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: General Didactics, Theory of Education, and Technological Innovation

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

141A	Roberto Sanz Ponce **(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

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			
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

NOTE 1:
The final assessment instrument consists of a written test (either a written essay, short questions, or multiple-choice test).
NOTE 2:
Single Assessment:
Exceptionally, students who cannot take the continuous assessment system due to not attending at least 60% of the classes may opt for this assessment system. In this case, the assessment will be as follows:
Reading of the book established by the professor: This will be assessed in the exam.The exam will consist of two parts: the first part will consist of essay questions on the syllabus content (80%) of the grade. Assessed learning outcomes: R1, R3. And the second part will consist of questions about the reading of the book or a text commentary (20%). Assessed learning outcomes: R2, R3.NOTE 3:
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 the instructor so indicates.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, 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

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NEGRIN FAJARDO, OR, VERGARA CIORDIA, J. (2007), Theories and contemporary institutions of education. Ramon Areces University, Madrid.
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NEGRIN FAJARDO, O. (2004), History of education in Spain. Authors, texts and documents, UNED, Madrid.
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