



## 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:** 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

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



# Course guide

**Year 2025/2026**

**1411203 - Design and Assessment of Educational Action Plans**

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

All assignments will have a specific completion and submission date that must be strictly adhered to. Passing the written exams and completing the assignments corresponding to the non-final written exams will be required to pass the course.

The **WRITTEN EXAMS** section (60%, linked to Learning Outcomes **R1- R2 and R3**) will be assessed by means of multiple-choice and/or essay-type questions on each of the topics, in which students must demonstrate their knowledge and reflective skills. Eliminary mid-term exams may be held throughout the semester (a decision to be made by each of the course lecturers), but in any case, these exams must be passed in order to pass the course. In order to take the eliminary mid-term exams, it will be essential to have 70% attendance on the date of the mid-term exam.

**NON-FINAL WRITTEN TESTS** (20%, linked to Learning Outcomes **R1- R2 and R3**) will be assessed through cooperative work carried out at three points during the course:

Experts in Plans. Each team specialises in one of the Plans and Measures required of educational centres under current regulations; they research, prepare a project and present it to their classmates, who will co-evaluate it.

Website. Each team designs an educational centre following the guidelines established by the teachers and incorporates all the information into the creation of the centre's website.

Improvement Plan. Each team designs an Improvement Plan for their own educational centre based on the Action Research Methodology.

**ORAL PRESENTATION OF PROJECTS** (10%, linked to Learning Outcomes **R3 and R4**)



## **ATTENDANCE AND PARTICIPATION (10%, linked to Learning Outcomes R1, R2, R3 and R4).**

Individual monitoring of attendance at face-to-face sessions and participation in theoretical and practical classes, seminars and tutorials, as well as the timely and proper submission of required assignments.

### **Single assessment:**

Exceptionally, students who are unable to undergo continuous assessment because they have not attended at least 70% of classes may opt for this assessment system. In this case, they will be assessed as follows:

The **WRITTEN TESTS** section (60%, linked to Learning Outcomes **R1- R2 and R3**) will be assessed by means of a final written exam with essay questions and multiple-choice questions in which students must demonstrate their knowledge of the topics learned and their reflective ability.

The **NON-FINAL WRITTEN TESTS** (30%, linked to Learning Outcomes **R1-R2 and R3**) will be assessed by completing the last two assignments, but in individual format (Creation of a school website and Improvement Plan).

The **ORAL PRESENTATION** (10% **R4**) will be assessed in a personal interview between the teacher and the student, in which the student will be asked questions about the assignments presented in the previous section.

### **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:

- The completion of assessable tasks, unless required in a specific activity and indicated by the teacher.

If AI is used in any of the activities under the permitted conditions, it must be stated 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 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, 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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