

Degree	Type	Year
2500797 Early Childhood Education	FB	2
2500798 Primary Education	FB	1

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Teachers

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

It's recommended to review the Philosophy studied of the High school. In case the admission to the University comes from another access route, different from the one previously mentioned, it would also be good to be able to study a brief History of philosophy.

Objectives and Contextualisation

It's to introduce students to the study of main educational theories in the contemporary world. At the same time, also he wants to show the historical evolution of these theories and their implementation.

In the first block, will be studied: the significance and the meaning of education, the relationship between the education and the Western culture and, of course, the epistemological role of pedagogy within the set of the education sciences. In addition, the main models of the educational theories are presented and carried out its critical consideration.

On the second block, it will deepen: in the institutions and the pedagogical movements, teaching practices and the most important education in current key.

This course complements other subjects like: ***Mirem el món // Educació Digital i Socioemocional // Habilitats comunicatives en l'àmbit educatiu.***

Competences

Early Childhood Education

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Appreciate the importance of teamwork.
- Assessing the personal relationship with each student and their family as a quality factor of education.
- Demonstrate an understanding of the role, possibilities and limits of education in today's society and core competencies that affect infant schools and their professionals.
- Demonstrate knowledge of quality improvement models with application to schools.
- Know about international experiences and examples of innovative practices in infant education.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Participate in the development and monitoring of educational programs in infant education in the framework of school projects and in collaboration with the territory and with other professionals and social agents.
- Place infant schooling in the Spanish education system, and in the European and international context.
- Understand the law governing kindergartens and their organization.

Primary Education

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Know about the historic evolution of the education system in our country and the political and legislative conditioners of educational activity.
- Maintain a critical and autonomous relationship with respect to knowledge, values and public, social and private institutions.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Manage information in relation to the professional field for decision making and the preparation of reports.
- Understanding the function, possibilities and limits of education in today's society and the fundamental skills affecting primary schools and their professionals

Learning Outcomes

1. Accept that the diversity and plurality of ideas, practices and educational institutions is a value to defend.
2. Access basic and contextual information on the main theoretical teaching and practical contributions that affect the teaching profession.
3. Analyse, contextually and pedagogically, educational projects and national and international assessment reports related to nursery and primary education and that help make decisions in the field of education policy.
4. Assessing the value of, and respecting the different pedagogical contributions of, different movements and authors of contemporary relevance.
5. Critically analyse the principles, values and procedures that govern the exercise of the profession.
6. Critically and independently analyse the main current formulations and pedagogical practices, and be able to defend the assumption of criteria.

7. Examining the knowledge of the main international, and especially European, pedagogical movements that have influenced contemporary pedagogical theory and practices that affect nursery and primary schooling.
8. Explain the explicit or implicit code of practice of one's own area of knowledge.
9. Find out about and develop a monitoring plan for infant education projects in the framework of a school that collaborates with the territory and with other professionals and social agents.
10. Gaining a deeper knowledge of certain authors and educational movements that have had a special importance in educational thinking and practice in our country.
11. Identifying the main changes affecting educational practice and the way teachers exercise their profession today.
12. Observing and describing the main limitations but also the possibilities of current educational projects and practices of different centres and teaching professionals.
13. Propose new methods or well-founded alternative solutions.
14. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
15. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
16. Understand the historical evolution of the main currents of educational thinking in terms of the various changing contexts that affect teaching.
17. Understand the main currents of contemporary thought of educational influence and their impact on nursery and primary education.
18. Using graphic techniques to analyse the legislation regulating infant schools and their organisation.
19. Using techniques such as the genogram, the video frame, family photos and family albums to critically analyse personal and other family relationships.
20. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.
21. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

Content

- 1.- General aspects of the ***Theories of education***.
- 2.- Classics of Western pedagogy.
- 3.- Pedagogical currents associated with specific educational methodologies.
- 4.- Relevant issues related to educational practice of our present.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classroom activity in Large group	30	1.2	2, 6, 10, 17, 16, 11, 7, 4
Classroom activity in Seminars	15	0.6	2, 6, 3, 10, 17, 16, 11, 7, 12, 4
Type: Supervised			
Supervised activity	30	1.2	2, 6, 17, 16, 11, 7, 12
Type: Autonomous			

All the tasks of the subject follow 3 parts: autonomous activity, directed activity (Large Group and Seminars) and supervised activity. All these parties, knowing of the changes that may be appropriate, want to make the gender perspective explicit. In addition, 15 minutes of a session will have to be allocated to answer the evaluation surveys.

NEW:

In this course, this subject will propose some activities with the Learning and Service. With this kind of methodology, students will be able to participate in an project which main aim is to help improve a community or a group of people.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Continuous assessment based on evidence in practical tasks (1st part: individual and/or group)	30%	0	0	2, 5, 6, 3, 1, 17, 16, 9, 8, 11, 12, 21, 13, 14, 15, 19, 18, 4, 20
Continuous assessment based on evidence in practical tasks (2nd part: individual and/or group)	20%	0	0	2, 5, 6, 3, 1, 17, 16, 9, 8, 11, 12, 13, 14, 15, 19, 18, 4, 20
Individual exercise	50%	0	0	2, 6, 3, 10, 17, 11, 7

CONTINUOUS ASSESSMENT

This evaluation will be conducted, during the semester, through the evaluative activities contained in this table.

To pass the subject, you must have a minimum arithmetic mean of 5. A score that comes from the calculation between the three sections. However, this calculation previously requires a minimum grade of 4 in the individual exercise (which may or may not be a written exam). In case of failing the subject, there is the possibility of recovering it, with the condition that a minimum arithmetic mean of 3.5 and have delivered 66% of total activities, through a new individual exercise. If successful, the maximum mark of this recovery can only be an approved. Finally, repeating the subject implies accepting a single final synthesis evaluation.

The assessment will include, mainly, three kind of evidences:

1.- Critical Essay. Individual Evidence

2.- Group project based on Service and Learning methodology. Group Evidence

3.- Exam. Individual evidence

Next, in a provisional way, the evaluation dates are mentioned:

1/ Bachelor's Degree in Primary Education (1st course, 1st semester)

1/ Primary Education group (1st course, 1st term)

Grup 31 Exam 1 (26/11/2024) /Exam 2 (14/01/2025) // Re-take (28/01/2025). Critical essay. 15/10/2024. Group work final submission 14/1/2025.

Grup 21 Exam 1 (28/11/2024)/ Exam 2 (09/01/2025) // Re-take (30/01/2025). Critical essay 17/10/2024. Group work final submission. 16/1/2025

Grup 71 Exam 1 (29/10/2024) / Exam 2 (17/12/2024) / Re-take (28/01/2025). Critical essay 15/10/2024. Group work final submission 14/1/2025

Grup 41 Exam 1 (17/10/2024 i Exam 2 (09/01/2025) // Re-take(30/01/2025). Critical essay- 26/9/2024. Group work final submission 16/1/2025

2/ Early Childhood Education Program (2nd year, 2nd term)

Grup 61 Exam 1 (07/04/2025 i Exam 2 (16/06/2025) // Re-take (30/06/2025). Critical Essay 17/3/2025. Group work final submission 2/6/2025

Grup 62 Exam1 (24/04/2025 i Exam 2 (19/06/2025) // Re-take (26/06/2025). Critical Essay 13/3/2025. Group work final submission 5/6/2025

SINGLE ASSESSMENT

This evaluation implies that the students concentrate the delivery of the three evidences (same ones for single assement) on the following dates according to each group: 41: 9/1/2025, 71: 17/12/2025, 31: 14/1/2025, 21: 9/1/2025, 61:16/6/2925 an 62:19/6/2025. In fact, the weight and requirement of each evidence is identical to continuous assessment. Referring to the improvement, recovery, revision and repetition of the subject, they also follow the same procedure as in the continuous assessment.

RETURN

The marks obtained in each of the activities, in up to 20 business days, will be delivered to students by publishing the results in the classroom or in the *Virtual Campus*.

LANGUAGE DOMAINS

In this section, it also takes value: the linguistic correction, the writing and the formal aspects of presentation in all the activities (individual and/or group). In addition, it's necessary to express fluently, correctly and show aptitude in thecomprehension of the academic texts. In this sense, an activity can be returned (not evaluated) or suspended, if the teacher considers that it doesn't fulfill these requirements. In turn, you must write the sources, notes, textual citations and bibliographic references correctly in accordance with the APA format.

PROHIBITIONS

Remember that it's not allowed to copy or plagiarize in the writing of any activity (regulation approved by the Comissió d'Ordenació Acadèmica de Graus i Màsters: Criteris i pautes generals d'avaluació de la Facultat de Ciències de l'Educació, May 28, 2015; and modified by the Junta de Facultat, April 6, 2017). For more information (http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html). Therefore, any attempt (URKUND will be used as an anti-plagiarism tool) will mean failing the subject without the option of recovery. An attitudes that are not compatible with the deontological code of the educational profession: active listening, respect, participation, cooperation, empathy, kindness, punctuality, argumentation, correct use of the mobile phone and other technological gadgets, etc.

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Interest websites

<https://blogs.iec.cat/she/>

<https://blogs.iec.cat/scp/>

http://www.inrp.fr/she/histed_accueil.htm

<http://www.sofphied.org>

Software

This subject doesn't use any type of technological software.

Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	211	Catalan	first semester	morning-mixed
(SEM) Seminars	212	Catalan	first semester	morning-mixed
(SEM) Seminars	213	Catalan	first semester	morning-mixed
(SEM) Seminars	311	Catalan	first semester	morning-mixed
(SEM) Seminars	312	Catalan	first semester	morning-mixed
(SEM) Seminars	313	Catalan	first semester	morning-mixed
(SEM) Seminars	411	Catalan	first semester	afternoon
(SEM) Seminars	412	Catalan	first semester	afternoon
(SEM) Seminars	413	Catalan	first semester	afternoon
(SEM) Seminars	611	Catalan	second semester	morning-mixed
(SEM) Seminars	612	Catalan	second semester	morning-mixed
(SEM) Seminars	613	Catalan	second semester	morning-mixed
(SEM) Seminars	621	Catalan	second semester	afternoon
(SEM) Seminars	622	Catalan	second semester	afternoon
(SEM) Seminars	623	Catalan	second semester	afternoon
(SEM) Seminars	711	English	first semester	afternoon
(SEM) Seminars	712	English	first semester	afternoon
(SEM) Seminars	713	English	first semester	afternoon
(TE) Theory	21	Catalan	first semester	morning-mixed

(TE) Theory	31	Catalan	first semester	morning-mixed
(TE) Theory	41	Catalan	first semester	afternoon
(TE) Theory	61	Catalan	second semester	morning-mixed
(TE) Theory	62	Catalan	second semester	afternoon
(TE) Theory	71	English	first semester	afternoon