



## Information about the subject

**Degree:** Bachelor of Arts Degree in Early Childhood Education

**Faculty:** Faculty of Teacher Training and Education Sciences

**Code:** 1411203 **Name:** Design and Assessment of Educational Action Plans

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

**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:

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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

No prerequisites



## 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 analyzes the different plans, programs and projects that an educational center must have according to the legal regulations in order to deepen in the characteristics of each one of them and identify their essential functions.
- R2 The student evidences his/her knowledge of the components of the educational project designing in a cooperative way an educational center that he/she presents by means of digital resources.
- R3 The student cooperatively designs intervention plans in the school environment, from the research-action methodology.
- R4 The student demonstrates mastery of communication skills through oral presentation.



## 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
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
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
G12	To understand the role, possibilities and limits of education in today's society and the fundamental competencies that affect early childhood education schools and their professionals. To know models of quality improvement with application to educational centers.				X
SPECIFIC		Weighting			
		1	2	3	4
E18	To approach field analysis through observational methodology using information, documentation and audiovisual technologies.				X



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E19	To know how to analyze the data obtained, critically understand the reality and draw up a report with conclusions.			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



## Assessment system for the acquisition of competencies and grading system

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

### Observations

The WRITTEN TESTS section (60%) will be evaluated by means of multiple-choice tests of each of the topics and a written exam with development questions in which the students will have to demonstrate their knowledge of the topics learned and their reflective capacity.

The NON-FINAL WRITTEN TESTS (20%) will be evaluated by means of cooperative work that will take place in three moments of the course:

Experts in Plans. Each team specializes in one of the regulatory plans required to schools in the current regulations, researches, prepares a paper and presents it to their peers, who will co-evaluate the work. Website. Each team designs an educational center following the guidelines established by the teachers and incorporates all the information in the creation of the center's web page. Improvement Plan. Each team designs an improvement plan for its own school. It will be a prerequisite to pass the subject the passing of the Written Tests and the three cooperative works.

### 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, M10	R1, R2	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. M1, M2, M7, M10	R1, R2	30,00	1,20
Presentation in plenary. Application of interdisciplinary knowledge M1, M2, M10	R1, R2, R3, R4	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, M7, M8, M10	R1, R2, R3	7,00	0,28
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M2, M10	R1, R2, R3, R4	1,00	0,04
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>





## 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, M7, M10	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. M7, M8, M10	R1, R2, R3, R4	40,00	1,60
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
1. Conceptual Approach	1.1 Cooperative Learning 1.2 Plan, Program, Project 1.3 The Educational Project
2. Plans, Projects and programs	2.1 Legal regulations: evolution and current events 2.2 Tutorial Action Plan 2.3 Coexistence Plan 2.4 Planning for school mediation 2.5 Other plans
3. Educational innovation	3.1.- Improvement processes in educational centers 3.2.- The Action-Research model 3.3.- Design of a proposal

### Temporary organization of learning:

Block of content	Number of sessions	Hours
1. Conceptual Approach	8,00	16,00
2. Plans, Projects and programs	10,00	20,00
3. Educational innovation	12,00	24,00



## References

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- Antúnez, S. et alt. (2000) Discipline and coexistence in the school institution. Graó. Barcelona.
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- Camps, A. (2001). *The classroom as a space for research and reflection*. Ed. Graó. Barcelona.
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- Johnson, D. W., Johnson, R. T., & Holubec, E. J. (1999). *Cooperative learning in the classroom* (Vol. 4). Buenos Aires: Paidós.
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Rodríguez, R. (2007). Coexistence Plans as tools to prevent school conflicts. *Murcia: Ponencia Jornadas Europeas Sobre Convivencia Escolar.*

Trujillo, F. (2006). *Educational experiences in cooperative learning.* Ed. Grupo Editorial Universitario. Alicante.



## 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: