



Information about the subject

Degree: Bachelor of Arts Degree in Early Childhood Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1411204 **Name:** Teaching and Educational Practice

Credits: 6,00 **ECTS Year:** 2 **Semester:** 2

Module: Educational processes and contexts

Subject Matter: The early childhood education school **Type:** Basic Formation

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:



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 identifies the different functions and competences of the early childhood education teacher and reflects on his/her own teaching identity.
- R2 The student develops the necessary skills and abilities for classroom management, favoring a good classroom climate.
- R3 The student recognizes different techniques to motivate students and designs learning experiences that promote it.
- R4 The student identifies school conflict prevention models and implements intervention techniques.
- R5 The student designs learning interventions for education in values, taking into account diversity, equity and respect for human rights.



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, R4, R5	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.
R5	10,00%	Oral presentation of group and individual work.
R1, R2, R3, R4, R5	30,00%	Non-final written exams: individual or group directed work.

Observations

Additional information

***Written test: 60% divided into 2 tests.**

-Theoretical questions on the syllabus (40%)

-Practical case study (20%)

***Oral exposition: 10%.**

***Portfolio: 30%.**

-Class work.

-Final reflection on the course and on your learning.

Other issues:

a. The evaluation includes several well differentiated instruments. b. The final grade will be the weighted average of the results obtained in each of them. c. All assignments will have a specific date of execution 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, R4, R5	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, M9	R1, R4, R5	30,00	1,20
Presentation in plenary. Application of interdisciplinary knowledge M3, M10	R5	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. M7, M8	R1, R2, R3, R4, R5	7,00	0,28
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. 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, M9, M10	R1, R4, R5	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. M2, M7, M8, M10	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. Competence and functions of kindergarten teacher	1.1.- Competences and functions in the Legislation 1.2.- Professional competencies 1.3.- Teacher training and professional development
2. Classroom management	2.1.- Classroom management models 2.2.- Motivation 2.3.- Classroom climate and its impact on learning 2.4.- Conflict resolution
3. The learning of values in Early Childhood Education.	3.1.- Conceptual framework 3.2.- Values in today's society and the contributions of the school. 3.3.- Methodological strategies for the acquisition of attitudes and values.



Temporary organization of learning:

Block of content	Number of sessions	Hours
1. Competence and functions of kindergarten teacher	8,00	16,00
2. Classroom management	12,00	24,00
3. The learning of values in Early Childhood Education.	10,00	20,00



References

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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:



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

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

Comments to the Assessment System: