BASIC DETAILS:

Subject:	SCHOOL AND TEACHING (EL CENTRO ESCOLAR Y LA FUNCIÓN DOCENTE)
Id.:	32476
Programme:	GRADUADO EN EDUCACIÓN INFANTIL. PLAN 2015 (BOE 17/08/2015)
Module:	LA ESCUELA DE EDUCACIÓN INFANTIL
Subject type:	MATERIA BASICA

Year:	1	**Teaching period:**	Primer Cuatrimestre
Credits:	6	**Total hours:**	150
Classroom activities:	72	**Individual study:**	78
Main teaching language:	Inglés	**Secondary teaching language:**	Castellano
Lecturer:		**Email:**	

PRESENTATION:

School and Teaching is a Humanities' subject of a philosophical nature that introduces students to the current state of affairs in education. In this course we will discuss education, schooling and teaching as concepts and practices that vary depending on human need and that cannot be separated from cultural and political considerations.We will pay close attention to the tools schools and teachers use to structure educational activties (like curricula, standards, policies, etc.). To expand students' knowledge about school and teaching beyond Spain, we will examine other countries and contexts.

During this course, students will develop skills in searching for relevant facts and information to help answer questions and engage in meaningful discussion. Accordingly, students will be active participants in the class and will be expected to engage in peer-teaching exercises. It will also be important for students' to develop presentation skills and learn to adapt content so that their audience fully understand them.

PROFESSIONAL COMPETENCES ACQUIRED IN THE SUBJECT:

General programme competences	G01	Capacity to analyse and synthesise information from different sources.
	G02	Capacity to effectively solve problems and take decisions based on the knowledge and competences acquired.
	G03	Capacity to organise, plan and self-assess the work undertaken.
	G04	Capacity to apply information technologies critically and constructively as tools to promote learning.
	G05	Capacity to work in a team and cooperate with other professionals from the same or a different sector.
	G07	Capacity for interpersonal communication in English (oral and written) at a minimum B2 level (per the Common European Framework of Reference for Languages) to adapt to the academic and professional requirements of the Degree.
	G08	Capacity to absorb social and humanistic concepts within a rounded university education which allows the development of ethical values such as solidarity, interculturality, equality, commitment, respect, diversity, integrity, etc.
	G09	Capacity to formulate social transformation proposals, considered ethically, based on democracy and basic rights.
	G10	Capacity to generate new ideas through initiative, innovation and creativity for effective adaptation to educational needs and the job market.
	G11	Capacity to establish and fulfil the most suitable quality criteria and to employ work methods and strategies oriented towards continuous improvement.
	G12	Capacity to self-assess, nurturing learning, scientific research, practice based on evidence and scientific and social progress.
Specific programme competences	E27	Position the preschool within the Spanish education system and a European and international context.
	E28	Know of international experiences and examples of innovative practices in preschool education.
	E29	Value the importance of teamwork.
	E30	Participate in the creation and monitoring of preschool educational projects within the framework of projects at the school and cooperating with the region and other teachers and social agents.
	E31	Know the legislation regulating preschools and its organisation.

	E32	Value the personal relationship with each pupil and their family as an educational quality factor.
Regulated profession competences	P02	Promote and enable learning in early childhood - from an overall inclusive perspective - of the various cognitive, emotional, psychomotor and volitional aspects.
	P03	Design and regulate learning areas, in the context of diversity, which cleave to the individual educational needs of the pupils, gender equality and respect for human rights.
	P05	Know how to systematically observe learning and coexistence in action and reflect on both.
	P10	Express oneself orally and in writing and master the use of different expressive techniques.
	P14	Know the organisation of preschools and the variety of activities that comprise how they work.
	P15	Accept that teaching is a matter of getting better and adapting to scientific, pedagogical and social changes over the course of the career.
	P16	Act as a guide for the parents with regard to family education for the 0-6 age range and master social abilities in dealing with and relating to the family of each pupil and with the families in general.
	P17	Reflect on classroom practices to innovate and improve teaching. Acquire the habits and skills to learn alone or with others and foster this among the pupils.
	P18	Understand the function, possibilities and limits of education in modern society and the fundamental competences that affect preschools and their employees.
	P19	Find quality improvement models that can be applied to educational establishments.
Learning outcomes	R01	Know the preschool education curriculum from the perspective of acquiring basic competences.
	R02	Differentiate the contexts that condition the education process: school, family and social.
	R03	Understand classroom interaction processes.
	R04	Develop activity materials and programming related to the image of the school in its immediate surroundings.
	R05	Integrate the curriculum with the characteristics of the socio-environmental context at the school.
	R06	Assess current trends in education and multiculturalism.

PRE-REQUISITES:

Students should have a **B1 level of English** to be enrolled in this degree program and course. If you have not reached this level yet, you will need to take extra steps to improve your level of English in order to be happy and successful in this class. It is your responsibility to reach the level required through independent study and language support courses. USJ offers fantastic courses through the ILM (Instituto de Lenguas Modernas) that provide language support classes for those students who have not reached the required B1 level. These courses are **highly** recommended. Speak to your lecturer regarding how you can enroll in one of these courses.

SUBJECT PROGRAMME:

Observations:

Below students can see the different topics that we will study in this course. All dates are provisional and be changed to ensure better, in-depth learning.

Subject contents:

1 - Introduction
1.1 - Who are you?
1.2 - Why are you here?
1.3 - Course overview: objectives, activities and assessment
1.4 - Must-know vocabulary
1.5 - Learning mindsets and higher education
2 - Education, School, Teaching and Learning
2.1 - What is education?
2.2 - Teaching philosophy
2.3 - Types of education
2.4 - Types of schools
2.5 - Family-school relationships

3 - Teaching Goals and Practices
3.1 - Core concepts
3.1.1 - Teaching-learning activities (TLAs)
3.1.2 - Assessment and evaluation
3.1.3 - Intended learning objectives (ILOs)
3.1.4 - Methodology
3.1.5 - Core competencies
3.2 - "Less is more"?
3.3 - Surface versus deep learning
3.4 - Curricular design
3.6 - "How would we teach X?"
4 - Effective Teaching and Learning
4.1 - Differentiated and powerful knowledge
4.2 - Prior knowledge
4.3 - Motivation
4.4 - Hierarchies of knowledge and learning
4.5 - Learning styles
4.6 - Case study: Dewey's Laboratory School
5 - Presenting on Current Issues in Education
5.1 - What constitutes a good source?
5.2 - Choosing a relevant topic
5.3 - Digesting, summarizing and explaining
5.4 - Adapting to your audeince and grabbing their attention
5.5 - Presentations

Subject planning could be modified due unforeseen circumstances (group performance, availability of resources, changes to academic calendar etc.) and should not, therefore, be considered to be definitive.

TEACHING AND LEARNING METHODOLOGIES AND ACTIVITIES:

Teaching and learning methodologies and activities applied:

A wide range of teaching and learning methodologies will be used in this course. Given the results of academic research on learning, students will be required to participate actively in class and hence will progressively construct their learning and opinions on a variety of topics. Students will be introduced to new ideas in participative lectures and through curated readings and videos. Since the material covered in this class is complex, subjective and personal, students are expected to develop and justify their own opinions and ideas about a range of topics.

Different active methodologies will also be present during the course such as Project-based and collaborative learning. Since the subject will be taught through English, a CLIL approach will be used by the lecturer throughout the course.

Students will be encouraged to attend activities outside the classroom which may be of interest to them, such as Learning Space sessions or diverse exhibitions. Students are also urged to request tutorials in which they can discuss individual or group work with the instructor. Students will be asked to make a previous appointment with their lecturer before work is due.

Student work load:

Teaching mode	Teaching methods	Estimated hours
Classroom activities	Master classes	20
	Other theory activities	10
	Practical exercises	10
	Practical work, exercises, problem-solving etc.	20

	Coursework presentations	5
	Assessment activities	4
	Tutorials	3
Individual study	Individual study	24
	Individual coursework preparation	10
	Group cousework preparation	24
	Research work	10
	Compulsory reading	10
	Total hours:	150

ASSESSMENT SCHEME:

Calculation of final mark:

Individual coursework:	20	%
Group coursework:	30	%
Final exam:	30	%
Oral Defense/Interview :	20	%
TOTAL	100	%

*Las observaciones específicas sobre el sistema de evaluación serán comunicadas por escrito a los alumnos al inicio de la materia.

BIBLIOGRAPHY AND DOCUMENTATION:

Basic bibliography:

DANIELS, H., LAUDER, H. and PORTER, J. (Eds.). (2009). Educational theories, cultures and learning: A critical perspective. Routledge.
BIESTA, G. (2015). What is education for? On Good education, teacher judgement, and educational professionalism. European Journal of Education, 50(1), 75–87. http:/ / doi.org/ 10.1111/ ejed.12109
YERO, J. L. (2002). The meaning of education. Teacher's Mind Resources. Downloadable from https:/ / www.scribd.com/ document/ 20635703/ Teacher-s-Mind-Resources-Http-Www-teachersMind-com
YOUNG, M. (2011). What Are Schools for ? Educação Sociedade y Culturas, 32, 145–156. http:/ / doi.org/ 10.4324/ 9780203378595

Recommended bibliography:

WAXMAN, H. C., WITT BORIACK, A., LEE, Y.H., and MACNEIL, A. (2013). Principals' Perceptions of the Importance of Technology in Schools. Contemporary Educational Technology, 4(3), 187–196.
BOWMAN, B. T., DONOVAN, M. S., BURNS, M. S. (2000). Eager to Learn. Educating our preschoolers. National Academies Press. Can be downloaded for free from https:/ / www.nap.edu/ download/ 9745
RICHHART, R. and PERKINS, D. (2008). Making thinking visible. Educational Leadership, 65(5), 57–61. http:/ / doi.org/ 10.2214/ AJR.09.3938
FIELDING, M. P. (2012). " No Sense of Borders " ? The Internationalisation of Education in Australian Schooling.
WALKER, T. (2016). When Finnish Teachers Work in America ' s Public Schools.
HOHMANN, M. and WEIKART, D. P. (1995). Educating Young Children: Active Learning Practices for Preschool and Child Care Programs. Early Childhood Counts: Programming Resources for Early Childhood Care and Development, 13–41.

Recommended websites:

Articles about Education and Theories (EarlyChildhoodNEWS)	http://www.earlychildhoodnews.com/page2.aspx
Summarized Articles and Studies	https://www.sciencedaily.com
Culture and Diversity	https://peda.net/jyu/okl/hankkeita/ebbwdite/sivu2-luonnos
Active teaching strategies	http://teaching.berkeley.edu/active-learning-strategies
School news (Spain)	https://www.abc.es/familia/colegios/
School news (UK)	https://www.independent.co.uk/topic/Schools
Education and Training Updates (The European Commission)	https://ec.europa.eu/education/news_en

Search for full open access articles by topic	https://eric.ed.gov/?
Chalk Beat	chalkbeat.org
Google Scholar (for looking for academic articles)	https://scholar.google.es/

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