

## 26503 - Nursery School as Educational Area

### Syllabus Information

**Academic year:** 2023/24

**Subject:** 26503 - Nursery School as Educational Area

**Faculty / School:** 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

**Degree:** 301 - Degree in Nursery School Education

302 - Degree in Nursery School Education

303 - Degree in Nursery School Education

**ECTS:** 6.0

**Year:** 1

**Semester:** First semester

**Subject type:** Basic Education

**Module:**

### 1. General information

Teachers need to understand the meaning of education. The importance of the study of the Theory and History of Education, as well as the structure and functioning of the educational system and schools, is fundamental in initial teacher training. In this sense, this subject is a basic training of professionalizing character that is part of the subject of Organization of the School Space, Materials and Teaching Skills. As it is in the first quarter of the first course, it has no prerequisites, although it must be closely related to the subjects that make up this subject. These approaches and goals are aligned with the following Sustainable Development Goals (SDGs) of the United Nations Agenda 2030 (<https://www.un.org/sustainabledevelopment/es/>), in such a way that the acquisition of the learning results of the subject provides training and knowledge, skills and competencies to contribute to some extent to their achievement:

Goal 1: End of Poverty.

Goal 2: Zero Hunger.

Goal 3: Health and Wellness.

Goal 4: Quality Education.

Goal 5: Gender Equality.

Goal 10: Reduction of Inequalities.

Goal 16: Peace, Justice and Strong Institutions.

### 2. Learning results

**The student, in order to pass this subject, must demonstrate the following results:**

1. Identifies and understands the historical and conceptual foundations of education, as well as the school institution.
2. Identifies, explains and analyzes the regulations governing the organization of Early Childhood Education schools.
3. Critically analyzes the institutional documents of Early Childhood Education schools, in relation to their different contexts.
4. It analyzes the different modalities of evaluation of centers, programs and teachers.
5. Designs and develops all or part of plans and projects related to the consideration of the school as an educational community.

### 3. Syllabus

BLOCK 1:

Theoretical bases of education: Genesis and History of the school

1.- Educational dimensions, agents and contexts.

2.- The institutionalization of the school: social contexts and political orientations.

3.- School models.

BLOCK 2:

Early childhood education in education systems

1.- Right to education and early childhood education

2.- Early childhood education in the European context

3.- Early childhood education in the state of autonomies and its development in different contexts.

BLOCK 3:

School structure and processes

1. Planning and organization of the participatory processes of the educational community.

2. Institutional documents. Negotiation processes from innovation.

3. Institutional evaluation. Centers, programs and educational community.

#### 4. Academic activities

The program offered to help you achieve the expected results includes the following activities: Activities (40% of HT) = 60 hours. Non-attendance activities (60% of HT) = 90 hours. During the development of the subject the following activities may be carried out: - Lectures. - Complementary readings to the explanations developed in group-class. - Search for information and documentation. - Individual study. - Elaboration of group or individual work directed. - Analysis of situations and experiences. - Resolution of problems and cases. - Attendance to lectures/events related to the subject of the subject. - Assessment test. External outings are contemplated, so travel may be required. In addition, conferences or seminars may be organized with guest speakers to facilitate the acquisition of the competencies of the subject.

#### 5. Assessment system

The student must demonstrate achievement of the intended learning results through the following assessment activities:

In this subject, all activities performed by the students are evaluated. In other words, they become part of the final rating.

Theoretical Test

- Oral or written exam

- Work related to the theoretical classes

Practical classes:

- Work related to practical classes

- Directed works

By agreement of the Department Council dated 06/06/2014, at least 50% of the written test will be common in all the groups of the same center.

Assessment criteria

The proposed evaluation is formative, that is to say, the student will be informed of his or her achievements of all the activities he or she carries out.

The grade for this subject will be summative.

Finally, it must be taken into account that the Regulations of the Rules of Coexistence of the University of Zaragoza will be applicable to irregularities committed in the evaluation tests through academic fraud, as well as the application of article 30 of the Regulations of the Rules of Evaluation of Learning in relation to irregular practices other than academic fraud.

Grading criteria and requirements for passing the subject

It is necessary to pass both parts (written test 50% and practical activities 50%) to pass the subject. Both for the written tests and for the directed work and practicals, conceptual rigor, coherence and support in references in basic bibliography on the subject will be taken into account, as well as the adequacy to the spelling and writing rules.

Overall test and second call.

Students may request a global evaluation in order to pass the subject. In this case, there will be no possibility of formative evaluation and it will consist of the final test and the delivery of a work or practical activities determined by the teachers. The maintenance of the results of the evaluation of the subject between the first and the second call will be established in the planning and design of the subject by the faculty responsible, taking into account the circumstances and specificities of the

development of teaching for each academic year.

#### Fifth and sixth calls

The students of the fifth and sixth convocation must be aware that their evaluation will take place before a board of examiners, and may not waive this right. However, they may choose, upon request, to take the test together with the rest of the students in the group and then place it in an envelope to be handed in to the examining board (art. 23 of the Agreement of 22 of December 2010, of the Governing Council, which approves the Regulations of the Standards of Evaluation of the Learning of the University of Zaragoza). In either case, the same criteria and requirements of evaluation specified as ordinary and general for the subject will be applied.