Universidad Católica de Valencia San Vicente Mártir

Information about the subject

Degree: Bachelor of Arts Degree in Early Childhood Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1410202 **Name:** Organisation of the Classroom and of the Early Childhood School

Credits: 6,00 **ECTS Year:** 2 **Semester:** 1

Module: Educational processes and contexts

Subject Matter: Organización del espacio escolar, materiales y habilidades docentes **Type:**

Compulsory

Department: General Didactics, Theory of Education, and Technological Innovation

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

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   The student reflects on the organisation of the school space, materials and teaching skills and proposes innovative alternatives through case studies.

R2   The student recognises and values the functions of the different operating bodies of an early childhood education centre.

R3   The student identifies the functions and organisational structure of a nursery school in the regulations in force.

R4   The student organises the spatial-temporal aspects of an Early Childhood Education centre on the basis of legal requirements and other theoretical concepts.

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
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
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
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**
E20	To situate the nursery school in the Spanish educational system, in the European and international context.				**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.
R1, R2, R3, R4	10,00%	Oral presentation of group and individual work.
R1, R2, R3, R4	5,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.
R1, R2, R3, R4	25,00%	Non-final written exams: individual or group directed work.

Observations

Assessment system for students who meet the attendance requirement (80%):
It includes several distinct instruments, such as group assignments, individual assignments (R2-R3-R4), and the final written test (R1-R3-R4), which will have two parts. Regarding the final written test, the first part will include between 20 and 40 closed-response questions (true or false, multiple choice, fill in the blanks, sort) that will count for 60% of the exam grade. One correct answer will be deducted for every two incorrect answers. The second part will consist of between 2 and 4 theoretical and practical development questions that will count for 40% of the exam grade. The final grade will be the weighted average of the results obtained in each of the assessment instruments, provided that all have been passed with a minimum grade of 5. All assignments will have a specific completion and submission date. The percentage of written tests will be 60% of the final grade, and the percentage of group and individual assignments (oral presentations, active participation, and non-final written tests) will be 40%.

Assesment system for students who do not meet the attendance requirement (80%):
Single evaluation. Exceptionally, students who cannot take the continuous evaluation system due to not attending at least 80% of classes may opt for this evaluation system. In this case, the evaluation will be as follows:
Exam: Using the same format as described above, it will account for 75% of the course grade. Assessed Learning Outcomes: R1-R3-R4 Activity and materials design assignments: will account for 25% of the grade. Assessed Learning Outcomes: R2-R3-R4.

In accordance with the regulations governing the evaluation and grading of the course in force at the UCV, the "Matrícula de Honor" distinction may be awarded to students who have obtained a grade equal to or higher than 9.0. The number of "Matrículas de Honor" may not exceed five percent of the students enrolled in the group in the corresponding academic year, unless the number of students enrolled is less than 20, in which case only one "Matrícula de Honor" may be awarded. Exceptionally, honors may be allocated globally among different groups in the same course. However, the total number of honors awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of their group. The criteria for awarding honors will be determined by the professor responsible for the subject, as detailed in the "Observations" section of the evaluation system in the teaching guide.

Use of Artificial Intelligence:

The use of AI is permitted for: Study support (generating alternative explanations, concept maps, or self-assessment exercises) Receiving feedback on the clarity or coherence of one's own text. The use of AI is not permitted for: Completing assessable tasks, unless required in a specific activity and instructed by the instructor. If AI is used in any of the activities under the permitted conditions, it must be stated in which part of the activity it was used, which AI tool was used, and for what purpose.

CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

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	12,50	0,50
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, M9, M10	R1, R2, R3, R4	23,00	0,92
Presentation in plenary. Application of interdisciplinary knowledge M2, M9, M10	R1, R2, R3, R4	8,00	0,32
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. M7, M8	R1	12,50	0,50
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M3, M6	R1, R2, R3, R4	4,00	0,16
TOTAL		**60,00**	**2,40**

Course guide

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, M9, M10	R1, R2, R3, R4	45,00	1,80
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, M6	R1, R2, R3, R4	45,00	1,80
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- INFANT EDUCATION IN THE CURRENT REGULATORY FRAMEWORK.	1.1. Evolution of the concept of Early Childhood Education 1.2. Role of Education in today's society 1.3. Individualization of teaching
2- THE ORGANIZATION OF THE CENTER EDUCATIONAL	2.1. Pedagogical autonomy as a principle of culture organization of the centers. 2.2. Basic legislative aspects 2.3. Governing and teaching coordination bodies. 2.4. The Educational Project
3. THE ORGANIZATION OF THE CLASSROOM CHILD EDUCATION	3.1. Space-time organization in the center and the classroom. 3.2. Materials and resources. 3.3. Time at school: routines and schedule. 3.3.1. Conditioning factors. 3.3.2. Characteristics of the timetable and standard timetables by age. 3.3.3. The routines and the learning corners. .

Temporary organization of learning:

Block of content	Number of sessions	Hours
1- INFANT EDUCATION IN THE CURRENT REGULATORY FRAMEWORK.	7,00	14,00
2- THE ORGANIZATION OF THE CENTER EDUCATIONAL	10,00	20,00
3. THE ORGANIZATION OF THE CLASSROOM CHILD EDUCATION	13,00	26,00

References

Basic bibliography:

AA.VV. (1991) La Escuela Infantil de 0 a 6 años. Anaya.

AA.VV. (1997) Actividades en Educación Infantil. Indicadores de evaluación. Madrid. Escuela Espannñola

Antúnez, S. (1998) El proyecto Educativo de Centro. Barcelona. Ediciones Graó.

Antúnez, S. (2000). Claves para la organización de centros escolares. Barcelona:ICE/Horsori

Calatayud, M.A. (2010) Los Entresijos de la Escuela. Málaga. Ediciones Algibe.

Gallego, J.L. Coord. (1998) Educación Infantil. Málaga. Ediciones Aljibe.

Gallego, J.L. y Fernández de Haro (2003) Enciclopedia de la Educación Infantil. Málaga Ediciones Aljibe.

García, M. L. (1996). Organización de la educación infantil. Madrid: Escuela Española.

Gervilla, A. (1989). Organización escolar aplicada a la educación infantil. Málaga: Edinford.

Goldschmied, E. y Jacksons, S (2000). La Educación Infantil de 0 a 3 años. Madrid. Morata

Ibañez, C. (1998) El Proyecto de Educación Infantil y su práctica en el aula. Madrid. Ediciones La Muralla.

Laguía, M.J.(2006) Rincones de actividades en la escuela infantil (0-6 años). Barcelona. Ed.-Graó.

Mendez, L., Ruiz, J.M., Rodríguez, E. y Rebaque, M. (2002) La tutoría en Educación Infantil. Barcelona. CISSPRAXIS.

Parra, J.M. (2011) Manual de didáctica de la Educación Infantil. Madrid. Garceta Editorial.

Zabala, M.A. (2002) Didáctica de la Educación Infantil. Narcea. Madrid.

Complementary bibliography:

Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación (BOE de 30 de diciembre de 2020).

Decreto 233/1997, de 2 de septiembre, del Gobierno Valenciano por el que se aprueba el Reglamento Orgánico y Funcional de las Escuelas de Educación Infantil y de los Colegios de Educación Primaria (DOGV de 8 de septiembre de 1997).

Decreto 253/2019, de 29 de noviembre, del Consell, de regulación de la organización y el funcionamiento de los centros públicos que imparten enseñanzas de Educación Infantil o de Educación Primaria (DOGV de 2 de diciembre de 2019).

Real Decreto 95/2022, de 1 de febrero, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Infantil (BOE de 2 de febrero de 2022).

Decreto 100/2022, de 29 de julio, del Consell, por el cual se establece la ordenación y el currículo de Educación Infantil (DOGV de 10 de agosto de 2022).

Lahora, C (2001) La escolarización antes de los 3 an~os. Organización del aula y diez Unidades Didácticas. Narcea. Madrid.

Martínez, A & Calvo, A.R. (1999) Técnicas para evaluar la competencia curricular en Educación Infantil. Escuela Española. Madrid.