Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1161103 **Name:** Educational Fundamentals and School Organisation

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

Module: Educational processes and contexts

Subject Matter: Education **Type:** Basic Formation

Field of knowledge: Social and Legal Science

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

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

1161A	Aurelio Jose Gonzalez Bertolin **(Responsible Lecturer)**	aurelio.gonzalez@ucv.es
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Module organization

Educational processes and contexts

Subject Matter	ECTS	Subject	ECTS	Year/semester
Education	24,00	Design and Evaluation of Educational Action Plans	6,00	2/2
		Didactics and Educational Innovation	6,00	1/2
		Educational Fundamentals and School Organisation	6,00	1/1
		Teaching-Learning Processes in the Classroom: Techniques and Tools	6,00	2/2

Recommended knowledge

No prior knowledge required

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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 understands the distinctive features of different educational theories.

R2   The student has a critical perspective regarding different anthropological models.

R3   The student knows and values the historical evolution of pedagogical thought.

R4   The student reasons and describes the development of the construction of the contemporary educational system.

R5   The student interprets the documents that enable the functioning of an educational institution.

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
CG6	Know the organization of primary education schools and the diversity of actions involved in their functioning. Perform tutoring and orientation with students and their families, addressing the singular educational needs of the students. Recognize that the exercise of the teaching function must go on improving and adapting to the scientific, pedagogical, and social changes throughout life.				x
CG8	Maintain a critical and autonomous relationship with knowledge, values, and public and private social institutions.				x
CG12	Understand the function, possibilities, and the limits of education in today's society and the fundamental competencies that affect primary education schools and their professionals. Know the models of quality improvement applied to educational institutions.				x

SPECIFIC		Weighting			
		1	2	3	4
CE7	Know the fundamentals of primary education. Analyze teaching practice and the institutional conditions that frame it.				x
CE8	Know the historical evolution of the educational system in our country and the political and legislative determinants of educational activity.				x

Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5	10,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
R1, R2, R3, R4, R5	20,00%	Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works).
R1, R2, R3, R4, R5	50,00%	Written tests: Objective tests with short and extended responses.
R1, R2, R3, R4, R5	20,00%	Projects. Development and/or design works.

Observations

FACE-TO-FACE ASSESSMENT IN THE CLASSROOM:
The written test will consist of a development exercise of between 4 and 5 theoretical/practical development questions.
SINGLE EVALUATION:
Exceptionally, those students who cannot undergo the continuous evaluation system because they do not attend a minimum of 60% of the classes may opt for this evaluation system. In this case, it will be assessed as follows:
Written exercise: with the same format described above, which will account for 75% of the grade of the subject. Preparation and oral and written presentation of a work proposed by the teacher of the subject (25%).
Use of Artificial Intelligence:
The use of AI is allowed to:
· 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 to:
· The performance of assessable tasks, unless it is required in a specific activity and the teacher so indicates.
In case of using AI in any of the activities under the permitted conditions, it must be mentioned in which part of the activity it has been used, which AI tool has been used and for what.
Other observations:
It is an essential requirement to pass the subject to pass the final written test and to have submitted

50% of the assessable tasks.

CRITERIA FOR THE GRANTING OF HONORS:

In accordance with the regulations governing the evaluation and grading of the subject in force at the UCV, the mention of "Matricula de Honors" may be awarded to students who have obtained a grade equal to or greater than 9.0. The number of "Honors Degrees" 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 "Honors Degree" may be awarded. Exceptionally, the honors may be assigned among the different groups of the same subject globally. However, the total number of honours to be awarded will be the same as if they were assigned by group, but these may be distributed among all students according to a common criterion, regardless of the group to which they belong. The criteria for awarding "Honors" will be made according to the criteria stipulated by the professor responsible for the subject detailed in the "Observations" section of the evaluation system of the teaching guide.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5	30,00%	Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development
R1, R2, R3, R4, R5	20,00%	Solution of practical cases: Performance tests of real and/or simulated tasks.
R1, R2, R3, R4, R5	20,00%	Exposición oral de trabajos grupales e individuales: sistemas de autoevaluación (oral, escrita, individual, en grupo). Pruebas orales (individual, en grupo, presentación de temas-trabajos)
R1, R2, R3, R4, R5	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2, R3, R4, R5	20,00%	Projects. Development and/or design works.

Observations

Additional information:

The evaluation includes several well differentiated instruments . 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 grade of 5.

The written test is subdivided as follows:

·Final developmental exam: 40%.

·Partial written tests throughout the course in development of assignments: 10%.

All assignments will have a specific date of execution and delivery.

All oral and written production by the students will be evaluated at a formal level according to the document "Level C1 (Common European Framework of Reference for Languages) in the Degrees of Teacher in Early Childhood and Primary Education". In order to pass the course, it is necessary to demonstrate in all oral and written productions an advanced level of linguistic proficiency, so as to achieve at the end of the degree the level C1, which is required by the official Memory of the degree. Therefore, each spelling mistake will be, consequently, penalized in papers and exams with 0.50 points. Three missing accents will be equivalent to one spelling mistake.

Criteria for the awarding of Honors Grades:

The student who wants to opt for the M.H. must get Excellent in the total score.

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   Participatory Master Class

M2   Case Study

M3   Project-based Learning

M4   Learning Contracts

M5   Seminar Work

M6   Problem-based Learning

M7   Cooperative/Collaborative Work

M9   Group and Individual Tutoring

M10   Individual Tutoring

M11   Participatory Master Class

M13   Seminar Work

M15   Project-based Learning

M16   Learning Contracts

M18   Cooperative/Collaborative Work

M19   Individual Tutoring

M20   Group and Individual Tutoring

IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Group Work Presentation M5	R1, R2, R3, R4, R5	2,00	0,08
Theoretical Class M1	R1, R2, R3, R4, R5	20,00	0,80
Practical Class M2	R1, R2, R3, R4, R5	25,00	1,00
Tutoring M9	R1, R2, R3, R4, R5	11,00	0,44
Evaluation M10	R1, R2, R3, R4, R5	2,00	0,08
TOTAL		**60,00**	**2,40**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M7	R1, R2, R3, R4, R5	50,00	2,00
Individual work M2	R1, R2, R3, R4, R5	40,00	1,60
TOTAL		**90,00**	**3,60**

ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11	R1, R2, R3, R4, R5	25,00	1,00
Practical class (e-learning mode) M13	R1, R2, R3, R4, R5	20,00	0,80
Individual tutoring (e-learning mode) M19	R1, R2, R3, R4, R5	10,00	0,40
Evaluation (e-learning mode) M20	R1, R2, R3, R4, R5	5,00	0,20
TOTAL		**60,00**	**2,40**

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M13	R1, R2, R3, R4, R5	45,00	1,80
Group Work (e-learning mode) M18	R1, R2, R3, R4, R5	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
Theme 1: Basis of Education today	·Concept and aims of education ·Anthropological foundations of education. ·Different anthropological models as a basis for educational action.
Theme 2: History of modern and contemporary education	Educational theories ·Rousseau's naturalism ·The New School movement (Fröebel, Dewey, Montessori, Decroly, ...)T ·The libertarian current of Summerhill ·Unschooling theories: Illich and Reimer. Homeschooling. ·Marxist theories: Makarenko and Sujomlinski. ·Personalised education: García Hoz ·Finnish school.
Topic 3: Educational legislation. The Spanish education system	·Introduction: terminology ·The construction of the Spanish education system: Ley Moyano, Ley General de Educación, LODE, LOGSE, LOPEGCE, LOCE, LOE, LOMCE and LOMLOE.
Theme 4: The organisation of schools in the framework of the School System	·The ROF and other current decrees of the Conselleria d'Educació (GVA). ·Governing and management organs ·PEC ·Teaching coordination organs ·Operating regime.

Temporary organization of learning:

Block of content	Number of sessions	Hours
Theme 1: Basis of Education today	6,00	12,00
Theme 2: History of modern and contemporary education	9,00	18,00
Topic 3: Educational legislation. The Spanish education system	7,00	14,00
Theme 4: The organisation of schools in the framework of the School System	8,00	16,00

References

Reading original authors:

Dewey, J. (1997): *Mi credo pedagógico*. Universidad de León. León. García Hoz, V. (1988): Educación personalizada. Rialp. Madrid.

Makarenko, A. (1996): *Poema pedagógico*. Akal. Madrid.

Montessori, M. (1994): *Ideas generales sobre el método*. CEPE. Madrid.

Neil, A.S. (2006): Summerhill. Un punto de vista radical sobre la educación de los niños. Madrid. Fondo de cultura.

Rousseau, J.J. (2002): *Emilio o de la educación*. Porrua. México.

Complementary bibliography:

GAIRIN, J. et al. (2003*). La calidad en educación*. Praxis. Barcelona.

MARTÍN-MORENO, Q. (2006). *Organización y dirección de centros educativos innovadores. El centro educativo versátil*. McGraw-Hill. Madrid.

PUELLES BENÍTEZ, M. (1999). *Educación e ideología en la España contemporánea*. Tecnos. Madrid.

PUELLES BENÍTEZ, M. (2007). *Política y educación en la España contemporánea*. UNED. Madrid.

VALLE, A. (2000). *La pedagogía de inspiración católica*. Síntesis. Madrid.