

COURSE DESCRIPTION

COURSE DETAILS

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

Code: 272060

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

Year: 1

Name of the module to which it belongs: PROCESOS Y CONTEXTOS EDUCATIVOS

Field: LA EDUCACIÓN PRIMARIA EN EL SISTEMA EDUCATIVO

Character: BASICA

Duration: FIRST TERM

ECTS Credits: 4.5

Classroom hours: 45

Face-to-face classroom percentage: 40.0%

Study hours: 68

Online platform: Moodle

LECTURER INFORMATION

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Department: EDUCACIÓN

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PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None

Recommendations

Comprehension and oral expression in English

Reading comprehension in English

Writing in English

INTENDED LEARNING OUTCOMES

- CM2.2 To know the foundations of primary education.
- CM2.3 To analyse the teaching practice and the institutional conditions that frame it.
- CM2.4 To know the historical evolution of the educational system in our country and the political, ideological and legislative determinants of educational activity.
- CM2.7 To promote cooperative work and individual work and effort.
- CM2.14 To know and apply resources to address the demands of teaching-work without compromising one's emotional balance.



COURSE DESCRIPTION

OBJECTIVES

1. To know the basics of Primary Education.
2. To analyze the teaching practice and the institutional conditions that frame it.
3. To know the historical evolution of the educational system in our country and the political, ideological conditions of the educational activity.
4. To promote cooperative work and individual work and effort.
5. To know and apply resources to address the demands of teaching without compromising one's emotional balance.

CONTENT

1. Theory contents

- Topic 1. The teaching profession.
- Topic 2. Theory of education.
- Topic 3. Contemporary theories of education.
- Topic 4. Contemporary evolution of education systems.
- Topic 5. Current society and European context: Trends in institutional theories and practices.

2. Practical contents

- Topic 1. The teaching profession.
- Topic 2. Theory of education.
- Topic 3. Contemporary theories of education.
- Topic 4. Contemporary evolution of education systems.
- Topic 5. Current society and European context: Trends in institutional theories and practices.

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

- Quality education
- Gender equality
- Reduced inequalities
- Peace, justice and strong institutions
- Partnerships for the goals

METHODOLOGY

General clarifications on the methodology (optional)

Theoretical classes: Seminars / Presentations / Debates

Practical classes: Cooperative Work / Case Resolution / Work Projects

Tutorial: Advice on individual and group work

Autonomous work of students: Carrying out works / readings / use of computer and bibliographic sources

The indications acquired in the University's commitment to the initial and ongoing training of teaching staff in the area of equality will be followed, as specified in:

Article 7 of Organic Law 1/2004 of December 28, 2004, on Comprehensive Protection Measures against Gender Violence.

Articles 24 and 25 of Organic Law 3/2007 of March 22, for the effective equality of women and men.II Plan for Equality between men and women of the University of Cordoba, approved by the Governing Council in Ordinary Session of 03/12/2018 (pending approval of the III Plan).



COURSE DESCRIPTION

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

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

-Agreement of the Governing Council, in ordinary session of April 28, 2017, UCO BOUCO- Link: <https://sede.uco.es/bouco/bandejaAnuncios/BOUCO/2017/00290>).

Face-to-face activities

Activity	Large group	Medium group	Total
<i>Debates</i>	6	4	10
<i>Group presentation</i>	4	3	7
<i>Group work (cooperative)</i>	-	3	3
<i>Lectures</i>	20	-	20
<i>Projects</i>	-	3	3
<i>Text analysis</i>	-	2	2
Total hours:	30	15	45

Off-site activities

Activity	Total
<i>Group work</i>	25
<i>Information search</i>	8
<i>Reference search</i>	10
<i>Self-study</i>	25
Total hours	68

WORK MATERIALS FOR STUDENTS

- Coursebook
- Dossier
- Oral presentations
- References



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EVALUATION

Intended learning	Debate	Exams	Portfolios
<i>CM2.14</i>			X
<i>CM2.2</i>		X	X
<i>CM2.3</i>		X	X
<i>CM2.4</i>		X	X
<i>CM2.7</i>	X		
Total (100%)	10%	50%	40%
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 will be assessed in the light of individual and/or group activities carried out in class.

General clarifications on instruments for evaluation:

The proposed evaluation system will be global, identifying the selected competencies as the basic references, incorporating the cognitive, procedural and attitudinal dimensions of knowledge.

Regarding the evaluation criteria to be applied, we highlight: degree of involvement and effort of students in their learning process; degree of mastery of the conceptual framework of the subject; ability to relate theoretical concepts with simulated or real practical situations; critical and transformative attitude towards Primary Education; oral and written expression skills.

The debate instrument may be assimilated with oral expositions of the students.

In order to pass the course, a good level of linguistic and communicative competence will be indispensable. The lack of correction in the elaboration of oral or written texts may have a negative impact on the final grade.

In order to count with the score of the portfolio and the debate/exhibition, it will be necessary to attend 80% of the classes.

The exam may contain multiple-choice questions, short questions and/or development questions about the theoretical and practical contents of the course.

Grades equal to or higher than 5 in any of the evaluation instruments used will be maintained until the extraordinary exam in September.

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

Students enrolled part-time must communicate it at the beginning of the course to the responsible teachers of the subject in order to establish the follow-up mechanisms that are considered appropriate.

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



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Clarifications on the evaluation of the extraordinary call and extra-ordinary call for completion studies:

The assessment will consist of an examination about the theoretical and practical contents of the module.

Qualifying criteria for obtaining honors:

Minimum final grade: 9.5 or, alternatively, higher than 9 in the three assessment instruments.

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- Belando Montoro, M. R. (Coord.) (2015). La educación repensada. Dinámicas de continuidad y cambio . Madrid: Pirámide.
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- Esteve Zarazaga, J.M. (2010). Educar: un compromiso con la memoria. Barcelona: Octaedro.
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- Hargreaves, A. y Shirley, D. (2012). La cuarta vía. El prometedor futuro del cambio educativo. Barcelona: Octaedro.
- Ladson-Billings, G. (2014). What It Means To Be Critical: Beyond Rhetoric and Toward Action. In A. D. Reid, E. P. Hart, M. A. Peters (Eds.), *A Companion to Research in Education* (pp. 259-261). Dordrecht: Springer Netherlands.
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- MacBeath, J. (2019). Future of the teaching profession. Recuperado de https://issuu.com/educationinternational/docs/2019_ei_the_future_of_the_teaching_
- Mèlich, J. C. y Boixader, A. (Coor.) (2013). Los márgenes de la moral. Una mirada ética a la educación. Barcelona: Graó.
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- Pérez, A. (Coord.) (2010). Reinventar la profesión docente. Revista Interuniversitaria de Formación del Profesorado, 68 (Monográfico).
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- Touriñán López, J. M. y Sáez Alonso, R. (2012). Teoría de la educación. Metodología y focalizaciones. La mirada pedagógica. La Coruña: Netbiblo.
- Trilla, J. et al. (2002). El legado pedagógico del siglo XX para la escuela del siglo XXI. Barcelona: Graó.
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- Zhao, Y., & Watterston, J. (2021). The changes we need: Education post COVID-19. Journal of Educational Change, 22, 3-12. <https://doi.org/10.1007/s10833-021-09417-3>

2. Further reading

- Blejmar, B. (2017). Gestionar es hacer que las cosas sucedan. Buenos Aires: Noveduc.
- Bosio, E. (Ed.) (2021). Conversations on global citizenship education. Perspectives on research, teaching, and learning in higher education. New York: Routledge. <https://doi.org/10.4324/9780429346897>
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- Vilanou Torrano, C., y Laudo Castillo, X. (2013). El pensamiento vitalista y sintético en la Pedagogía general en España. Revista Española de Pedagogía, nº 255, 193-208.
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Wegerif, R. (2013). Dialogic: Education for the Internet Age. New York : Routledge. 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 ...

Clarifications

Common evaluation criteria

Common learning outcomes

Joint activities: lectures, seminars, visits ...

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.



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