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:	66	**Individual study:**	84
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 broader cultural considerations.We will pay close attention to the tools schools and teachers use to structure educational activties (like curricula, standards, policies, etc.).

During this course, students will also develop necessary skills for finding relevant facts and information and using it to create well-structured arguments. Furthermore, students will be active participants in the class and will be expected to engage in a range of exercises and activities. It will also be important for students' to develop presentation skills and learn to adapt content so that their audience may better 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	P02	Promote and enable learning in early childhood - from an overall inclusive perspective - of the various

profession competences		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:

The degrees in Education have special standards and goals concerning English language competencies, which, furthermore, are required for carrying out teaching internships ("prácticas") in bilingual schools and necessary for meeting professional standards in the future.

SUBJECT PROGRAMME:

Observations:

The present subject programme is provisional and may change based on public health conditions or the group's abilities/difficulties. Therefore, pay close attention to the PDU for any changes to dates or class format. Any changes or udpates will be published in the "Novedades" forum.

Subject contents:

1 - Introduction
1.1 - Course overview: objectives, activities and assessment
1.2 - Who are you and why are you here?
1.3 - Must-know vocabulary
1.4 - Learning mindsets and higher education
2 - Education and School
2.1 - What is education?
2.2 - Types of education
2.3 - Types of schools
2.4 - Social and familial influence
2.5 - Role of the teacher
2.6 - Case study: the "Dewey" schools

3 - How, Why and What We Teach
3.1 - Core concepts and vocabulary
3.2 - The curriculum: "Less is more"?
3.3 - Surface versus deep learning
3.4 - Curricular design
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 - Engaging the community
5 - Plan for Developping Competencies
5.1 - Seminar: reading in the university
5.2 - Getting to work: reading an academic text

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. Students will be expected to participate actively in class in order to progressively construct their learning and opinions on a variety of topics and improve their English language skills. Students will be introduced to new ideas through participative lectures, curated readings/ videos and group activities.

Since some of the material covered in this class is complex and open to debate, students are expected to develop and justify their own opinions and ideas. This means that separating arguments from opinions, explaining ideas and justifying them with arguments and data will be important for student success.

Different active methodologies will 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.

Student work load:

Teaching mode	Teaching methods	Estimated hours
Classroom activities	Master classes	18
	Other theory activities	10
	Practical exercises	8
	Practical work, exercises, problem-solving etc.	18
	Coursework presentations	5
	Assessment activities	4
	Tutorials	3
Individual study	Individual study	26
	Individual coursework preparation	12
	Group cousework preparation	26
	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
USJ library catalogue and resources	https://www.usj.es/futuros-alumnos/vida-universitaria/biblioteca/catalogo-y-recursos

* Guía Docente sujeta a modificaciones