Universidad Zaragoza

Academic Year: 2025/26

26604 - Teacher and Education

Teaching Plan Information

Academic year: 2025/26
Subject: 26604 - Teacher and Education
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
Ambit: Educational sciences
ECTS: 6.0
Year: 1
Semester: First semester
Subject type: Basic Education
Module: Educación
Ámbito de conocimiento de asignatura: Educational sciences

1. General information

The main goal of this subject is that students learn to structure the professionalizing references of tutoring both in its theoretical (principles and models) and practical (instruments, techniques and strategies) nature. The aim is to align tutorial action with the whole of educational action from different spheres, levels and dimensions, promoting and guaranteeing the construction of authentic educational relationships by and for people. A basic introduction to research, guidance, and evaluation is proposed with the aim of deconstructing the initial assumptions of the students and reconstructing a well-founded professional action with meaning and educational projection. Specifically, this includes those processes of educational accompaniment that are transversal and community-based, involving a comprehensive tutorial action.

2. Learning results

1. Critically analyzes the meaning of education, its possibilities and limits, in today's society

2. Identifies and understands the basic epistemological and methodological references in educational research

3. Knows, plans and applies the basic actions derived from the functions of the teacher-tutor and relates them to specific actionsthat imply a good professional practice, from its ethical reference

4. Designs educational evaluation processes, in particular those involving the teaching staff, i.e., those circumscribed to the evaluation of centers, programs and teachers

5. Identifies and understands the theoretical and methodological principles of educational evaluation

3. Syllabus

Unit 1. The teacher and educational research

1.1. Epistemological overview

1.2. Modalities and design of educational research

Unit 2. The teacher and mentoring

2.1- Duties of the mentor teacher

2.2- Organization and development of the tutorial action

2.3- Tutoring, communication and family

Unit 3. The teacher and evaluation

3.1- Types of evaluation

3.2- Evaluation instruments (rubric, etc.) and evaluation tools (portfolio, etc.)

3.3- Design, plan and evaluate teaching and learning in the classroom

4. Academic activities

Lectures: sessions for the presentation and explanation of the course syllabus: 30 hours

Problems and cases: sessions of development and resolution of practical cases, exposition of the products of the portfolio of evaluation: 30 hours

Independent study and work (individual and team work), seminars and academic tutoring sessions: 84 hours Assessment tests: 6 hours

The activities are aligned with the Sustainable Development Goals to the extent that the processes of educational guidance and evaluation of the tutorial action ensure quality education (Goal 4) in an ethical and programmatic sense (Goals 3 and 10). A critical analysis of the meaning of education, its possibilities, and limitations within contemporary society will be required from the imperative of sustainability (learning outcome 1), working transversally on the rest of the learning outcomes and the entire program content.

5. Assessment system

Continuous Assessment

It will consist of two evaluation instruments:

- A) Exercises, tests, and exams. This component includes the core contents of the course syllabus (50% of the final grade). The format may be adapted by the teaching staff and will be specified during the first session of the course. Whether in written or oral formats, or through peer-assessment modalities, it will be ensured that at least 50% of the core contents of the course are common across all teaching groups within the same faculty. The evaluation criteria will be accuracy, relevance, and conceptual rigor.
- B) Assessment Portfolio. Composed of the products resulting from learning activities (40% of the final grade) and a self-assessment report on the learning processes (10% of the final grade). If an oral presentation of the portfolio is required, the teaching staff of each group will determine its organization, weighting, and specific evaluation criteria during the first session of the course. The general evaluation criteria for the portfolio will be formal accuracy, rigor, coherence, openness, and multi-referentiality.

Passing the course will require passing both blocks of assessment instruments: the evaluative tests and exercises proposed in each group, as well as the learning products included in the assessment portfolio. The internal weighting of each assessment block will be specified by the teaching staff during the first session of the course.

Global assessment

It will consist of a two-part examination:

- A) Final Exam. It will cover the core contents of the course syllabus (50% of the final grade). The format may be adjusted by the teaching staff and will be specified during the first session of the course. At least 50% of the exam will be common across all teaching groups within the same faculty. The evaluation criteria will be accuracy, relevance, and rigor (50% of the final grade).
- B) Resolution of a practical case that will share the evaluation criteria of the evaluation portfolio (50% of the final grade).

Students must pass the two parts of the exam in order to pass the subject.

The second call will follow the global assessment method.

Fifth and sixth calls

The students involved should be aware that their evaluation is being conducted in front of a panel of judges. They may also opt for to take the test together with the rest of the reference group. In all cases, the same general requirements and evaluationcriteria of will be applied.

Warning

As a general rule, and in addition to the evaluation criteria already mentioned, the assessment of the course will take into account the appropriate use of language, both written and oral. This includes correct spelling in written texts, clear and well-articulated speech in oral presentations, appropriate writing style, clarity of expression, lexical and terminological precision, and proper use of punctuation. Furthermore, the presentation of work is expected to meet university-level standards in terms of clarity, neatness, organization, and legibility. A lack of rigor in these aspects may result in grade penalties and could even lead to failing the course.

It must be taken into account that the Regulations of the Rules of Coexistence of the University of Zaragoza will apply to irregularities committed in the assessment tests by means of academic fraud, as well as the application of article 30 of the Regulations of the Rules of Learning Assessment in relation to irregular practices other than academic fraud.

6. Sustainable Development Goals

3 - Good Health and Well-being
4 - Quality Education
10 - Reduced Inequalities