

BASIC DETAILS:

Subject:	SCHOOL AND TEACHING (EL CENTRO ESCOLAR Y LA FUNCIÓN DOCENTE)		
Id.:	32527		
Programme:	GRADUADO EN EDUCACIÓN PRIMARIA. PLAN 2015 (BOE 17/08/2015)		
Module:	PROCESOS Y CONTEXTOS EDUCATIVOS		
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:	JERUE , BENJAMIN ADAM (T) VELILLA MARTINEZ, ANDREA	Email:	bajerue@usj.es avelilla@usj.es

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 activities (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 to communicate in English 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	E07
E08		Know the basics of primary education.
E09		Analyse teaching and the institutional conditions that form its background.
E10		Know the historical evolution of the education system in this country and the political and legislative factors that affect it.

	E11	Know classroom interaction and communication processes.
	E12	Address and solve discipline problems.
	E13	Foster group work and individual work and effort.
	E14	Encourage educational action in values oriented towards preparing an active democratic citizenry.
	E15	Know how to tackle multicultural school situations.
	E16	Design, plan and assess classroom teaching and learning.
	E17	Be aware of and apply innovative primary school experiences.
	E18	Participate in the definition of an educational project and in the general activity at the school, paying heed to quality management criteria.
	E19	Be aware of and apply basic educational research techniques and be able to design projects for innovation, identifying assessment indicators.
Regulated profession competences	P06	Foster harmony in the classroom and outside, solve discipline problems and contribute to the peaceful solution of conflicts.
	P07	Stimulate and value the effort, persistence and personal discipline of the pupils.
	P10	Accept that teaching is a matter of getting better and adapting to scientific, pedagogical and social changes over the course of the career.
	P11	Cooperate with the various sectors of the educational community and social milieu.
	P12	Take on the educational side of teaching and foment democratic education for an active citizenry.
	P13	Maintain a critical and independent relationship towards knowledge, values and public and private social institutions.
	P14	Value individual and collective responsibility in the achievement of a sustainable future.
	P15	Reflect on classroom practices to innovate and improve teaching.
	P16	Acquire the habits and skills to learn alone or with others and foster this among the pupils.
	P17	Know and apply information and communication technologies in the classroom.
	P19	Understand the function, possibilities and limits of education in modern society and the fundamental competences that affect primary schools and their employees.
P20	Find quality improvement models that can be applied to educational establishments.	
Learning outcomes	R01	Know the primary 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 audience 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
	Case Studies	0
	Tutorials	3
Individual study	Individual study	24
	Individual coursework preparation	10
	Group coursework 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/