

26505 - Context Assessment

Syllabus Information

Academic year: 2024/25

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.

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

The student must demonstrate that he or she has achieved the expected learning outcomes.

• Evaluation modalities:

1. Continuous Evaluation: composed of a test/exam (50%) on the contents presented in the development of the subject and the preparation of a portfolio (50%) in which the theoretical-practical activities proposed by the teaching staff will be collected. . . . Only people who attend all classes (both theoretical and practical) will be eligible for the continuous evaluation modality.

If a person in the continuous evaluation modality fails the oral test (only for cases in which the teaching staff proposes this option), they may take the specific written test for the continuous evaluation modality, which will account for 50% of the grade. the other 50% being allocated to the portfolio.

It is necessary to pass both parts with a 5 out of 10 to be able to take the average.

2. Global evaluation: composed of a theoretical-practical test/exam that will collect all the theoretical-practical content presented in the subject (books, articles, material presented in the theoretical-practical classes...). People who cannot attend all the theoretical-practical classes and those who choose this option will be eligible for the global evaluation modality.

• Evaluation criteria

1. Continuous evaluation mode: involvement in the subject, relevance of behavior, proactive and participatory attitude, teamwork, creativity, communication, correctness and conceptual rigor will be assessed.

2. Global evaluation mode: correctness, relevance and conceptual rigor will be assessed.

Fifth and sixth call

Fifth and sixth call students must be aware that their evaluation is carried out before a tribunal, and they 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 for delivery to the court (art. 23 of the Agreement of December 22, 2010, of the Governing Council, which approves the Regulation of Learning Evaluation Standards of the Zaragoza's University).

In either case, the same evaluation criteria and requirements specified as ordinary and general for the subject will be applied. Important: Total or partial fraud or plagiarism in any of the evaluation tests will result in failure of the subject with the minimum grade, in addition to the disciplinary sanctions that the guarantee commission adopts for these cases.

Finally, it must be taken into account that the Regulation of the Rules of Coexistence of the University of Zaragoza will apply to irregularities committed in the evaluation tests through academic fraud, as well as the application of article 30 of the Regulation of Evaluation Standards of the University of Zaragoza. Learning in relation to irregular practices other than academic fraud.

6. Sustainable Development Goals

3 - Good Health & Well-Being

4 - Quality Education

5 - Gender Equality