



Information about the subject

Degree: Bachelor of Arts Degree in Early Childhood Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1411202 **Name:** Didactics and Educational Innovation

Credits: 6,00 **ECTS Year:** 2 **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:

142A	<u>Maria Gloria Gomez Vivo</u> (Responsible Lecturer)	mg.gomez@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

Not required



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 Recognizes the function and characteristics of didactics within the framework of educational sciences.
- R2 Identifies the main characteristics of the curriculum, the concepts related to it and the legislative framework that regulates it.
- R3 Designs and defends a didactic unit based on the official curriculum from a competential approach, correctly aligned.
- R4 Reflects on the importance of didactics, curriculum and programming from current approaches, giving the importance it has for educators.



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
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	
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
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
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
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

E24 To know the legislation that regulates nursery schools and their organization.

X

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	60,00%	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.
R3	10,00%	Oral presentation of group and individual work.
R1, 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, R4	20,00%	Non-final written exams: individual or group directed work.

Observations

Passing the written tests and the practical exam (minimum grade of 5) will be a requirement for passing the course.

All assignments will have a specific date for completion and delivery that must be respected.

• **Written tests and tests of reflection and/or development** that correspond to each of the subjects and that can be taken throughout the term to eliminate material but in any case they will have to be passed: 30%.

• **Final practical exam** in which students have to demonstrate that they are able to complete a programming unit with the curricular elements perfectly aligned: 30%.

• **Oral presentations:** 10%.

• **Individual monitoring** of attendance to face-to-face sessions and participation through the completion of assignments: 10%.

• **Non-final written tests:** group delivery of the programming unit: 20%.



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, R2, R3	20,00	0,80
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, M3, M6	R2, R3, R4	27,00	1,08
Presentation in plenary. Application of interdisciplinary knowledge M2	R3	4,00	0,16
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, M3	R1, R2, R3	8,00	0,32
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M1, M2, M3	R1, R2, R3, R4	1,00	0,04
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. M2, M3, M6	R1, R2, R3	50,00	2,00
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. M1, M2, M3	R1, R2, R3	40,00	1,60
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. DIDACTICS AND CURRICULUM	Role of Didactics and its componentsThe curriculum in education. Sources, elements and levels
2. CURRICULUM IN EDUCATIONAL LEGISLATION	Learning-centered curriculum design, development and evaluationLegislative frameworkDevelopment of the Early Childhood Education Curriculum Decree
3. THE PROGRAMMING UNIT	Competency-centered curriculumDesign of Learning SituationsLearning-centered methodologiesProcess for the development of Programming Units



Temporary organization of learning:

Block of content	Number of sessions	Hours
1. DIDACTICS AND CURRICULUM	7,00	14,00
2. CURRICULUM IN EDUCATIONAL LEGISLATION	7,00	14,00
3. THE PROGRAMMING UNIT	16,00	32,00



References

- DE LA HERRAN, PAREDES LABRA (Coord) (2008) *Didáctica General. La práctica de la enseñanza en Educación Infantil, Primaria y Secundaria*. Madrid: McGraw Hill.
- GERVILLA, A. (2006) *El currículum en Educación Infantil*. Madrid: Narcea
- JIMÉNEZ RODRIGUEZ, M.A. (Coord.) (2019). *Programar al revés. El Diseño Curricular desde los aprendizajes*. Madrid: Narcea
- JIMÉNEZ RODRIGUEZ, M.A. (Coord.) (2019). *El diseño de Unidades Didácticas hoy. La alineación del currículo al servicio de los aprendizajes*. Valencia: Tirant Humanidades
- MEDINA A. y MATA, F. S. (Coord) (2009) *Didáctica General*. Madrid: Pearson-UNED
- SANCHEZ HUETEN, J.C. (Coord.) (2008) *Compendio de Didáctica General*. Madrid: CCS.
- ZABALZA, M. A. (2008) *Didáctica de la Educación Infantil*. Madrid: Narcea.

Further reading

- BLANCHAR, M. y MUZAS, M.D. (2007). *Propuestas metodológicas para profesores reflexivos. Cómo trabajar con la diversidad del aula*. Madrid: Narcea.
- BERMEJO, B. (Coord.) (2011). *Manual de didáctica general para maestros de Educación Infantil y de Primaria*. Madrid: Pirámide.
- CHAPELA, C. (2008). *Didáctica General*. Madrid: McGraw-Hill/Interamericana de España, S.A.U.
- DEL CARMEN, L., CODINA, M., GINÉ, N., MENOYO, M.P., PARCERISA, A., QUINQUER, GIMENO, J. y colaboradores (2008). *Educación por competencias. ¿Qué hay de nuevo?*. Madrid: Morata.
- GATHER, M. (2004). *Innovar en el seno de la institución escolar*. Ed. Graó.
- LORENZO, M. (Coord.) (2011). *Didáctica para la educación infantil, primaria y secundaria*. Madrid: Universitas
- MORAL, C. y PÉREZ, M. P. (Coord.) (2009) *Didáctica. Teoría y práctica*. Madrid: Graó.
- PAYÁ, A. (2008). *Aprender jugando*. Valencia: Universidad de Valencia.
- PERRENOUD, P. (2012). *Cuando la escuela pretende preparar para la vida. ¿Desarrollar competencias o enseñar otros saberes?* Barcelona: Graó.
- PÉREZ FERRA, M. e HIGUERUELO, E. (Coord.) (2012). *Didáctica para maestros*. Jaén: Joxman

Internet / web addresses....

- Selection of texts of General Didactics
<http://lecturaspedagogicas.blogspot.com/2009/02/seleccion-de-textos-de-didactica.html>
- Enciclopedia Virtual de Didáctica y Organización Escolar <http://www.peremarques.net/dioe.htm>
- Organización de Estados Iberoamericanos(OEI): Biblioteca digital
<http://www.oei.es/bibliotecadigital.php>
- MINISTERIO DE EDUCACIÓN
www.mecd.gob.es
- Revista de educación, edición electrónica <http://www.revistaeducacion.mec.es/>



Journals

AULA DE INFANTIL.

AULA DE INNOVACIÓN EDUCATIVA. BORDÓN

CUADERNOS DE PEDAGOGÍA.

EDETANIA. Estudios y propuestas de educación

EDUCACIÓN XXI



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:



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: