



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: General Didactics, Theory of Education, and Technological Innovation

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
142AL	<u>Noelia Martinez Hervas</u> (Responsible Lecturer)	noelia.martinez@ucv.es
142B	<u>Maria Jose Llopis Bueno</u> (Responsible Lecturer)	mariajose.llopis@ucv.es
142PA	<u>Juan Antonio Giménez Beut</u> (Responsible Lecturer)	jantonio.gimenez@ucv.es



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.
- R5 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
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, R5	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

All the works will have a specific date of execution and delivery that must be respected. It is an indispensable requirement to pass the final tests (theoretical-practical) and the Programming Unit in order to pass the course.

• **Written tests type test and reflection and/or development tests (30%, linked to the Learning Results R1-R2-R4)** that correspond to each one of the subjects and that can be carried out throughout the term to eliminate material (decision that will take each one of the professors of the subject), but in any case they will have to be passed to pass the subject. In order to access the eliminatory midterm exams, it will be an essential requirement to have 70% attendance on the date of the midterm exam.

• **Final practical exam (30%, linked to Learning Result R4)** in which the students have to demonstrate that they are able to complete a programming unit with the curricular elements perfectly aligned:

• **Oral presentations: (10%, linked to Learning Outcomes R3 and R5)**

• **Individual monitoring** of attendance to the classroom sessions and participation through the completion of the assignments (**10%, linked to Learning Outcomes R1-R2-R3-R4**)

• **Non-final written tests (20%, linked to Learning Outcome R3)** delivery of the programming unit by groups:

Single assessment:

• Exceptionally, students who are unable to undergo the continuous evaluation system because



they do not attend at least 70% of the classes may opt for this evaluation system. In this case, they will be evaluated in the following way:

In such case, it will be evaluated as follows:

1. For the Learning Results R1-R2-R4, which correspond to each of the topics, we assign 50% and include the completion of Test Type and Development-Reflection Tests, which will be collected in the Final Test. Likewise, the assignments determined by the teacher will be handed in.

2. For Learning Outcome R3, students will take a practical written test in which they demonstrate mastery of the elements of Programming and answer questions related to the mastery of this technique (30%)

3. For Learning Outcome R3 and R5 the student will be asked to deliver and expose a Learning Situation that contains all the curricular elements aligned (20%).

Use of Artificial Intelligence:

The use of AI is allowed for:

- Study support (generate alternative explanations, concept maps or self-assessment exercises)
- Receive feedback on the clarity or coherence of one's own text.

The use of AI is not allowed for:

- The completion of evaluable assignments, unless it is required in a particular activity and the teacher so indicates.

In case of using AI in any of the activities under the allowed conditions, it must be mentioned in which part of the activity it has been used, which AI tool has been 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 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	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, R5	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, R5	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, R4	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, R4, R5	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 components The curriculum in education. Sources, elements and levels
2. CURRICULUM IN EDUCATIONAL LEGISLATION	Learning-centered curriculum design, development and evaluation Legislative framework Development of the Early Childhood Education Curriculum Decree
3. THE PROGRAMMING UNIT	Competency-centered curriculum Design of Learning Situations Learning-centered methodologies Process 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/>



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