

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

Name: DEL ESPINO DÍAZ, LUIS (Coordinator)

Department: EDUCACIÓN

Area: TEORÍA E HISTORIA DE LA EDUCACIÓN

Office location: Baja-F (304)

E-Mail: luis.espino@uco.es

Phone: 8995

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

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.

COURSE DESCRIPTION

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

General clarifications on the methodology (optional)

Students who are unable to participate in at least 80% of the face-to-face activities must notify this at the beginning of the course and will have to carry out a theoretical-practical work supervised by the teaching staff of the subject.

Likewise, students will be advised in tutorials whenever they need guidance in relation to the study of the materials linked to the subject of the different thematic blocks.

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, 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.

Acuerdo de Consejo de Gobierno, en sesión ordinaria de 28 de abril de 2017, UCO BOUCO- Enlace: <https://sede.uco.es/bouco/bandejaAnuncios/BOUCO/2017/00290>)

COURSE DESCRIPTION

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

WORK MATERIALS FOR STUDENTS

Oral presentations
Placement booklet
References

COURSE DESCRIPTION

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:

Class attendance is compulsory and active participation may be positively assessed on the basis of the individual and/or group activities carried out in class. individual and/or group activities carried out in class.

General clarifications on instruments for evaluation:

The short-answer and long-answer tests account for 60% of the overall grade for the course and can be both written and oral.

Work submitted after the deadline will not be accepted for evaluation. The practical assignments are only handed in and graded once, on the date determined by each teacher responsible for the subject. The debate test may also be exchanged for an oral presentation activity.

In order to obtain a positive overall grade in this subject, it is necessary to pass the corresponding minimums in the different assessment instruments.

The transcription of information obtained on the Internet without citing the source (or plagiarised from books, articles or other works) will be rigorously penalised in 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.

Acuerdo de Consejo de Gobierno, en sesión ordinaria de 28 de abril de 2017, UCO BOUCO- Enlace: <https://sede.uco.es/bouco/bandejaAnuncios/BOUCO/2017/00290>

COURSE DESCRIPTION

Clarifications on the evaluation of the 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 will be averaged with the exam grade in both the ordinary and extraordinary calls.

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.
- De Puelles, M. (Coord.) (2008). *Profesión y vocación docente. Presente y futuro*. Biblioteca Nueva.
- Escamilla, A. y Lagares, A. R. (2006). *La LOE: perspectiva pedagógica e histórica*. Graó.
- Escolano, A. (2002). *La educación en la España contemporánea: políticas educativas, escolarización y culturas pedagógicas*. Biblioteca Nueva.
- 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.
- Flecha, R. (Ed.) (2015). *Successful educational actions for inclusion and social cohesion in Europe*. Springer.
- Freire, P. (2018). *Pedagogy of the oppressed*. Bloomsbury publishing USA.
- 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.
- Gómez, F. J. P., & Galán-Casado, D. (2022). Beginning and end of the itinerant classrooms considered pedagogical missions during the Franco dictatorship (Spain, 1966-1977): didactic organisation and socio-educational project. *History of Education*, 51(6), 846-864.
- González-González, H., Gil-del Pino, M. C., Fernández-Caminero, G., Espino-Díaz, L., e Hidalgo-Ariza, M.D. (2021). Fundamentos Teóricos e Históricos de la Educación Infantil y Primaria. Madrid: Síntesis.**
- Hargreaves, L. (2009). The status and prestige of teachers and teaching. En L. J. Saha & A. G. Dworkin (Eds.), *International handbook of research on teachers and teaching* (pp. 217- 229). Springer.
- Houston, W. R. (2009). Teachers in history. En L. J. Saha & A. G. Dworkin (Eds.), *International handbook of research on teachers and teaching* (pp. 15-23). Springer
- MacBeath, J. (2012). *Future of teaching profession*. University of Cambridge.
- Molina, A. (2000). *Una teoría para la práctica de la educación*. Universidad de Córdoba.
- Montessori, M. (2013). *The montessori method*. Transaction publishers.
- Pérez, A. (Coord.) (2010). Reinventar la profesión docente. *Revista Interuniversitaria de Formación del Profesorado*, 68 (Monográfico).
- 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.
- Reis Monteiro, A. (Ed.) (2015). *The teaching profession. Present and future*. Springer.

COURSE DESCRIPTION

-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. Cantón, I. (Coord.) (2010). *Narraciones de maestros*. Barcelona: Davinci.

Colectivo Luzuriaga (2010) *Mejorar la Educación. Pacto de Estado y escuela pública*. Madrid: Wolters Kluwer Educación.

Costa, A. (2010). *D'abord les enfants. Freinet y la educación en España (1926-1975)*. Santiago de Compostela: Universidad.

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.

Reynolds, M. (Ed.) (1989). *Knowledge base for the beginning teacher*. Pergamon Press.

Santos Guerra, M.A. (1994). *Entre bastidores. El lado oculto de la organización escolar*. Archidona: Aljibe.

Välímaa, J., & Hoffman, D. (2008). *Knowledge society discourse and higher education*. *Higher education*, 56, 265-285.

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



www.uco.es
facebook.com/universidadcordoba
@univcordoba

INFORMATION REGARDING
UNIVERSITY OF CORDOBA DEGREES

uco.es/grados

COURSE DESCRIPTION

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	0,0	0,0	1,0	0,0	0,0	0,0	1,0	0,0	5,0	1,0
3# Fortnight	0,0	0,0	1,0	1,0	0,0	1,0	0,0	0,0	1,0	0,0	5,0	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	2,0	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	1,0	1,0	0,0	0,0	1,0	0,0	1,0	0,0	0,0	0,0	3,0	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

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.