Universidad Zaragoza

Academic Year/course: 2021/22

26513 - Primary School Teacher

Syllabus Information

Academic Year: 2021/22
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: 301 - Degree in Nursery School Education
302 - 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 relati
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 th
conflict between theoretical and practical knowledge (reconfiguring students? initial expectations of their training and keys for t
mid- and long-term competences), plus the many discourse levels on which professional development will be based while stud

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 dimen
Accordingly, tutorship will fall in line with professional educational activity on the whole by offering more openness and flexibil
holistic, comprehensive and shared educational senses. From assimilating specific educational guidance contents to consolid
professional premises, the challenge lies in mastering the most technical and operational matters of tutorship, without ignoring
 of its educational purpose by stressing the subsequent communication processes and the school-family-environment interact
be favoured.

These approaches and objectives are aligned with the following Sustainable Development Goals (SDGs) of the United
Nations Agenda 2030 (https://www.un.org/sustainabledevelopment/es/), so that the acquisition of the
learning outcomes of the subject provides training and competency to contribute to some extent to their
achievement:

Goal 4: Quality Education
Goal 5: Gender equality
Objective 10: Reduction of inequalities

From the ethical references of the tutor and the commitment to people in the exercise of their functions, the most important
goals of this objective are, respectively, the following:

Objective 4: Quality education
4.1. By 2030, ensure that all girls and boys complete primary and secondary education, which should be free, equitable and
of high quality.
4.1. By 2030, ensure that all girls and boys complete primary and secondary education, which is free, equitable and of good
quality and produces relevant and effective learning outcomes.
4.7. By 2030, ensure that all learners acquire the knowledge and skills needed to
promote sustainable development, including through education for sustainable development and sustainable lifestyles,
human rights, human rights, gender equality, and the right to education for sustainable development.
human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation and
valuing cultural diversity and the contribution of culture to sustainable development.

Goal 5: Gender equality
5.1 End all forms of discrimination against all women and girls everywhere   5.2
Promote gender equality and empower women and girls worldwide
5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of political, economic,
social and cultural life.

Goal 10: Reducing inequalities
10.2 By 2030, enhance and promote the social, economic and political inclusion of all people,
irrespective of age, gender, disability, race, ethnicity, origin, religion, economic or other status.
10.3 Ensure equality of opportunity and reduce inequality of outcomes, including by eliminating discriminatory laws, policies,
and practices and promoting appropriate legislation, policies and measures in this regard.

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 p
specific disciplinary contents and layout, the teaching process will be followed by favouring students? learning processes by in
acceptance of the professional competence, as well as the ideology of the student-centred paradigm that was set up and exter
European Higher Education Area. This stance converges with not only the controversial, complex and holistic cosmovision of p
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 sub
Contexts? by conferring significance to new professional knowledge (the complementariness and integration of evaluating co
tutorship). Similarly, the subject will offer relevant keys to interpret other teaching discourses to revisit the teacher training syll
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 discretional 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.

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 and the portfolio.
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 and the portfolio.
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 w 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 socio-constructivist model of the teaching-learning process, the methodology will be dialogic, creative, meaningful, critical and reflective, meaningful, critical and reflective.

The methodology followed in this course is oriented towards the achievement of the learning objectives. It is based on the following:

- Autonomous and cooperative student work
- Case studies

- Readings and text comments
- Monographic works
- Conferences and presentation of experiences
- Training seminars

Further information regarding the course will be provided on the first day of class.

4.2. Learning tasks

This is a 6 ECTS course organized as follows:

1. Presential activities (on-site, face-to-face) (40%) 60 h
- Lectures and Practice sessions 45 h
- Team working and presentations 10 h
- Individual and team utorials 5 h

2. No-presential activities (on-line, team-work, autonomous work) (60%) 90 h
- Individual and / or team study and work
- Documentation, bibliographic and documentary searches
- Products and evidences development of assessment portfolio

Depending on the circumstances and specificities of the development of teaching for each academic year, and in the judgment of the professors responsible for each teaching group, digital platforms and personal digital environments will be available of each teaching group. Digital platforms and personal digital learning environments will be available to reinforce the follow-up of presential and non-presential activities to reinforce in a timely manner the monitoring of activities (MaharaZar, G-Suite GoogleApps, Moodle).

Generic proposals for activities:

- Analysis of readings
- Empirical study on the exercise of the teaching/tutorial function in the surrounding context
- Analysis of materials and documents for the good development of the tutorial action
- Evaluation of the competences as a teacher/tutor of a colleague
- Self-assessment of competences as a teacher/tutor
- Design and implementation of quality communicative processes from the tutorial action and in the whole of educational communities (interviews, role playing)
- Concept mapping
- Reflection, elaboration and written and/or oral defense of educational proposals that concretize syllabus course
- Reading and analysis of professional reports
- Analysis of the consequences of research in the professional practice of the teacher/tutor
- Case studies

4.3. Syllabus

The course will address the following topics:

Topic 1. Teacher as education professional
1.1. Specificity of educational phenomenon. Basis of educational praxis. New realities and future challenges for professional action
1.2. Professional knowledges in context. Disciplinary references. Political and institutional implications. Professional identity.
1.3. Teacher as user of educational research. Rationality and utility of educational research outcomes for professional action

Topic 2. Teacher and guidance
2.1. Epistemological references of educational guidance and tutorial action. Tradition and changes
2.2. Tutoring and mentoring as guidance praxis. Frameworks and logics. Principles, finalities and functions.
2.3. Organisation and development of tutorial action. Levels of achivement. Institutional model. Management and mediation of tutorial action. Ressources and materials
2.4. Communicative logic in tutorial action. Methodological and strategical references for enforcing educational cooperation and collaboration: instruments, techniques and strategies
2.5. Ethical and axiological references for guidance praxis. Professional deontology of tutor teacher. Sociocomunity 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: Given the different backgrounds of the students taking the course, the first sessions will be dedicated to a detailed presentation of the subject, in particular the adaptation of the proposed contents, as well as the presentation of the course, in particular the adaptation of the proposed contents, as well as the evaluation procedures and the realization of activities.
B. Development: During the teaching period, the activities planned (and specified in the first sessions) will be developed.
C. Conclusion: On the day of the official convocation, the student will take the written test. The deadline of delivery of the assessment portfolio will be determined by the teachers in each group, according to the development of the subject and the different casuistry and evaluation modalities.

The student's participation is key in the first presential sessions in which the aspects in the syllabus information will be developed and presented, such as tutoring schedules, team-work distribution, etc.

4.5. Bibliography and recommended resources

http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=26513