

26513 - Primary School Teacher

Syllabus Information

Academic Year: 2019/20

Subject: 26513 - Primary School Teacher

Faculty / School: 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

Degree: 302 - Degree in Nursery School Education

301 - Degree in Nursery School Education

303 - Degree in Nursery School Education

ECTS: 6.0

Year: 2

Semester: First semester

Subject Type: Compulsory

Module: ---

1.General information

1.1.Aims of the course

1. Explain professionalising benchmarks to perform actions based on and that address people, especially when building relationships up-to-date shared educational terms. Starting with a presentation to the reference professional culture, the challenge lies in co progressive critical comprehension of disciplinary configurations and with priority contents in professional training by limiting the conflict between theoretical and practical knowledge (reconfiguring students' initial expectations of their training and keys for their mid- and long-term competences), plus the many discourse levels on which professional development will be based while students

2. Structure professionalising benchmarks from the educational guidance perspective, and also from a tutorship point of view professional sense. Contents will be based on a range of more technical questions to more relational and transactional dimensions. Accordingly, tutorship will fall in line with professional educational activity on the whole by offering more openness and flexible holistic, comprehensive and shared educational senses. From assimilating specific educational guidance contents to consolidate professional premises, the challenge lies in mastering the most technical and operational matters of tutorship, without ignoring its educational purpose by stressing the subsequent communication processes and the school-family-environment interaction be favoured.

1.2.Context and importance of this course in the degree

Contextualising the subject in the basic module of this degree conditions what it contributes to overall training. Regarding the specific disciplinary contents and layout, the teaching process will be followed by favouring students' learning processes by increasing acceptance of the professional competence, as well as the ideology of the student-centred paradigm that was set up and externalized in the European Higher Education Area. This stance converges with not only the controversial, complex and holistic cosmology of professional training in education, but also with competences-based training.

Having addressed the teaching objectives, they should be developed during the first pedagogic encounter in the first-year subject. Contexts? by conferring significance to new professional knowledge (the complementarity and integration of evaluating communication and tutorship). Similarly, the subject will offer relevant keys to interpret other teaching discourses to revisit the teacher training syllabus through multidisciplinary keys of a professional culture.

1.3.Recommendations to take this course

The intention of this subject is to continue consolidating the professional training process of education, specifically to base one of the key professional actions involved: tutorial action. Both the initiation and basis also justify comprehensive structuring, with a specific approach in Early Childhood Education for educational evaluations, especially to address the progressive self-determination process in reference professional criteria and subsequent decision making. Students are recommended to consult the basic bibliography, the supplementary bibliography and the website of those in charge of this knowledge area in which this subject is included: <http://socioconstructivismo.unizar.es>

2.Learning goals

2.1.Competences

Having passed this subject, and working the transversal and basic competences closely linked with initiating critical thinking in the reference professional area (CT3, CT7 and CB3), students shall become more competent to promote equity in different contexts (CG4), good classroom coexistence (CG5), and performing tasks as teachers and/or tutors in relation to the rest of the education community (CG6-7) and in its ethical dimension (CG8) by encouraging innovation to improve the teaching practice (CG 10) based on the possibilities and limits that education offers today's society (CG12).

Acquiring the following competences will be specifically highlighted:

CE10 - Create and maintain communication links with families to efficiently impact the education process

CE11 - Know and know how to exercise tutor and counsellor tasks relating to family education

CE12 - Promote and collaborate in actions inside and outside school that are organised by families, town/city councils and other institutions that impact citizen training

CE19 - Understand the daily dynamics in Early Childhood Education changes according to each student, group and situation, and know how to be flexible when exercising teaching

CE22 - Attend to all students' requirements. Transmit security, calmness and care

CE32 - Evaluate the personal relationship with each student and his/her family as an educational quality factor

Complex competences

Progressively master competences throughout the teaching-learning process. The link connecting the various subjects in the Research Methods and Analysis Area of the Education Sciences Department and the portfolio evaluation option allow us to encourage students to master four complex competences:

- a) Dialectic thinking
- b) Dialogic behaviour
- c) Mastering coping strategies well
- d) Good professional self-determination capacity

Students can consult website <http://socioconstructivismo.unizar.es> for the supplementary information that they consider apt for inquiring about the training and evaluation of complex competences by means of the portfolio. The meaning of these competences shall be explained in detail during the first face-to-face sessions.

2.2.Learning goals

1. Identify and understand the basic epistemological and methodological references for the future professionalisation process.
2. Know, reason and plan basic actions deriving from the teacher-tutor role and relate them to the specific actions that being a good professional means from his/her ethical reference, particularly in relation with the family.
3. Supplement and include what has already been learned from educational evaluation in guidance practices and their change/improvement processes.

2.3.Importance of learning goals

Learning outcomes indicate professional training that assumes, includes and works with the typical ambiguity and discretionary nature of the education field, and with the need to revisit it in light of current 21st-century challenges. The educational professional requires being a stakeholder of his/her own training and practice to face any transformations for the conditions of his/her professional work. Professionalisation expects the capacity to build original actions when faced with emerging requirements. Learning outcomes are the basis of the attitudes, thinking habits and knowledge of the techniques and strategies that shall be key for professional development from such premises.

3.Assessment (1st and 2nd call)

3.1.Assessment tasks (description of tasks, marking system and assessment criteria)

By an agreement reached by the Education Sciences Department Board to combine procedures, students' evaluation and marking system will be distributed into:

1. A written exam about the presented contents on the subject matter. By an agreement reached by the Department's Board on 06/06/14, at least 50% of the written exam shall be the same for all groups in the same centre learning this subject.

B) Students shall present an evaluation portfolio that include a specific self-evaluation section.

Written exam: a conventional exam marked on a decimal scale. It will be about the minimum contents taught by the teacher, and the materials, basic readings and practical activities proposed by the teacher.

The evaluation portfolio will include the products that each class group specifies. Nonetheless, the following generic format is proposed:

- a) The products that result from learning activities following the criteria and conditions set out in the subject.
- b) The student's duly documented self-evaluation report about participating while the subject was being taught.

Evaluation activities are independent and in no circumstance does passing them condition any other such activities being performed. Obtaining a positive evaluation of the subject shall require students having passed both the written exam (2.5 points out of 5) and the portfolio (2.5 points out of 5).

Evaluation criteria

The criteria for the written exam are the usual kind: correction, relevance and conceptual rigour.

A rubric will be provided for each evaluation portfolio product that will apply the following general criteria: formal orthotypographic corrections, rigour, coherence, feasibility and multireferentiality.

Marking criteria and requirements to pass the subject

The mark obtained for the written exam will represent 50% of the final mark.

The mark obtained for the portfolio will represent 40% of the final mark. The self-evaluation will represent a maximum of 10% of the final mark.

Evaluation activities are independent and in no circumstance does passing them condition any other such activities being performed. Obtaining a positive evaluation of the subject shall require students having passed both the written exam (2.5 points out of 5) and the portfolio (2.5 points out of 5).

Overall test and second call

The subject evaluation corresponds to only one type, and no distinction is made between the continuous evaluation and the overall test. The evaluation outcomes, criteria and requirements set out above shall apply to all students, regardless of their circumstances to learn the subject (regular attendance, irregular attendance or absenteeism).

Maintaining the subject evaluation outcomes between the first and second calls shall be established in the planning and design of the subject done by the teachers, in charge in order to take into account the situations and specificities to carry out teaching for each academic year.

Fifth and sixth calls

Students of the fifth and sixth calls must be aware that their evaluation shall be made before a Board of Examiners, and this right cannot be renounced. Nonetheless, students can opt in advance to do the test with the other students in the group and then place it inside an envelope to hand it in to the Board of Examiners (Art. 23 of the Agreement of 22 December 2010, of the Governing Board, by v Regulation on Evaluation Norms for Learning of the Universidad de Zaragoza was passed).

In either case, the same evaluation criteria and requirements shall apply, which shall be specified as ordinary and general for the subject.

4.Methodology, learning tasks, syllabus and resources

4.1.Methodological overview

Based on a constructivist model of the teaching-learning process, the methodology shall be dialogic, creative, significant, critical and reflexive.

Methodological strategies:

- Students' autonomous and cooperative work
- Case study
- Readings and commenting on the text
- Monographic works

- Congresses and presenting experiences
- Training seminars

4.2.Learning tasks

Scheduled learning activities

1. Face-to-face activities: 60 hours

1. Master classes: 42 hours

2. Problem solving and cases: 13 hours

3. Tutoring works: 5 hours per group

2. Non-face-to-face activities: 90 hours

1. Autonomous study and work as individuals and/or groups

2. Documentation, searches in the literature and documents

3. Preparing products in a processes portfolio

Generic proposals of activities

- Analyse readings
- Empirical study about performing the teaching/tutorial work in the professional context
- Evaluation of a colleague's competences as a teacher/tutor

- Produce conceptual maps
- Study the epistemological and methodological benchmarks of educational research
- Reflection, production and the written and/or oral defence of the educational proposals that specify the contents worked on
- Read and analyse research reports
- Analyse research consequences in the teacher ' s/tutor ' s professional practice

4.3.Syllabus

1. The teacher as an educational professional

1.1. The specificity of the education phenomenon. Educational praxis premises. Emerging realities and future challenges for professional action

1.2. The contextualisation of a teacher's professional know-how. Disciplinary benchmarkers. Political and institutional situations. Professional identity.

1.3. The education professional as a user of educational research. Streamline and use new knowledge for professional action.

2. The teacher and tutoring

2.1. The epistemological benchmarkers to be addressed during tutoring. Tradition and change

2.2 Tutoring as a guidance praxis. Frameworks and logics. Principles, purposes and tasks

2.3. Organising and undertaking tutorship. Specific levels and areas. Institutional model. Management, mediation and invigoration of tutorship. Resources and materials

2.4. The communication logics of tutorship. Methodological and strategic benchmarkers for educational collaboration and coordination: instruments, techniques and strategies

2.5. The ethical and axiological benchmarkers for the guidance praxis. Professional deontology. Socio-community development and personal change.

2.6. Integrating evaluations and tutorship into innovation and educational improvement processes. Methodological and strategic benchmarkers of evaluating practices

4.4.Course planning and calendar

A.Presentation: as the students learning the subject theme come from different backgrounds, the first face-to-face

sessions will be used to provide a detailed presentation of the subject, particularly to adapt the proposed contents, as well as evaluation procedures and performing activities.

B. Activities: during the academic year, the foreseen activities (and those specified during the first sessions) will be performed.

C. Conclusion: on the day of the official call, students will do a written exam and hand in the evaluation portfolio.

Students' participation in the first face-to-face sessions is essential as they will determine the aspects indicated in the teaching guide, such as tutoring times, distribution into groups, etc.

4.5.Bibliography and recommended resources