

26505 - Context Assessment

Syllabus Information

Academic year: 2023/24

Subject: 26505 - Context Assessment

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: 1

Semester: Second semester

Subject type: Basic Education

Module:

1. General information

The subject responds to a theoretical-practical approach in which the aim is to train early childhood education professionals who know how to evaluate different contexts in an effective and efficient way.

The subject and its expected results respond to the following objectives:

1. To support the evaluation of contexts through a conceptual and paradigmatic approach. Work through the types and modalities of traditional and authentic evaluation.
2. To become aware of the difference between evaluation techniques and instruments. Develop the modalities of observation according to the level of systematization, data source, role of the observer and agent. Differentiate types of narrative and categorical registers.
3. To acquire tools to observe the reality of early childhood education students from their uniqueness and complexity, taking into account their development contexts from an integrative and evolutionary perspective.

These approaches and goals are aligned with some Sustainable Development Goals (SDGs) of the 2030 Agenda of United Nations (<https://www.un.org/sustainabledevelopment/en/>), such as Quality Education, such that the acquisition of the subject learning results provides training and competence to contribute to some extent to their achievement."

2. Learning results

To pass this subject, students must demonstrate the following results:

1. Identifies and understands the basic concepts of contextual assessment: rationale, models and strategies of assessment.
2. Knows, supports and plans a context evaluation process.
3. Analyzes the deontological and educational implications of the evaluation of contexts

3. Syllabus

Generic activities are proposed as the autonomous study and critical reflection of the student on the basic concepts of context evaluation.

Participation in guided debates, in innovation projects proposed by the teacher, as well as in conferences relevant to the subject.

Recommended program:

1. Conceptual and paradigmatic approach to contextual assessment: authentic assessment versus traditional assessment.

2. Modalities and types of context evaluation: application of action research to context evaluation.
3. Observational strategies for the evaluation of contexts from a participatory approach.
4. Axiological and deontological issues intrinsic to the evaluation of contexts.
5. Context evaluation process designs.

4. Academic activities

The program offered to students to help them achieve the expected results includes face-to-face activities such as master classes, lectures by experts, problem solving/cases and tutoring of work and non-face-to-face activities such as individual and/or group study and independent work, bibliographic and documentary searches, elaboration of products in a process portfolio that will be delivered at the times set by the teaching staff. All activities are worked on in an inclusive manner.

5. Assessment system

Students must demonstrate that they have achieved the expected learning results.

- Assessment modalities:
 1. Continuous assessment: composed by a test/exam on the contents exposed in the development of the course and by the elaboration of a portfolio in which the theoretical-practical activities proposed by the teachers will be collected. Only those who attend both theory and practical classes in person atwill be eligible for the continuous evaluation modality.
 2. Global assessment: composed of a theoretical-practical test/exam that will include all the theoretical-practical contents exposed in the course (books, articles, material presented in the theoretical-practical classes...). . Those who do not attend classes, those who do not attend classes regularly and those who attend classes and choose this option are eligible for the global evaluation modeat.
- Assessment criteria
 1. Continuous assessment mode: the involvement in the subject, the relevance of the behavior, the proactive and participatory attitude, teamwork, creativity and communication will be assessed.
 2. Global assessment method: correctness, relevance and conceptual rigor will be assessed.

Fifth and sixth calls

The fifth and sixth year students must be aware that their evaluation will be carried out by before a court of law and may not waive this right. However, they may choose, upon request, to take the test together with the rest of the students in the group and then place it in an envelope to be handed over to the examining board (art. 23 of the Agreement of December 22, 2010, of the Governing Council, which approves the Regulations of the Rules of Procedure of the Governing Board). Evaluation of Learning of the University of Zaragoza). In either case, the same criteria and evaluation requirements specified as ordinary and general for the subjectwill be applied. Finally, it must be taken into account that the Rules of Coexistence Regulations of the University of Zaragoza to the irregularities committed in the evaluation tests through academic fraud, as well as the application of article 30 of the Regulation of Standards for the Evaluation of Learning in relation to irregular practices other than academic fraud.

