26524 - Childhood School Education

Syllabus Information

Academic Year: 2019/20
Subject: 26524 - Childhood School Education
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: 10.0
Year: 3
Semester: Annual
Subject Type: Compulsory
Module: ---

1.General information

1.1.Aims of the course

The subject and its foreseen results respond to the following considerations and objectives:

1.- Know and understand the theoretical basis of the curriculum

2.- Know and apply the principles of design, planning and evaluating teaching and learning in the heterogeneous classroom

3.- Design, plan and evaluate teaching-learning processes both individually and in collaboration with others, bearing in mind the context, contents, methodology and evaluation.

1.2.Context and importance of this course in the degree

This subject provides basic professionalising training by maintaining basic relations in particular with the
Teachers at Childhood Education Schools and Didactic Materials and Resources in Childhood Education subjects.
By passing this subject, students will be more competent to undertake this professional practice in relation to responding
to the requirements that derive from the heterogeneity of Childhood Education students, based on reflection, the interaction
with knowledge and dialogue.

1.3.Recommendations to take this course

Take an attitude that favours reflection, creativity and critical constructive thinking in relation to the contents of this subject
to help achieve profound learning. The ultimate purpose is for students to take a positive attitude of the fact that teaching
work implies a rigorous planning process so that all the students achieve significant learning.

Students are recommended to attend all the theoretical and practical classes, and to always take a positive attitude, be
willing to and interested in actively participating in debates and joint reflections by sharing ideas, concerns and
suggestions with the rest of the group-class.

2.Learning goals

2.1.Competences

Having passed this subject, students will be more competent to...

GC- General Competences

TC- Transversal Competences

SC- Specific Competences

(GC 1) Know the objectives, curricular contents and evaluation criteria of Childhood Education.

(GC 2) Promote and facilitate Early Childhood Education learning from a comprehensive and integrative perspective of the different cognitive, emotional, psychomotor and volitional dimensions

(GC 3) Design and regulate learning spaces in diversity contexts that address students' singular educational needs in terms of gender equality, equity and respecting human rights

(GC 4) Encourage coexistence inside and outside class, and address pacific conflict solving. Know how to systematically observe learning and coexistence contexts and know how to reflect about them. Interpret educational practices according to reference theoretical frameworks, and reflect on them and act accordingly

(GC 5) Reflect as a group about accepting rules and respecting others. Promote each students' autonomy and singularity as education factors of emotions, feelings and values in Early Childhood Education.

(GC 11) Reflect about classroom practices to innovate and improve teaching work. Acquirer habits and skills for autonomous and cooperative learning, and promote it in students and teachers. Select the most suitable educational resources for every situation

(TC 2) Understand learning as a global, complex and fundamental fact by designing, planning, organising and encouraging learning situations

(TC 4) Address the singularity of different professional contexts
(TC 5) Engage students in their learning and work

(TC 6) Work as teams to be able to play different roles in a group

(TC 13) Investigate practice itself by introducing innovation proposals towards improvement and by generating new ideas.

(SC 1) Understand educational and learning processes during period 0-6 in the family, social and school contexts

(SC 5) Know how to promote acquiring habits related to autonomy, freedom, curiosity, observation, experimentation, limitation, accepting rules and limits, and symbolic and heuristic games

(SC 6) Know the pedagogic dimension of the peers-adults interaction, and know how to promote participation in group activities, cooperative work and individual efforts

(SC 7) Identify learning difficulties, cognitive dysfunctions and attention-related difficulties

(SC 8) Know how to inform other specialist professionals to deal with the collaboration of both the centre and teacher in attending to any special education needs they contemplate

(SC 9) Obtain resources to favour the educational integration of students with difficulties

(SC 16) Identify sleep and eating, psychomotor development, attention and hearing/sight disorders

(SC 17) Collaborate with professionals specialised in solving these disorders

(SC 18) Detect affective, eating and well-being deficiencies that disturb students' suitable physical and psychic development

(SC 21) Know how to work in teams with other professionals inside and outside the school to attend to each student, and how to plan teaching-learning sequences and to organise work situations in class and in the playground by identifying the peculiarities of period 0-3 and period 3-6.

(SC 30) Participate in preparing and following up educational Childhood Education projects as part of the school's projects and in collaborating with the area and with other professionals and social agents

(SC 58) Know and apply interaction and communication processes in the classroom, and how to master skills and social skills needed to favour an environment that helps learning and coexistence

(SC 59) Control and follow up the education process, particularly teaching-learning by mastering the necessary techniques and strategies

(SC 63) Regulate interaction and communication processes in groups of students aged 0-3 years and 3-6 years.

2.2. Learning goals

To pass this subject, students, should obtain the following outcomes...

1. Design, plan and evaluate the teaching activity and learning in class.

2. Design, plan, evaluate and regulate spaces for learning and coexistence in diversity contexts

3. Design, plan and evaluate teaching-learning processes both individually and in collaboration with other agents and colleagues bearing in mind the context, contents, methodology and evaluations.

2.3. Importance of learning goals

The learning outcomes obtained in the subject are an important step in initial training and in the principles of future Childhood Education teacher professional training.

3. Assessment (1st and 2nd call)

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

Students should demonstrate that they have achieved the foreseen learning outcomes by the following evaluation activities:

Two written exams when students show they have acquired knowledge about the subject contents, readings and the practical activities carried out while learning the subject

The first written exam will take place at the end of the first 4-month period

The second written exam will take place during the official calls and will include two parts:

1. Contents from the first 4-month period for those students who did not pass the February exam
2. Contents from the second 4-month period for all the students

By an agreement reached by the Department's Board on 06/06/14, at least 50% of the questions in both written exams will be the same for the two student groups learning this subject (for FSHS, 100% of questions will be the same for both groups).

Dossier that at least includes the following (at the start of the course, the teacher will consider the times when students must present the different activities included in this dossier):

1) Planning a contextualised teaching-learning process (30%) (maximum word count: 3,000 words)

2) Writing an assay about one of the themes proposed while learning the subject (15%) (maximum word count: 2,500 words)

3) Performing practical activities (5%), which must be delivered on each set date.

Evaluation criteria

A.-Written exam:

- Level of knowledge

-Capacity to analyse and relate different concepts.
-Capacity to properly manage language: expression, spelling, etc.
B.- Dossier (it is necessary to obtain a pass mark (5) in all the dossier parts.
1.- Planning a contextualised teaching-learning process

Learning outcomes	Evaluation criteria	Levels

1.-The work presentation and its layout are correct	1a-*Correcting formal aspects*	3- No 2.- So 1.- Th
	1b-*Correcting layout*	3.- Cl elemer 2.- Soı 1.- It d
2.- Contextualise and adapt the process designed for the school, and students' level(s) and requirements	*Correcting the identification of the contextual conditions in which planning is contemplated*	3.- It 2.-It r but coı It doe 1.- bu
3.- Select, define and relate objective and contents	3a- *Select and relate the minimum teaching objectives and contents*	3.-It a conte 2.- It : confu 1.- It incorı
	3b- *Define and relate the objectives and contents of the designed process*	3.- It : conten 2.- It others 1.- It
4.- Suitably select teaching-learning activities	*Design activities coherently with planning competences*	3.- It divers 2.- It 1.- It
5.- Suitably select the evaluation procedures and criteria	*Select adapted and coherent evaluation procedures and criteria*	3.- It differ 2.- It d contaiı 1.- It and crı
6.- It contemplates a coherent process in which the various elements are related	*Interrelation of planning elements and coherence*	3.- Pla 2.- Pla coherı 1.- Pl

2.- Assay

Learning outcomes	Evaluation criteria	Levels

1.- The work presentation and its layout are correct.	1a.- Correcting formal aspects.	3.- No grammar or spelling mistakes 2.- .- Some spelling and/or grammar mistakes (fewer than 3) 1.- Three spelling and/or grammar mistakes exist or more
	1b.- *Correcting layout*	3.- Clearly set out and includes all the necessary elements (Index, epigraphs, coherence, correct citations, etc.) 2.- The structure does not contain some elements 1.- Basic elements are not set out
2.- Know how to seek and select information according to theme	Search and select of rigorous and justified information	3.- Information is rigorous, justified and adapts to the chosen theme 2.- Information comes from some non- rigorous sources and does not match. 1.- Information is not rigorous, nor has been verified
3.- Correctly portray assay content	Correctly portray content	3.- Content is logically laid out 2.- Content follows no logical layout 1.- Content is not properly laid out
4.- Know how to relate individual thought with theoretical knowledge	Relation between individual thought and theoretical knowledge	3.- It critically analyses theoretical knowledge 2.- Its ideas and opinions do not related to theoretical knowledge 1.- It only describes theoretical knowledge

3.- The evaluation criteria of the practical activities must adapt to the type of activities (readings, exercises, cases, etc.). Nonetheless, how contents are arranged, synthesis capacity, the solution proposed to considered exercises and problems, etc will be evaluated.

4.- A antiplagiarism tool will be used and UZ norms will be followed.

Marking criteria and requirements to pass the subject

To pass this subject, a pass mark (5/10) is necessary in each part:
A. Written exams (50%)

B. Dossier (50%). The mark of each dossier part goes to:

1) Plan a contextualised teaching-learning process (30%)
2) Write an assay about one of the themes proposed while learning the subject (15%)
3) Perform practical activities (5%) that must be delivered on each set date.

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 rig 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 which the Regulation on Evaluation Norms for Learning of the Universidad de Zaragoza was passe

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

The learning process designed for this subject is based on the following:

This subject shall be given using thematic clusters, which confers them an integrative nature by means of the various. activities and tasks. They will be supported by class sessions (large group) and seminars (medium-sized group) of the tutored work, on both individual and group bases, and of individual autonomous work. An annual subject: 150 hours as so:

TYPE A ACTIVITIES: master classes, 64

TYPE B ACTIVITIES: problem and case solving per group of practicals, 28
TYPE C ACTIVITIES: group works, 30

4.2.Learning tasks

The syllabus offered to students to help them achieve the foreseen outcomes comprises the following activities...

Face-to-face activities

* Theoretical-practical classes (large group)
* Practical classes (large-medium group)
Workshop with exercises, problems, etc.
Correcting tasks

 Debate activities

Self-and hetero-evaluation activities
Analysing written, visual and/or virtual/digital documents
Problem and/or case solving

External activities involving real practices with children aged 3-6 years at the Faculty and in schools.
The corresponding authorisation will be required to travel to perform these placements.

 * Compulsory scheduled tutoring given to individuals or small groups
 * Written exam

No-face-to-face activities

* Study and autonomous individual work
* Read books, articles or documents
* Attend conferences and/or visit educational institutions
* Participate in forums

* Study and analyse cases and/or problems

4.3.Syllabus

Curriculum theory. Types of curriculum.

- Curriculum and curriculum theory. Paradigms and curricular models
- Curricular change and pedagogic renovation. Innovation processes

Teaching models

- Bases: globalisation, didactic individualisation and socialisation
- Typology

Planning and developing teaching-learning processes in different contexts
- Curricular framework for Childhood Education: design and development
- Planning teaching-learning processes: objectives, contents, methodology and evaluation
- The specificity of rural schools

Didactic interaction. Relations in teaching-learning processes
- The didactic interaction

- Authority and discipline in class

- Teacher's thinking

Paying attention to diversity

- Meanings of diversity and paying attention to diversity
- Paying attention to diversity in today's socio-political context. Normative development

- Paying attention to diversity at school: structure and organisation. Models and practices. The didactic and organisational bases of paying attention to diversity in class. Bases of educational attention to specific needs.

4.4.Course planning and calendar

Students will be provided with the schedule of the face-to-face sessions and flow diagram at the start of the course when the subject is presented.

4.5.Bibliography and recommended resources

BB: Bibliografía básica / BC: Bibliografía complementaria]
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BB Aprender autónomamente : estrategias didácticas / Antoni Badia ... [et al.] . 1ª ed. Barcelona : Grao ; Venezuela : Laboratorio Educativo, 2005

BB
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