



Information about the subject

Degree: Bachelor of Arts Degree in Early Childhood Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1411101 **Name:** Fundamentals and History of Education

Credits: 6,00 **ECTS Year:** 1 **Semester:** 1

Module: Educational processes and contexts

Subject Matter: The early childhood education school **Type:** Basic Formation

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

| | | |
|-------|-------------------------------------------------------------------|-----------------------|
| 141A | <u>Jose Roberto Sanz Ponce</u> (Responsible Lecturer) | roberto.sanz@ucv.es |
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Module organization

Educational processes and contexts

| Subject Matter | ECTS | Subject | ECTS | Year/semester |
|---------------------------------------------------------------------|-------|--------------------------------------------------------------------------------------------------|------|---------------|
| Organización del espacio escolar, materiales y habilidades docentes | 12,00 | Organisation of the Classroom and of the Early Childhood School | 6,00 | 2/1 |
| | | Teaching-Learning Processes in the Classroom: Techniques and Tools | 6,00 | 3/1 |
| The early childhood education school | 24,00 | Design and Assessment of Educational Action Plans | 6,00 | 2/2 |
| | | Didactics and Educational Innovation | 6,00 | 2/1 |
| | | Fundamentals and History of Education | 6,00 | 1/1 |
| | | Teaching and Educational Practice | 6,00 | 2/2 |
| Systematic observation and context analysis | 6,00 | Methodology in Early Childhood Education and Techniques of Observation and Systematic Assessment | 6,00 | 3/1 |

Recommended knowledge

Any specific previous knowledge is required for this subject.



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 The student describes orally and in writing the educational foundations of the main authors of pedagogical thought.
- R2 The student identifies the characteristics of the different theories of education through the analysis of texts and the argumentation of their contributions taking into account the theoretical references studied.
- R3 The student has a critical vision regarding the different supposed anthropological models that are reflected in the different authors and pedagogical currents through a comparative reflection of them.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

| GENERAL | | Weighting | | | |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| G1 | To know the objectives, curricular contents and evaluation criteria of Early Childhood Education. | x | | | |
| G2 | To promote and facilitate learning in early childhood, from a globalizing and integrating perspective of the different cognitive, emotional, psychomotor and volitional dimensions. | | | x | |
| G3 | To design and regulate learning spaces in contexts of diversity that address the unique educational needs of students, gender equality, equity and respect for human rights. | x | | | |
| G4 | To promote coexistence in the classroom and outside it and address the peaceful resolution of conflicts. To know how to systematically observe learning and coexistence contexts and to know how to reflect on them. | | x | | |
| G5 | To reflect as a group on the acceptance of rules and respect for others. Promote the autonomy and uniqueness of each student as factors in the education of emotions, feelings and values in early childhood. | x | | | |
| G9 | To know the organization of early childhood education schools and the diversity of actions that comprise their operation. To recognize that the practice of the teaching function must be improved and adapted to scientific, pedagogical and social changes throughout life. | | | | x |
| G10 | To act as a counselor for parents in relation to family education in the 0-6 period and to master social skills in dealing and relating with the family of each student and with the families as a whole. | x | | | |
| G11 | To reflect on classroom practices to innovate and improve teaching. To acquire habits and skills for autonomous and cooperative learning and promote it in students. | | | | x |



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| SPECIFIC | | Weighting | | | |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| E12 | To understand that the daily dynamics in early childhood education is changing depending on each student, group and situation and to know how to be flexible in the exercise of the teaching function. | | X | | |
| E13 | To value the importance of stability and regularity in the school environment, schedules and teacher's moods as factors that contribute to the harmonious and integral progress of students. | X | | | |
| E14 | To know how to work as a team with other professionals inside and outside the center in the attention to each student, as well as in the planning of learning sequences and in the organization of work situations in the classroom and in the play space, identifying the peculiarities of the 0-3 period and the 3-6 period. | X | | | |
| E15 | To attend to the needs of students and conveying security, reassurance and affection. | X | | | |
| E18 | To approach field analysis through observational methodology using information, documentation and audiovisual technologies. | X | | | |
| E19 | To know how to analyze the data obtained, critically understand the reality and draw up a report with conclusions. | | | | X |
| E20 | To situate the nursery school in the Spanish educational system, in the European and international context. | | | X | |
| E21 | To learn about international experiences and examples of innovative practices in early childhood education. | | X | | |
| E22 | Value the importance of teamwork. | | | | X |
| E23 | To participate in the development and monitoring of early childhood education educational projects within the framework of center projects and in collaboration with the territory and with other professionals and social agents. | X | | | |
| E24 | To know the legislation that regulates nursery schools and their organization. | | X | | |



E25 To value the personal relationship with each student and his or her family as a factor in the quality of education.

X

Assessment system for the acquisition of competencies and grading system

| Assessed learning outcomes | Granted percentage | Assessment method |
|----------------------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| R1, R2, R3 | 50,00% | Written test: Final summative or continuous theoretical and practical test (open questions, objective test questions, truncated exam, etc.). Preparation of fieldwork memorandums. Solution of case studies, single case, etc. |
| R1, R2, R3 | 10,00% | Oral presentation of group and individual work. |
| R2, R3 | 10,00% | Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials. |
| R1, R2, R3 | 30,00% | Non-final written exams: individual or group directed work. |

Observations

Active participation and commitment to work is required.

In order to pass the subject, it is necessary to demonstrate an advanced level linguistic command in all oral and written productions, so that level C1 is achieved at the end of the Degree, which is required by the official report of the title. For this reason, each spelling error will be penalized in assignments and exams with 0.50 points. Three missing tildes will equal a misspelling.

CRITERIA FOR THE AWARDING OF HONOURS:

As a sign of academic exceptionality, the Honour's Degree will be awarded to the student who, in addition to obtaining a maximum mark in the above criteria, is considered by the teacher to be worthy of such a distinction. And, in accordance with the general regulations which indicate that only one matriculation of honour can be awarded for every 20 students, not per fraction of 20, with the exception of the case of groups of less than 20 students in total, in which one matriculation can be awarded.



Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 PARTICIPATIVE MASTERCLASS
- M2 CLASSROOM PRACTICES
- M3 CASE STUDIES
- M6 PROBLEM-BASED LEARNING
- M7 GROUP TUTORING
- M8 INDIVIDUAL TUTORING
- M9 PROJECT-BASED LEARNING
- M10 COOPERATIVE AND COLLABORATIVE WORK



IN-CLASS LEARNING ACTIVITIES

| | LEARNING OUTCOMES | HOURS | ECTS |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------|-------------|
| Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom. M1 | R1, R3 | 30,00 | 1,20 |
| Group work sessions supervised by the teacher, case studies, diagnostic analyses, problems, field studies, computer classroom, visits, data searches, libraries, network, Internet, etc. Meaningful construction of knowledge through student interaction and activity. M2 | R1, R2, R3 | 18,00 | 0,72 |
| Presentation in plenary. Application of interdisciplinary knowledge M2 | R2 | 2,00 | 0,08 |
| Personalised attention in small groups. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, assignments, etc. M2, M10 | R2, R3 | 8,00 | 0,32 |
| Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M2 | R1, R2, R3 | 2,00 | 0,08 |
| TOTAL | | 60,00 | 2,40 |



LEARNING ACTIVITIES OF AUTONOMOUS WORK

| | LEARNING OUTCOMES | HOURS | ECTS |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------|-------------|
| Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M10 | R2, R3 | 40,00 | 1,60 |
| Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M2, M3 | R1, R2, R3 | 50,00 | 2,00 |
| TOTAL | | 90,00 | 3,60 |



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

| Content block | Contents |
|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| 1. Concept, elements and purpose of education. | 1.1 Concept of education. 1.2 Elements involved at educational process. 1.3 Education aims. |
| 2. Fundamental background of early childhood education | 2.1 San José de Calasanz 2.2 Juan Comenio 2.3 Jacques Rousseau 2.4 Pestalozzi 2.5 Pablo Montesino |
| 3. Friedrich Fröbel | 3.1 The author and his works. 3.2 Basic principles of his educational method 3.3 The kindergartens |
| 4. The "new school" educational model and early childhood education | 4.1 John Dewey 4.2 María Montessori 4.3 Andrés Manjón |



Temporary organization of learning:

| Block of content | Number of sessions | Hours |
|---------------------------------------------------------------------|--------------------|-------|
| 1. Concept, elements and purpose of education. | 3,00 | 6,00 |
| 2. Fundamental background of early childhood education | 10,00 | 20,00 |
| 3. Friedrich Fröbel | 7,00 | 14,00 |
| 4. The "new school" educational model and early childhood education | 10,00 | 20,00 |

References

Basic bibliography

- COLOM J.A. (2006), Theories and contemporary institutions of education. 5th edition. Ariel, Barcelona.
- NEGRIN FAJARDO, OR, VERGARA CIORDIA, J. (2007), Theories and contemporary institutions of education. Ramon Areces University, Madrid.
- SANCHIDRIÁN, C., RUIZ BERRIO, J. (Coord.) (2010), History and current perspective of Early Childhood Education. Grao, Barcelona.
- SANZ, R. (2013). Pedagogical reflections. A dialogue with the educational classics. Boreal, Valencia.
- SORIANO, A. and CASARES, P.M. (2014). Theory of education: Early Childhood Education. Pyramid, Madrid. Further reading
- GENTO PALACIOS, S. (1996), educational institutions for total quality, La Muralla, Madrid.
- MONARCH, H. (2010) The purposes of education. Editorial Narcea. Madrid.
- NEGRIN FAJARDO, O. (2004), History of education in Spain. Authors, texts and documents, UNED, Madrid.
- PUELLES BENÍTEZ, M. (1999), Education and ideology in contemporary Spain, Tecnos, Madrid.
- PUELLES BENÍTEZ, M. (2007), Politics and education in contemporary Spain, UNED, Madrid.
- RAMO, Z. & RODRIGUEZ, M. (1997). Organization Guide for Primary Schools and Nursery Schools. Madrid: Spanish School.
- SARRAMONA, J. (1989), Foundations of education. CEAC Barcelona.
- TRUJILLO, F. (2006). Educational experiences in cooperative learning. Ed. University Editorial Group. Basic bibliography and, where appropriate, complementary.



Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☐ Microsoft Teams

☒ Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☒ Kaltura

Explanation about the practical sessions:

The teaching methodology will be adjusted to the circumstances to guarantee maximum use of the sessions.



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

| Course guide | | Adaptation | |
|-----------------|----------------------|--------------------------------------|---------------------|
| Assessment tool | Allocated percentage | Description of the suggested changes | Platform to be used |

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:

No pertinent remarks.