

## 26513 - Primary School Teacher

### Syllabus Information

**Academic year:** 2023/24

**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

This subject aims to initiate students in the reflection and construction of their professional identity as early childhood education teachers. It is aligned with the SDGs of the 2030 Agenda, in relation to goals 4 (Education of quality), 5 (Gender equality) and 10 (Reducing inequalities).

The professional teaching action is based on the epistemological references that lead to observe, interpret and intervene in the educational context. The methodological and technical options are approached from different ideological and practical approaches, to learn how to make professional decisions based on science and ethics. The fundamental axis of the subject is the tutorial action, as a guiding function of the teacher, materialized in the positive educational relationship with students and families.

### 2. Learning results

1. Identifies and understands the basic epistemological and methodological references of the teaching profession.
2. Knows, bases and plans the basic actions derived from the functions of the teacher-tutor and relates them to concrete actions that imply a good professional practice, from its ethical reference.
3. Knows and plans the fundamental actions in their relationship with the students' families and the teaching staff of center, facilitating an assertive and efficient communication in the professional context.
4. It complements and integrates the learning already assimilated from the educational evaluation to the guiding practices and to its processes of change and improvement, acquiring a scientific and critical vision of the educational innovation.

### 3. Syllabus

#### 1. The education profession.

1.1. Epistemological framework of educational sciences: How does our knowledge advance? Where do we come from and where are we going?

1.2. The educational profession: What does it mean to be a teacher? What characterizes the good practice of the profession? What is there to know, to know how to do, to know how to be and to know how to be?

#### 2. Educational research.

2.1- The educational professional as a user of educational research.

2.2- Educational innovation: technique, collaborative processes and ethics.

#### 3. Guidance and tutorial action.

3.1- The duties of the mentor teacher.

3.2- Organization and development of the tutorial action.

3.3- Tutoring, communication and family.

## 4. Academic activities

### The dedication on the part of the student body is:

#### Classroom activities (58 hours)

- Knowledge construction sessions, facilitation of the learning process and competency development.
- Practical activities carried out through active methodologies to enhance specific and transversal competencies.
- Accompaniment of working groups, presentations, discussions and peer review.

#### Non-attendance activity (92 hours)

- Documentation, independent work, reading and elaboration of evaluable products.

## 5. Assessment system

Due to the competency-based nature of the subject, respecting the agreement of the Department of Educational Sciences, the degree verification report, and in accordance with the Statutes of the University of Zaragoza (Art. 158), different assessment strategies and instruments will be used that will lead to a single overall grade for the subject.

Test 1: oral or written exam (40% of the grade, minimum 5 out of 10).

The evaluation criteria are: mastery of content, use of specific vocabulary, accuracy of concepts, justification of arguments and care for formal rules.

Test 2: learning portfolio (50% of the grade, minimum 5 out of 10).

Delivery of the work done in the subject as an integrated product that reflects the development of competencies. An educational research/innovation proposal will be included.

The evaluation criteria are: rigor in carrying out the challenges and practices proposed by the teacher, aesthetics and quality of presentation.

Test 3: oral presentation activity on the construction of teaching identity (10% of the grade, minimum 5 out of 10).

Continuous and formative evaluation by the teaching team will be facilitated. In the event that a student cannot participate in this evaluation modality, he/she may take a joint test that integrates the same criteria and demands. The tests are independent, respecting the grades obtained in each of them within the same academic year.

The students of 5th and 6th call must be aware that their evaluation is made before a tribunal, and cannot waive this right. However, they may choose, upon request, to take the test together with the rest of the students in the group and subsequently place it in an envelope to be handed in to the tribunal (art. 23 of the Agreement of 22 December 2010, of the Governing Council, which approves the Rules of Procedure for the Assessment of Learning at the University of Zaragoza). In either of the two cases the same evaluation criteria and requirements specified as ordinary and general for the subject will be applied.

Finally, it must be taken into account that the Regulations of the Norms of Coexistence of the University of Zaragoza will be applicable to the irregularities committed in the evaluation tests by means of academic fraud, as well as the application of article 30 of the Regulations of the Norms of Evaluation of Learning in relation to irregular practices other than academic fraud.