistic empathy towards	courtesy interlocutors
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Appendix B2

Rubric for the Testimonial Video Assessment

Specific Competence (SC)	Excellent (4)	Good (3)	Acceptable (2)	Insufficient (1)
Multilingualism and Interculturality (CE1)	The student articulates insightful reflections on linguistic and cultural diversity, demonstrating a deep understanding and nuanced analysis in the video testimonial.	The student effectively analyses and values linguistic diversity, showing understanding of cultural nuances in the video testimonial.	The student demonstrates understanding of linguistic diversity, but with occasional lapses in analysis or cultural sensitivity in the video testimonial.	The student shows little respect for linguistic and cultural differences, with limited understanding or recognition in the video testimonial.
Oral Expression (CE4)	The student delivers a clear and coherent oral presentation with excellent pronunciation, rhythm, and appropriate register in the video testimonial.	The student presents ideas clearly with generally clear pronunciation, rhythm, and appropriate register in the video testimonial.	The student presents ideas with some pronunciation or register issues that occasionally affect comprehension in the video testimonial.	The student presents ideas with significant pronunciation and register problems that impede comprehension in the video testimonial.

Oral and Written Interaction (CE6)	The student engages the audience effectively, demonstrating consistent interest, respect, and empathy towards interlocutors in the video testimonial.	The student utilizes linguistic courtesy and effective strategies to indicate understanding appropriately during interactions in the video testimonial.	The student interacts with some interest and empathy, but may occasionally struggle with linguistic courtesy or maintaining engagement in the video testimonial.	The student participates in interactions with a lack of interest, respect, or empathy towards interlocutors in the video testimonial.
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