

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

## **26603 - School as Educational Area**

### **Syllabus Information**

---

**Academic Year:** 2022/23

**Subject:** 26603 - 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:** 298 - Degree in Primary School Education

299 - Degree in Primary School Education

300 - Degree in Primary 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 expected results respond to the following approaches and objectives:

- Know and reflectively understand the historical and current foundations of the school institution.
- Know and critically understand the school organization and the regulations of primary education centers.
- Know and analyze reflectively and critically the institutional documents of the centers.
- Analyze projects related to the centers, including an innovative perspective, promoting the improvement of coexistence.

These approaches and objectives are aligned with the following Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda <https://www.un.org/sustainabledevelopment/es/>, in such a way that the acquisition of learning outcomes of the subject provides training and competence to contribute to some extent to its achievement:

- Objective 3: Health and well-being
- Objective 4: Quality education
- Goal 5: Gender equality
- Goal 10: Reduction of inequalities
- Goal 16: Peace, justice and strong institutions

### **1.2. Context and importance of this course in the degree**

The importance of knowing the structure and operation of the educational system and schools is fundamental for the future teacher. In this sense, this subject supposes a basic training of a professional nature that is part of the subject Educational Processes and Contexts. Being in the first semester of the first year, it does not have prerequisites, although it must be closely related to the other subjects that make up the subject.

This training cannot be left out of the social reality and in this framework educational institutions are catalysts that must foster a new generation of active citizenship, professionals with reflective capacity and with a critical conscience that leads them to develop actions that contribute to sustainable development. , a fairer and more equitable future.

In this sense, the training given in this subject aims to train future teachers who are committed, motivated and participate in the achievement of the SDGs of the 2030 Agenda. knowledge, values, skills and attitudes that empower individuals as agents of change.

### **1.3. Recommendations to take this course**

An attitude that favors reflection, creativity and constructive critical thinking should be adopted before the contents of the subject, which helps to achieve a deeper learning. The ultimate goal is for the student to adopt a positive attitude towards the fact that teaching work takes place within the framework of a specific institution in which the concept of educational community should be a priority.

## **2. Learning goals**

## 2.1. Competences

By passing the subject, the student will be more competent to ...

General competences:

CG06 - Know the organization of primary education schools, adult education centers and the diversity of actions that their operation comprises. Perform tutoring and guidance functions with students and their families, attending to the unique educational needs of students. Know how to identify and support students who do not reach their learning potential, or those who have behavioral, emotional or social difficulties, knowing the resources of the educational system and the community. Assume that the exercise of the teaching function has to be perfected and adapted to scientific, pedagogical and social changes throughout life.

CG 7 Collaborate with the different sectors of the educational community and the social environment. Assume the educational dimension of the teaching function and promote democratic education for an active and committed citizenship, paying special attention to the promotion of the values ??of human dignity, equality between men and women, freedom and justice.

CG08-Assume the ethical dimension of the teacher and understand the responsibilities that derive from her social function, as well as the possibilities and limits in the self-regulation of her task. Maintain a critical and autonomous relationship with respect to the knowledge, proposals, values ??of public and private social institutions, making decisions in this regard. Critically analyze the new concepts and proposals on education that come from research and innovation, as well as from educational administration.

CG 12 Understand the role, possibilities and limits of education in today's society and the fundamental competencies that affect primary schools and their professionals. Learn about quality improvement models with application to educational centers.

Transversal competences:

CT03 - Manage and self-regulate the progression of learning, adapting to new situations and interrelating knowledge to develop new ones.

CT04 - Work in a team being able to exercise different roles within the group.

CT07 - Search, manage, process, analyze and communicate information effectively, critically and creatively.

Specific skills:

CE 9 Analyze teaching practice and the institutional conditions that frame it.

CE 10 Know the historical evolution of the educational system in our country and the political and legislative conditions of educational activity.

CE11 - Know the interaction and communication processes in the classroom.

CE 12 Address and solve discipline problems.

CE 18 Participate in the definition of the educational project and in the general activity of the center according to quality management criteria.

CE20 - Show social skills to understand families and make themselves understood by them.

CE70 - Know the characteristics of educational organizations that serve boys and girls from 0 to 12 years old.

## 2.2. Learning goals

The student, to pass this subject, must demonstrate the following results ...

1. Identify and understand the historical and conceptual foundations of education, as well as the school institution.
2. Identify, explain and analyze the regulations that regulate the organization of primary schools.
3. Critically analyzes the institutional documents of primary schools, in relation to their different contexts.
4. Analyze the different modalities of evaluation of centers, programs and teachers.
5. Designs and prepares totally or partially plans and projects related to the consideration of the school as an educational community.

## 2.3. Importance of learning goals

The specific activities and the key dates will be communicated to the students by the teaching staff corresponding to the beginning of the school period, by the means deemed appropriate (notice boards, reprographics, ADD-Moodle platforms ...) to guarantee sufficient publicity. The dates of the final tests or exams will be announced by the corresponding Faculty through the means it deems suitable to guarantee their publicity (web, notice boards ...).

## 3. Assessment (1st and 2nd call)

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

The student must demonstrate that they have achieved the expected learning outcomes through the following assessment activities

- Written test, without support of materials, on the contents of the subject, with the following configuration within the official time established for the test:

5 semi-structured questions.

25 questions in the objective test mode.

The written test, both in its component of semi-structured questions and in its objective test, will be at least 50% common in terms of content.

- Dossier that includes, at least, the following works, (for the development of which teachers may propose those activities they deem necessary for their group-class):

Test. on one of the topics previously established or on some other that, at the students' proposal, is agreed with the teachers; In those subjects that allow it, the essay will be developed from the two areas of knowledge present in this subject, as an interdisciplinary work. Resolution of a practical case.

The two professors who teach this subject in the same group - class from the areas of knowledge of Theory and History of Education and Didactics and School Organization, respectively - may choose to recommend students a single work - instead of the two previously reviewed -which allow an interdisciplinary development of contents.

It is interesting to extend the possibilities of interdisciplinary work projects to other subjects, particularly to "Curriculum in diverse contexts" attached to the area of knowledge of Didactics and School Organization.

Evaluation criteria

Evaluation criteria for the Dossier activity:

\* Test:

- Group work: teams made up of a minimum of 3 students and a maximum of 5 students. It will be possible to assess some punctual and exceptional situation.
- Interdisciplinary development of the essay.
- Internal coherence of the text, argumentation of the formulated propositions and quality of the constructed reflections.
- Adequacy, richness and rigor of bibliographic work.
- Strict compliance with the orthotypographic norms.
- Length between 5000 and 6000 words, between 20-24 pages approximately, separate annexes (presentation on paper support)

\* Resolution of a practical case:

- Group work: teams made up of a minimum of 3 students and a maximum of 5 students. - Ability to analyze and interpret the organizational assumption raised.
- Justification and viability of the proposals made.
- Internal coherence of the text.
- Relevance of the bibliographic sources used.
- Strict compliance with the orthotypographic norms.
- Extension between 5000 and 6000 words between approximately 20-24 pages, separate annexes (presentation on paper support)

Within the evaluation of the work, up to 0.5 points may be counted in case of having taken this subject and having the course designed by the library, done individually.

The teachers of the subject will inform the students, at the beginning of the school period, of the delivery dates of each of the works included in this dossier.

Qualification criteria and requirements to pass the course

A positive grade for the subject will require that the student has passed both the written test (2.5 points out of 5) and the Dossier (2.5 points out of 5).

The proportion of each of the activities in the final grade will be:

1. Written test: 50% of the qualification 2. Dossier: 50% of the qualification:

Essay that can contain different theoretical and practical activities: 25% of the final grade

Resolution of a practical case that may contain different theoretical-practical activities: 25% of the final grade.

In relation to plagiarism, the provisions of the regulations of the University of Zaragoza will be applied.

Global test and second call

The evaluation of the subject is based on a single modality, without any distinction between a continuous evaluation and a global test. The results, criteria and evaluation requirements specified above will be applied to all students regardless of their circumstances to take the course (regular attendance, irregular attendance or absence).

The maintenance of the results of the evaluation of the subject between the first and the second call will be established in the planning and design of the subject by the responsible teachers, taking into account the circumstances and specificities of the teaching development for each academic year.

Fifth and sixth call

Fifth and sixth year students must be aware that their evaluation is carried out in court, and they cannot waive this right.

Total or partial fraud or plagiarism in any of the evaluation tests will lead to the suspension

## 4. Methodology, learning tasks, syllabus and resources

### 4.1. Methodological overview

The methodology followed in this course is oriented towards the achievement of the learning objectives. It favors the acquisition of CG 1 to 5 and 11; CT 2, 4, 5, 6, and 13; CE 1, 5 to 9, 16 to 18, 21, 30, 58, 59 and 63. A wide range of teaching and learning tasks are implemented, such as lectures, practice sessions, autonomous work, tutorials, learning tasks and assessment tasks.

Students are expected to participate actively in the class throughout the semester.

Classroom materials will be available via Moodle. These include a repository of the lecture notes used in class, the course syllabus, as well as other course-specific learning materials, including a discussion forum.

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:

- **Lectures** (38 hours). The teacher presents theoretical contents illustrated with relevant examples.
- **Practice sessions** (18 hours). They can include discussion and presentation of case studies, practical work outside the classroom (field work or visits), and seminars.
- **Autonomous work** (90 hours). Students do tasks such as study, readings, preparation of practice sessions and seminars, and summative assignments.
- **Tutorials** (2 hours). Office hours can be used to solve doubts and to follow-up the students' learning progress.
- **Assessment tasks** (2 hours). A final written examination.

### 4.3. Syllabus

## SECTION 1. Introduction to Education: Origins and history of the School

1. Dimensions, agents and educational contexts.
2. The institutionalization of the School: social contexts and political orientations.
3. Different types of School.

## SECTION 2. Kindergarten education in the education system

1. The right to education and kindergarten.
2. Kindergarten in the European context.
3. Kindergarten in the Autonomic Communities and its development in different contexts.

## SECTION 3. Structure and processes in the School

1. Organization of participative processes in the educational community.
2. Institutional documents. Negotiation processes from an innovative perspective.
3. Institutional evaluation. Centers, programs and the educational community.

These approaches and objectives are aligned with the following Sustainable Development Goals

Objective 3: Health and wellness

Objective 4: Quality education

Goal 5: Gender equality

Objective 10: Reduction of inequalities

Goal 16: Peace, justice and strong institutions

### **4.4. Course planning and calendar**

Further information concerning the timetable, classroom, office hours, assessment dates and other details regarding this course will be provided on the first day of class or please refer to the "Facultad Education" ([educación.unizar.es](http://educación.unizar.es))

### **4.5. Bibliography and recommended resources**

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=26603>