

26573 - Curriculum and Inclusive Early Childhood Education

Syllabus Information

Academic year: 2024/25

Subject: 26573 - Curriculum and Inclusive Early Childhood Education

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: 10.0

Year: 3

Semester: Annual

Subject type: Compulsory

Module:

1. General information

It is a basic training of a professional nature. To foster a new generation of active citizens, professionals with reflective capacity and a critical conscience that will lead them to develop actions that contribute to sustainable development, a fairer and more equitable future.

2. Learning results

The learning results obtained in the subject are a key link in the initial training and in the principles of professional development of future Early Childhood Education teachers. It involves a reflection on what it means to learn and teach today and how it should be taught in today's school.

1. Designs, plans and evaluates teaching and learning in the classroom.
2. Designs, plans, evaluates and regulates learning and coexistence spaces in contexts of diversity.
3. Designs, plans and evaluates teaching-learning processes, both individually and in collaboration with others, taking into account the context, contents, methodology and evaluation.

3. Syllabus

Curriculum theory. Types of curriculum. - Curriculum and curriculum theory. Paradigms and curricular models - Curricular change and pedagogic renovation. Innovation processes Teaching models - Bases: globalisation, didactic individualisation and socialisation - Typology Planning and developing teaching-learning processes in different contexts - Curricular framework for Childhood Education: design and development - Planning teaching-learning processes: objectives, contents, methodology and evaluation - The specificity of rural schools Didactic interaction. Relations in teaching-learning processes - The didactic interaction - Authority and discipline in class - Teacher's thinking Paying attention to diversity - Meanings of diversity and paying attention to diversity - Paying attention to diversity in today's socio-political context. Normative development - Paying attention to diversity at school: structure and organisation. Models and practices. The didactic and organisational bases of paying attention to diversity in class. Bases of educational attention to specific needs

4. Academic activities

* Practical classes (large group-intermediate group)

Learning by Challenges, Workshops of exercises, problems...

Homework correction

Discussion activities Self- and heteroevaluation activities

Analysis of written, visual and/or virtual-digital documents

Case and/or problem solving

External activities with real practices with children from 3 to 6 years old, both in the facilities of the Faculty and in the centers. Permission will be required for external travel.

* Mandatory scheduled individual or small group tutorials

* Written test. Non-face-to-face activities

- * Individual independent study and work
- * Readings from books, articles or documents

5. Assessment system

MODALITY A: A passing grade (5/10) in each of the parts is required to pass the subject: A. Written tests (50%) B. Dossier (50%). The value of each part of this dossier will be: 1) Planning of a contextualized teaching-learning process (30%); 2) Essay on one of the topics proposed in the development of the subject (15%); 3) Completion of practical activities (5%).

MODALITY B: PARTICIPATORY FORMATIVE EVALUATION

A. Written tests (20%) B. Dossier (80%). The value of each part of this dossier will be: 1) Planning of a contextualized teaching-learning process (30%); 2) Essay on one of the topics proposed in the development of the course (30%); 3) Completion of practical activities (20%) to be delivered at each of the dates set. The **Dossier** will collect the evidences of the continuous and formative evaluation; these instruments are: essays, projects, directed works, practices, presentations and debates, they will be of oral or written character and they will be developed in a face-to-face or non-face-to-face way.

The results of the evaluation of the subject between the first and the second call will be maintained in the same academic year.

The students of fifth and sixth call must be aware that their evaluation is made before a court, 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 submitted to the examining board (art. 23 of the Agreement of December 22, 2010, of the Governing Council, which approves the Regulation of Learning Assessment Standards of 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 Coexistence Rules of the University of Zaragoza will be applicable to irregularities committed in the evaluation tests.

through academic fraud, as well as the application of Article 30 of the Learning Assessment Standards Regulations in relation to irregular practices other than academic fraud.

6. Sustainable Development Goals

- 3 - Good Health & Well-Being
- 4 - Quality Education
- 5 - Gender Equality