26503 - Nursery School as Educational Area

Syllabus Information

Academic Year: 2020/21
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: 302 - Degree in Nursery School Education
        301 - 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

1.1.Aims of the course

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

- Know and reflexively understand the historic and current foundations of the school institution

- Know and critically understand how schools are organised and early childhood and primary education school rules

- Know and reflexively and critically analyse the institutional documents of schools

- Analyse projects related with schools, including an innovative perspective to encourage improved co-existence

1.2.Context and importance of this course in the degree

The importance of knowing the education systems structure and operation, and schools, is fundamental for future teachers.
This subject provides the basic professionalising training that forms part of the processes and educational contexts subject.
It expects no prerequisites because it is taught in the first 4-monthly period of year 1, although it is closely related to the other
make up the subject matter.

1.3.Recommendations to take this course

Students must bear in mind that this is the first pedagogic-type subject that is directly related to Early Childhood Education.
Student should 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 is done within a given institutions framework where the education community concept must be prioritised.

2.Learning goals

2.1.Competences

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

(GC 1) Know the objectives, curricular contents and evaluation criteria of Early childhood Education

(GC 2) Promote and facilitate learning in early childhood from a globalising and integrative perspective of different cognitive, er
psychomotor and volitional dimensions

(GC 3) Design and regulate learning spaces in diversity contexts that address students singular educational needs, gender eq
equity, and respect human rights

(GC 4) Encourage coexistence inside and outside the classroom and solve conflicts pacifically. Know how to systematically ob

learning and coexistence contexts, and how to reflect on them. Interpret educational practices according to reference theoretic
and reflect on them to act accordingly

(GC 5) Reflect in groups on accepting norms and respecting others. Promote students autonomy and singularity as educationa
emotions, feelings and values in early childhood

(GC 11) Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills towards autonomous

cooperative learning and promote it with students and teachers. Select the most suitable educational resources for every situa

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

(TC 4) Deal with the singular nature of different professional contexts
(TC 5) Engage students in their learning and work.

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

(TC 13) Investigate the practice itself by introducing innovation proposals that address improvement and by generating new id

(SC 1) Understand educational and learning processes during the 0-6-year-old period in the family, social and school contexts
(SC 5) Know how to promote acquiring habits related to autonomy, freedom, curiosity, observation, experimentation, imitation,
accepting norms and limits, and symbolic and heuristic play

(SC 6) Know the pedagogic dimension of interacting with peers and adults, and how to promote participation in
collective activities, cooperative work and individual effort

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

(SC 8) Know how to inform other specialised professionals to deal with the centres and teachers collaboration in dealing with a
considered special education needs

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

(SC 16) Identify disorders that affect sleep, eating, psychomotor development, attention and hearing/visual perceptions

(SC 17) Collaborate with specialised professionals to solve these disorders

(SC 18) Detect affective, eating and welfare deficiencies that disturb students suitable physical and psychic development

(SC 21) Know how to work as teams with other professionals inside and outside the centre on each students attention, in plann
teaching-learning sequences, and in organising work situations in class and in play areas by identifying the peculiarities of the
and 3-6-year-old periods

(SC 30) Participate in preparing and following up Early Childhood Education projects as part of the centres projects and collab
the territory and with other professionals and social agents

(SC 58) Know and apply interaction and communication processes in class, and master the necessary social skills to encourag
climate that facilitates learning and coexistence

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

(SC 63) Regulate interaction and communication processes in groups of 0-3-year-old and 3-6-year-old students

2.2.Learning goals

1. Identify and understand the theoretical and conceptual foundations of education, and also of the school institution
2. Identify, explain and analyse the rules that govern how Primary Education schools are run

3. Critically analyse the institutional documents of Primary Education schools in relation to their different contexts

4. Analyse the various forms that evaluations come in of centres, programmes and teachers
5. Analyse projects related with the schools organisation from participating in the education community

2.3.Importance of learning goals

These outcomes are important because:

Early Childhood Education in todays society plays a key role in socialising childhood, and for acquiring habits

Early Childhood Education not only has a relevant welfare character, but is also an unquestionable educational value
Society expects good Early Childhood Education professionals who:

know and critically analyse its foundations

know how to appropriately act as members of educational organisations
know and apply the best educational practices for classrooms in a reasoned manner

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:

- Written exam, done without using materials, on the subjects contents, which will consist in the following and will be scheduled at an officially set time:

- 5 semi-structured questions

- 25 objective test questions

In the written exam, at least 50% of the contents shall be shared in both its semi-structured questions and its objective tes

- Dossier, which will include at least the following works (for which the teachers shall consider those

activities they deem necessary for their group-class):

- **Assay,** about one of the previously established themes or some other proposed by the students and agree by the teachers; or whenever possible, the assay will be done according to the two knowledge areas included in this subject as interdisciplinary

work.

- **Solving a practical case**

The two teachers who teach this subject **in one same group-class** from the knowledge areas of Theory and History of Education and Didactics and School Organisation, respectively, will be able to choose to recommend students to do a **single work** rather than the two above-mentioned ones to allow contents to be done in an **interdisciplinary manner.**

 It would be interesting to extend the possibilities of interdisciplinary work projects to other subjects, especially to the **"Curriculum in different contexts",** which is appointed to the Didactics and School Organisation knowledge area. Evaluation criteria

The evaluation criteria for the Dossier:

* Assay:

- Group work: teams made up of at least three and a maximum of five students
- Interdisciplinarily work the assay.

- Texts coherent throughout, argue the proposals put forward and quality of the reflections made

- Suitable, enriched rigorous bibliographic work

- Strictly respect orthotypographic rules

* Solving a practical case:

- Group work: teams made up of at least three and a maximum of five students. Here any sporadic/exceptional
situation can be evaluated.

- Capacity to analyse and interpret the considered organisational proposals
- Justification and feasibility of the proposals put forward
- Texts coherent throughout

- Suitability of bibliographic sources
- Strictly respect orthotypographic rules

Work length: between 5,000 and 6,000 words, and some 20-24 pages, approximately, not including annexes (to be handed in printed)

At the beginning of the teaching period, the subject teachers shall inform students the **delivery dates** for all the works included in this dossier.

Marking criteria and requirements to pass the subject

To obtain a positive mark for this subject, students shall have to pass the **written exam** (2.5 points out of 5) and the **Dossier** (2.5 points out of 5).

The proportion expected for each activity to make up the final mark shall be:
1. **Written exam**: 50% of the mark

2. **Dossier**: 50% of the mark

3. Assay: 25% of the final mark

4. Solving a practical case: 25% of the final mark
Anti-plagiarism measures will be taken according to UNIZAR regulations
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 which the 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

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 individual and group bases, and of individual autonomous work. Moreover, the virtual platform (ADD or Moodle) could be used access information, documents and materials, and as a way to maintain contact among students, and also between students a teaching team.

- By respecting the necessary methodological plurality, each teacher in charge of the subject will determine with his/her group/

of students the process to be followed in each thematic cluster.

4.2.Learning tasks

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

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

TH Total no. hours worked by each student: 150 hours (6 ECTS)
TC Theoretical credits: 75 hours (3 ECTS)

PC Practical credits: 74 hours (3 ECTS)

Face-to-face activities (40% of the TH) = 60 hours
- Theoretical-practical classes (large group) (63.4% of the HP) = 38 hours
- Practical classes (large-medium group) (30% of HP) = 18 hours
- 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

-Compulsory scheduled tutoring given to individuals or small groups (3.3% of HP) = 2 hours
- Overall evaluation test (3.3% of HP) = 2 hours
Non-face-to-face activities (60% of TH) = 90 hours
- Study and autonomous individual work
- Read and review books, articles or documents that are specific to the subject
- Attend conferences or visit educational institutions
- Participate in forums

- Study and analyse cases and/or problems

TH.- Total hours

HP.- Hours present

Organising outgoing visits and organising conferences or seminars with invited speakers to help

the subjects competences to be acquired will be contemplated

4.3.Syllabus

BLOCK 1: The theoretical bases of education: the Origin and History of School
1.- Dimensions, agents and educational contexts

2.- The schools institutionalisation: social contexts and political orientations
3.- School models

BLOCK 2: Early Childhood Education in education systems

1- The right to education and Early Childhood Education

2.- Early Childhood Education in Europe

3.- Early Childhood Education in Spanish Autonomous Communities and its development in different contexts

BLOCK 3: Structure and processes at schools

1. Organisation of the education communitys participation processes

2. Institutional documents. Negotiation processes from innovation

3. Institutional evaluation. Centres, programmes and the education community

4.4.Course planning and calendar

- Theoretical/practical classes held as a large group (complete): 2 h/week throughout the 4-monthly period to complete 38 h
- Practical classes in small groups (half the group): 1 h/week to complete 18 h
- Scheduled tutorials: dates will be indicated to the different groups

- Final exam: February (at the 1st call), September (at the 2nd call), except for the Faculty of Social and Human
Sciences of Teruel, where the second call is in June

Scheduled learning activities (syllabus included).

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

1: Face-to-face activities (40% of TH) = 60 hours
- Theoretical-practical classes (large group)
- Practical classes (large-medium group)
- Workshop with exercises, problems, etc.
- Correcting tasks

- Debate activities

- Self-and hetero-evaluation activities

Problem and/or case solving
Compulsory scheduled tutoring given to individuals or small groups
2.- Written test. Non-face-to-face activities (60% of TH) = 90 hours
- Study and autonomous individual work

- Read and review books, articles or documents that are specific to the subject
- Attend conferences or visit educational institutions
- Participate in forums

- Study and analyse cases and/or problems. Planning and schedule. Schedule of face-to-face sessions and when works are delivered. Theoretical and practical classes in a large group (complete):

- Practical classes in small groups (half the group):
- Scheduled tutorials: dates will be indicated to the different groups
- Written exam corresponding to the continuous evaluation
- Overall test

4.5.Bibliography and recommended resources