

COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **FUNDAMENTOS TEÓRICOS E HISTÓRICOS DE LA EDUCACIÓN INFANTIL**

Code: 270045

Degree/Master: **GRADO DE EDUCACIÓN INFANTIL**

Year: 1

Name of the module to which it belongs: SOCIEDAD, FAMILIA Y ESCUELA

Field: EDUCACIÓN

Character: BASICA

Duration: FIRST TERM

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform: Moodle-

LECTURER INFORMATION

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PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None

Recommendations

A good level of linguistic and communicative abilities is essential to pass the subject. Failure to prepare spoken and written pieces of work may have a negative impact on the final grade. This subject-matter requires constant work by the student. It is recommended for the Bilingual Group to have an English level equivalent to B1. An attitude of respect between men and women will be taken into account, both in written texts and behavior in the classroom and with the rest of the university community. Likewise, the equality of social rights and values that favor coexistence and culture of peace will be promoted

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INTENDED LEARNING OUTCOMES

- CM7.1 To place the nursery school in the Spanish educational system, and in a European and international context.
- CM7.2 To learn about international experiences and examples of innovative practices in Early Childhood Education.
- CM7.3 To value the importance of teamwork.
- CM7.4 To participate in the development and monitoring of Childhood Education educational projects within a centralised framework and in collaboration with the local region and with other professionals and social agents.
- CM7.5 To know the legislation that regulates nursery schools and their organisation.
- CM7.6 To value the personal relationship with each student and their family as a feature of quality in education.

OBJECTIVES

1. To know the foundations of Child Education.
2. To analyse the teaching practice and the institutional conditions that frame it.
3. To know the historic evolution of the Education System in our country and the political, ideological determinants of the educational activity.
4. To promote cooperative work and individual work and endeavour.

CONTENT

1. Theory contents

Unit 1. The teaching profession.

Unit 2. Theory of education.

Unit 3. Contemporary theories of education.

Unit 4. Contemporary evolution of educational systems.

Unit 5. Current society and European context: trends in theories and institutional practices.

2. Practical contents

The previous contents have a theoretical and practical character.

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education

Gender equality

Peace, justice and strong institutions

METHODOLOGY

Methodological adaptations for part-time students and students with disabilities and special educational needs

1. Students enrolled part-time must notify the teacher responsible for the subject at the beginning of the course,

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so that the monitoring mechanisms deemed appropriate can be established.

2.The methodological strategies will be adapted according to the characteristics of students with disabilities and special educational needs in the cases that are required, in accordance with the Regulations to facilitate the incorporation and integration of personnel with disabilities at the University of Córdoba.

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Face-to-face activities

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	3	-	3
<i>Case study</i>	-	3	3
<i>Debates</i>	3	-	3
<i>Group presentation</i>	3	-	3
<i>Group work (cooperative)</i>	3	-	3
<i>Lectures</i>	4	-	4
<i>Reading Activities</i>	-	1	1
<i>Speaking Activities</i>	-	1	1
<i>Text analysis</i>	-	5	5
<i>Text commentary</i>	-	1	1
<i>Tutorials</i>	30	-	30
<i>Writing Activities</i>	-	3	3
Total hours:	46	14	60

Off-site activities

Activity	Total
<i>Activities</i>	10
<i>Analysis</i>	10
<i>Exercises</i>	10
<i>Group work</i>	15
<i>Information search</i>	15
<i>Reference search</i>	5
<i>Self-study</i>	25
Total hours	90

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WORK MATERIALS FOR STUDENTS

Oral presentations
Placement booklet
References

EVALUATION

Intended learning	Debate	Exams	Practice Book
CM7.1	X	X	X
CM7.2	X	X	X
CM7.3	X	X	X
CM7.4	X	X	X
CM7.5	X	X	X
CM7.6	X	X	X
Total (100%)	10%	60%	30%
Minimum grade	5	5	5

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

Method of assessment of attendance:

Attendance and active participation may be valued according to the individual and / or group activities carried out in class.

General clarifications on instruments for evaluation:

The exam based on short and / or long questions accounts for 60% and the practicals for 40% of the final grade for the course. It is necessary to achieve the minimum grade required in all the assessment instruments to weigh the final grade.

Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

1. Students enrolled part-time must notify the professor responsible for the subject at the beginning of the course, so that the evaluation mechanisms deemed appropriate can be established.
 2. The evaluation system will be adapted according to the characteristics of students with disabilities and special educational needs in the cases that are required, in accordance with the Regulations to facilitate the incorporation and integration of personnel with disabilities at the University of Córdoba.
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Clarifications on the evaluation of the first extraordinary call and extra-ordinary call for completion studies:

Only those grades obtained by the student in the continuous assessment tests (practices of the subject) that has reached a 5 or higher and will be averaged with the exam grade in both the ordinary and extraordinary calls.

The evaluation and weighting instruments of the call Extraordinary of the 2022-2023 academic year for students of second registration or higher will be the same as for those students of first registration.

Qualifying criteria for obtaining honors:

Scores above 9.5.

BIBLIOGRAPHY

1. Basic Bibliography

- Belando Montoro, M. R. (Coord.) (2015). *La educación repensada. Dinámicas de continuidad y cambio*. Pirámide.
- Casares García, P. y Soriano Díaz, A. (2014). *Teoría de la Educación. Educación Infantil*. Prámide.
- Calatayud, A. (2009). *Entresijos de los centros escolares*. Aljibe.
- Colom, A., Domínguez, E., y Sarramona, J.(2011). *Formación básica para los profesionales de la educación*. Ariel.
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- Esteve Zarazaga, J.M. (2003). *La tercera revolución educativa. La educación en la sociedad del conocimiento*. Paidós.
- Esteve Zarazaga, J.M. (2010). *Educación: un compromiso con la memoria*. Octaedro.
- Garrido, J. (2010). *Las ranas y el efecto Pigmalión*. Graó.
- Gimeno Sacristán, J. (Comp.) (2006). *La reforma necesaria: entre la política educativa y la práctica escolar*. Morata.
- González-González, H., Gil-del Pino, M. C., Fernández-Camino, G., Espino-Díaz, L., e Hidalgo-Ariza, M.D. (2021). *Fundamentos Teóricos e Históricos de la Educación Infantil y Primaria*. Madrid: Síntesis.
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- Pozo Andrés, M. M., Álvarez Castillo, J. L., Luengo Navas, J., y Otero Urtaza, E. (2009). *Teorías e instituciones contemporáneas de educación* (2ª edición). Biblioteca Nueva.
- Trilla, J. et al. (2002). *El legado pedagógico del siglo XX para la escuela del siglo XXI*. Graó.
- Zufiaurre, B. (2007). *¿Se puede cambiar la educación sin contar con el profesorado? Reflexiones sobre treinta y seis años de cambios en España: 1970-2006*. Octaedro.

2. Further reading

- Aranega, S. y Domènech, J. (2001). *La educación primaria. Retos, dilemas y propuestas*. Barcelona: Graó.
- Armengol, C. (2001). *La cultura de la colaboración: reto para una enseñanza de calidad*. Madrid: La Muralla.
- Bolívar, A. (1999). *Cómo mejorar los centros educativos*. Madrid: Síntesis.
- Bonals, J. (1996). *El trabajo en equipo del profesorado*. Barcelona: Graó.
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- Costa, A. (2010). *D'abord les enfants. Freinet y la educación en España (1926-1975)*. Santiago de Compostela: Universidad.

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Diez, E. J. (2007). La globalización neoliberal y sus repercusiones en la educación. Barcelona: El Roure Ciencia.
 Fernández Serrat, M.L. (2001). Dirigir centros educativos. Granada: Grupo Editorial Universitario. Gairín
 Gimeno Sacristán, J. (2006). La reforma necesaria: entre la política educativa y la práctica escolar. Madrid: Morata.
 Gómez Pérez, A.I. (1998). La cultura escolar en la sociedad neoliberal. Madrid: Morata. López, F. (1994) . La gestión de calidad en educación. Madrid: La Muralla.
 Martínez, E. (2010). Ética profesional para profesores. Bilbao: Desclée de Brouwer
 Nussbaum, M. (2010). Sin fines de lucro. Por qué la democracia necesita de las humanidades. Madrid: Katz
 Pérez, A. et al. (2007). Profesorado y otros profesionales de la educación: alternativas para un sistema escolar democrático. Madrid: MEC
 Ramo, Z. Y Cruz, J. (1996). La convivencia y la disciplina en los centros escolares. Normas y procedimientos. Madrid: Escuela Española.
 Santos Guerra, M.A. (1994). Entre bastidores. El lado oculto de la organización escolar. Archidona: Aljibe.
 Varela, J. (2007). Las reformas educativas a debate (1982-2006). Barcelona: Morata
 Wrigley, T (2007). Escuelas para la esperanza. Una nueva agenda hacia la renovación. Madrid: Morata.

COORDINATION CRITERIA

Common evaluation criteria
 Common learning outcomes
 Joint activities: lectures, seminars, visits ...
 Tasks performance

SCHEDULE

Period	Assessment activities	Case study	Debates	Group presentation	Group work (cooperative)	Lectures	Reading Activities	Speaking Activities	Text analysis	Text commentary	Tutorials	Writing Activities
1# Fortnight	0,0	0,0	0,0	0,0	0,0	1,0	0,0	0,0	1,0	0,0	5,0	1,0
2# Fortnight	0,0	0,0	1,0	0,0	1,0	0,0	0,0	0,0	1,0	0,0	5,0	1,0
3# Fortnight	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	1,0	0,0	3,0	0,0
4# Fortnight	1,0	1,0	1,0	1,0	0,0	1,0	0,0	0,0	1,0	0,0	5,0	1,0
5# Fortnight	0,0	0,0	0,0	1,0	1,0	0,0	0,0	0,0	1,0	0,0	0,0	0,0
6# Fortnight	1,0	1,0	1,0	0,0	0,0	1,0	0,0	1,0	0,0	1,0	5,0	0,0
7# Fortnight	0,0	1,0	0,0	0,0	1,0	0,0	1,0	0,0	0,0	0,0	2,0	0,0
8# Fortnight	1,0	0,0	0,0	1,0	0,0	1,0	0,0	0,0	0,0	0,0	5,0	0,0
Total hours:	3,0	3,0	3,0	3,0	3,0	4,0	1,0	1,0	5,0	1,0	30,0	3,0



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The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.

CONTINGENCY PLAN: CASE SCENARIO A

Case scenario A will correspond to a diminished on-site academic activity due to social distancing measures affecting the permitted capacity of classrooms.

METHODOLOGY

General clarifications on the methodology on case scenario A

A multimodal (hybrid) teaching system will be adopted, combining both on-site and remote classes via videoconference (synchronous) that will be held in the timetable approved by the corresponding Faculty or School. The time distribution of teaching activities (both on-site and remote) will be decided by the aforementioned Faculties and Schools bearing in mind the permitted capacity of classrooms and social distancing measures as established at that time.

EVALUATION

Intended learnig	Debate	Exams	Practice Book
CM7.1	X	X	X
CM7.2	X	X	X
CM7.3	X	X	X
CM7.4	X	X	X
CM7.5	X	X	X
CM7.6	X	X	X
Total (100%)	10%	60%	30%
Minimum grade	4	4	4

(*Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

Method of assessment of attendance (Scenario A):

Attendance and active participation may be valued according to the individual and / or group activities carried out in class.

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General clarifications on instruments for evaluation (Scenario A):

The exam based on short and / or long questions accounts for 60% and the practicals for 40% of the final grade for the course. It is necessary to achieve the minimum grade required in all the assessment instruments to weigh the final grade.

Clarifications on the methodology for part-time students and students with disabilities and special educational needs (Scenario A):

1. Students enrolled part-time must notify the professor responsible for the subject at the beginning of the course, so that the evaluation mechanisms deemed appropriate can be established.
2. The evaluation system will be adapted according to the characteristics of students with disabilities and special educational needs in the cases that are required, in accordance with the Regulations to facilitate the incorporation and integration of personnel with disabilities at the University of Córdoba.

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CONTINGENCY PLAN: CASE SCENARIO B

Case scenario B will bring about a suspension of all on-site academic activities as a consequence of health measures.

METHODOLOGY

General clarifications on the methodology on case scenario B

On-site teaching activities will be held via videoconference (synchronous) in the timetable approved by the corresponding Faculty or School. Alternative activities will be proposed for reduced groups in order to guarantee the acquisition of course competences.

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Intended learnig	Debate	Exams	Practice Book
CM7.1	X	X	X
CM7.2	X	X	X
CM7.3	X	X	X
CM7.4	X	X	X
CM7.5	X	X	X
CM7.6	X	X	X
Total (100%)	10%	60%	30%
Minimum grade	4	4	4

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

Moodle Tools	Debate	Exams	Practice Book
Participation	X		X
Questionnaire		X	
Task		X	
Videoconference	X	X	X

Method of assessment of attendance (Scenario B):

Attendance and active participation may be valued according to the individual and / or group activities carried out in class.

General clarifications on instruments for evaluation (Scenario B):

The exam based on short and / or long questions accounts for 60% and the practicals for 40% of the final grade for the course. It is necessary to achieve the minimum grade required in all the assessment instruments to weigh the final grade.

Clarifications on the methodology for part-time students and students with disabilities and special educational needs (Scenario B):

1. Students enrolled part-time must notify the professor responsible for the subject at the beginning of the course,

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so that the evaluation mechanisms deemed appropriate can be established.

2.The evaluation system will be adapted according to the characteristics of students with disabilities and special educational needs in the cases that are required, in accordance with the Regulations to facilitate the incorporation and integration of personnel with disabilities at the University of Córdoba.

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