

**Academic Year/course: 2022/23**

## 26513 - Primary School Teacher

### Syllabus Information

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**Academic Year:** 2022/23

**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. To know the professionalizing referents in order to exercise an action based towards and for people and, specifically, for the construction of relationships with a shared and updated educational meaning in the stage and the academic-professional profile. A critical initiation to the referents of the professional culture will allow contextualizing the subject and its place with respect to other modules and subjects of the degree.

2. To understand the framework and the keys of educational guidance and tutoring. Students will acquire knowledge, skills and professional attitudes of a technical, communicative and critical nature for the competent performance of the tutorial action. Thus, the professional training will allow them to reach an assessment of the implications of tutoring to question and broaden the meaning of educational actions in the whole of the educational communities of reference.

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 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 extended in the European Higher Education Area. This stance converges with not only the controversial, complex and holistic cosmology of 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 co-tutorship). Similarly, the subject will offer relevant keys to interpret other teaching discourses to revisit the teacher training syllabus 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 initiative also justify comprehensive structuring, with a specific approach in Early Childhood Education for educational evaluations, especially to address the approach, methodology and assessment of this guide is prepared to be the same in any teaching scenario. They will be adjusted to the socio-sanitary conditions of each moment, as well as to the indications given by the competent authorities.

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:

- Dialectic thinking
- Dialogic behaviour
- Mastering coping strategies well
- 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

- Identify and understand the basic epistemological and methodological references for the future professionalisation process.
- 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.
- 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 21<sup>st</sup>-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)

##### Continuous Assessment

It will consist with twofold assessment instruments:

- A) An exam about the contents exposed in the development of the subject. It will deal with the minimum contents taught by the teacher, as well as with the materials, basic readings and practical activities proposed.
- B) An evaluation portfolio. This portfolio will collect the products that are specified with each class group.

The realization of the continuous evaluation will be adjusted to the development of the subject in each teaching group, taking into account the deadlines for students to be able to opt for the global assessment on the official date of the first call.

##### Assessment Criteria

A) The exam. Main objective test with a secondary part of open response or development items. The objective test will meet the standards of content selection and correction. The development items will deal with the activities developed throughout the course (materials, basic readings and practical activities). Its evaluation criteria will be correctness, relevance and conceptual rigor.

B) The evaluation portfolio. It will collect the products and processes that are specified with each class group. However, the following generic format is proposed:

- 1) The products resulting from the learning activities, assignments and tasks, following the criteria and conditions established in the subject.
- 2) Self-assessment report on the participation in the development of the subject.

A rubric will be provided for each product of evaluation portfolio with following general criteria: formal and orthotypographic correctness, rigor, coherence, feasibility and multi-referentiality.

##### Qualification Criteria

Students must obtain a minimum of 5/10 in each of the two evaluation instruments. It will respond to the following weighting:

- Written test (50%)
- Evaluation portfolio (50%): products (40%) and self-evaluation report (10%).

##### Global Assessment and Second Call

It will consist of a single test with two main blocks:

A) Block I. It will include a written test similar to that of the continuous assessment and will be based on the application of the same assessment criteria mentioned (see above).

B) Block II. A practical case or case study. The objective is to consolidate subject learnings. The assessment criteria will be the same as those contemplated for the evaluation portfolio: formal and orthotypographic correctness, rigor, coherence, feasibility and multi-referentiality.

At least 50% of this single test will be common to all groups of the same education faculty.

Passing the course will require passing both blocks. Each block will represent 50% of the final grade.

The second call will be developed by global assessment.

##### General warning

Fraud or total or partial plagiarism in any of the evaluation tests will result in the failure of the course with the minimum grade, in addition to the disciplinary sanctions that the guarantee committee adopts for these cases.

### 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 64 h (43%)
  - Lectures and Practice Sessions 58 h
  - Assessment Tasks 6 h
  - Academic Tutoring
2. No-presential activities 86 h (57%)
  - Assignments and tasks 26 h
  - Autonomous work and study 60 h

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
- Activities
- and programs for the exchange of experiences and professional induction (expertia, etc.).

All activities will be based on a critical reflection of the Sustainable Development Goals (SDGs) that guarantee quality education (goal 4) and inspired by equity (goal 5) and social justice (goal 10).

## 4.3. Syllabus

The course will address the following topics:

Topic 1. Initiation to professionalizing references

- 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. Educational Guidance and Tutoring

- 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 achievement. 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. Sociocommunity 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: In the official calls, the students will carry out the global evaluation. The continuous evaluation will be scheduled by each teaching group, according to the development of the subject.

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.