



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: -

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	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

The evaluation includes several well-differentiated instruments such as attendance, group work, individual work and the written test that will include multiple choice questions and short development questions. The final grade will be the weighted average of the results obtained in each of them, provided that all of them have been passed with a minimum mark of 5. All assignments will have a specific date for completion and delivery.



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	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



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 Española
- Antúñez, S. (1998) El proyecto Educativo de Centro. Barcelona. Ediciones Graó.
- Antúñez, 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 años. 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.



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:

Not applicable



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
Written test	40	Set as test individual written the resolution of a case taking into account the contents of the course. will be delivered from individually through the UCV platform in the official date.	UCV (Moodle)

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

Comments to the Assessment System:

None