



Universidad  
de Alcalá

# COURSE GUIDE

## EDUCATION

**Degree in Primary Education**

**The University of Alcalá**

**Academic year: 2021/2022**

**First year - 1<sup>st</sup> term**

# COURSE GUIDE

Subject name:	<b>Education</b>
Course code:	<b>420001</b>
Degree Program:	<b>Degree in Primary Education</b>
Department and subject field:	<b>Learning Sciences. Didactics and School Organization.</b>
Type of class:	<b>Basic training</b>
ECTS credits:	<b>6</b>
Year and term:	<b>First year- first term</b>
Teaching staff:	<b>Guillermina Gavaldón Hernández (Group B)</b>
Class Schedule :	<a href="#">Consult website</a>
The language of instruction:	<b>English</b>

## 1. COURSE DESCRIPTION

'Education', as a discipline, covers the understanding and explanation of the principal characteristics and functions of the teaching- learning process.

Education is a complex phenomenon, and practitioners in the field require knowledge of its methods in order to design and develop educational practices which adhere to the teaching-learning principles making up the school curriculum.

This course shall cover teaching methodology for primary school pupils, between six and twelve years of age. In addition, it will tackle the fundamental principles of educational practice, with an emphasis on its main objectives and functions well as the context in which it is carried out, including: social, institutional and cultural constructions which enable the development of educational practices. Not to be side-lined is of course the role of inclusive education and diversity in the classroom, which aims to guarantee equality for each child, independent of their social background and cultural origins.

This course aims to expand upon the basic course contents by encouraging debate and inquiry with a view towards developing critical and positive attitudes regarding the education profession.

Likewise, we must provide opportunities for our future teachers to commit to Goal 4 of Sustainable Development of achieving quality education for all students.

## 2. AIMS AND OUTCOMES

By the end of this course students shall acquire the following skills:

General skills:

1. Ability to take the initiative when making decisions.
2. Ability to debate, reflect, analyze, formulate ideas, make proposals and reach conclusions.
3. Develop collaborative and individual study skills.

Specialized skills:

1. Analyze and understand the characteristics of the different approaches to teaching practice for pupils aged six to twelve.
2. Design, plan and evaluate teaching and learning processes, individually as well as alongside other educators and professionals at the center.
3. Analyze teaching practice from multiple viewpoints.
4. Identify processes of interaction taking place in the classroom
5. Analyze academic situations in the multicultural classroom, where pupils are from a diverse cultural background.
6. Encourage educational activities which are directed towards promoting values of active and democratic citizenship.
7. Learn from innovative practices which are developing in the field of primary education.
8. Design, plan and evaluate learning and teaching activities in the classroom

## 3. COURSE CONTENTS

**Hours of class:** Large group classes - 30 hours  
Small group classes - 15 hours  
Tutorials and assessments - 5 hours

### Units

#### UNIT 1.- Introduction to education

1. The aims of education
2. Theory of Teaching and learning (Didactic, in Spanish).
3. The social and pedagogical function of the school. Inclusive education.

## **UNIT 2.-The teaching process: components and connections**

4. Different models of understanding the teaching-learning process.
5. The teacher and the reflective element of the teaching profession.
6. Design and development of curriculum decided by teachers: integrated curriculum and Project based curriculums.

## **UNIT 3. - Aspects which comprise the development of teaching- learning processes.**

7. Selecting and organizing learning activities.
8. Teaching/ learning processes: the development of methodological proposals for education, teaching activities, resources and classroom organization.
9. The evaluation of teaching -learning processes: reflecting upon and improving education

## **4. TEACHING/ LEARNING METHODOLOGY: PLAN OF ACTIVITIES**

### **4.1. Distribution of credits (hours)**

Class contact hours:	50 hours total.
Independent study:	100 hours
A total number of hours:	150 hours

### **4.2. Methodological strategies, teaching materials and resources**

The Flipped-Classroom or inverted class methodology requires student involvement and a learning attitude of self-regulation to achieve the course goals. Through this methodology students will be provided by video-lessons and reading resources which they must watch and read before face-to-face classes. After watching the videos and reading the texts, they will need to make an online test to assure the topics' understanding is the one needed.

The time used in the face-to-face class will serve to deepen the understanding of the contents through the solution of doubts, debates, or interventions and in some cases, presentations made by the students.

Virtual Discussion Forums will be used for students to participate by raising questions and / or solving those of their classmates. Participation in the Forums is a mandatory requirement to pass the course.

Research work will be carried out by the students through which they could satisfy their interests on topics related to education. These research works require a continuous student work over, which will allow them to acquire knowledge about the world around them and their real problems.

**Independent study** shall be supported through individual tutorials which offer guidance and mentoring. The use of Virtual Learning Platforms shall also offer guidance and support to students undertaking individual and group work.

Given that our objective is the education of teachers, efforts will be made to ensure that the students can put into practice **different methodological strategies** relating to the topic being covered.

### 4.3. Educational activities

Educational activities will be focused towards developing the skills previously described. Students are required to actively participate in all activities to ensure their success.

1. Solving theoretical/ practical problems raised during class contact hours.
2. Solving practical cases, analysis of proposals.
3. Presenting projects.
4. Submitting theoretical and practical work, both individually and in a group.

## 5. ASSESSMENT: Procedure, assessment and grading criteria

### 5.1. Assessment criteria:

Aspects such as attendance and participation in proposed activities (debates, group discussions, literary reviews etc.) shall be taken into consideration as well as the student's degree of participation throughout the course.

*With regards to the course content, the student must:*

- Demonstrate an understanding of core concepts and principles.
- Integrate and apply theory to diverse situations and problems.
- Develop clear and well thought out ideas.

*Debates and group discussions:*

- Actively participate and demonstrate opinions.
- Demonstrate a capacity for innovative thought.
- Demonstrate an ability to think critically.

*Coursework, projects, assimilation:*

- Participate actively in group work.
- Provide original ideas.
- Present work in a clear and accurate manner

- Combine theory with practice.

## 5.2. Assessment procedures:

The procedures used to assess the students' knowledge will focus on the skills the material covered and the methodology adopted throughout the term.

The course follows a system of summative assessment.

### Ordinary examination period.

The student must complete the educational activities listed in each section. These will be finalized and discussed with each individual group.

1. Submit theoretical and practical questions which arise during class contact hours and individual and group practical sessions.
2. Solve case studies and analysis of innovative proposals.
3. Practical application of knowledge obtained over the term through the presentation of activity, project, case study situational analysis or educational proposals.
4. Self-evaluation on the process developed and evidence of knowledge.

### Examination resit period.

Students who fail to pass the subject during the ordinary examination period (this applies to those who failed continuous assessments as well as those who opted to take the end of term assessment) must undertake an exam or complete a series of evaluative activities on scheduled resit dates. This is in order to determine that the student is equally competent to other students who passed the subject during the ordinary examination period and to allow them, like their classmates, to obtain the highest grade possible.

## 5.3. Grading criteria:

**-Distinction:** the student demonstrates complete mastery of all course contents and high standard of critical reflection and practical application of contents covered on the course. They are able to easily develop ideas and complete all tasks and assessments, actively participating, both individually and as part of a group. The student has taken the initiative to search for additional materials. In order to be awarded a distinction, students must have attended over 90% of classes.

**-Merit:** the student demonstrates mastery of course contents, a good level of critical reflection and practical application of content covered on the course. They are able to develop ideas and complete all tasks, actively participating both individually and as part of a group. The student has taken the initiative to search for additional material on several occasions. In order to be awarded a merit, students must have attended at least 85% of classes.

**-Pass:** the student demonstrates understanding and practical application of basic course contents. They have participated sufficiently individually and as part of a group. In order to pass, students must have attended at least 80% of classes.

**-Fail:** the student fails to demonstrate basic comprehension and practical application

of course content and does not participate sufficiently in individual and group work.

9.0 – 10	DISTINCTION	[Sobresaliente (SB)]
7.0 – 8.9	MERIT	[Notable (NT)]
5.0 – 6.9	PASS	[Aprobado (AP)]
0.0 – 4.9	FAIL	[Suspenso (SS)]

9,0- 10 GRADUATE WITH HONOURS (limited to 5% of students)

According to the R.D 1125/2003 which regulates the Diploma Supplement, grades should follow the marking scheme of numerical grades with a decimal point and qualitative rating.

Assessment Rubric

Category	Percentage
Tests	33%
Group activities	33%
Final Work	33%

**Nota:** La Universidad de Alcalá garantiza a sus estudiantes que, si por exigencias sanitarias las autoridades competentes impidieran la presencialidad total o parcial de la actividad docente, los planes docentes alcanzarían sus objetivos a través de una metodología de enseñanza-aprendizaje y evaluación en formato online, que retornaría a la modalidad presencial en cuanto cesaran dichos impedimentos.

## 6. BIBLIOGRAPHY

### **Core Reading**

Bean, J. (2008). *La integración del curriculum*. Madrid: Morata.

Tanner, R. y Ayers, W. (2014). *Enseñar, un viaje en comic*. Madrid: Morata.

Arnau, L y Zabala, A. *Métodos para la enseñanza de las competencias*. Barcelona. Graó.

Gimeno Sacristán, J. (2010). (Coord). *Saberes e incertidumbres sobre el curriculum*. Madrid: Morata.

Pérez Gómez, A. I. (2007). *La naturaleza de las competencias básicas y sus implicaciones pedagógicas*. Cuadernos de Educación de Cantabria, nº 1. Cantabria: Consejería de Educación de Cantabria.

Zabala ,A. (2000). *La práctica educativa. Cómo enseñar*. Barcelona. Graó.

### **Further reading**

Gascón, A. y Paredes, J. (2008). *Didáctica General. La práctica de la enseñanza en Educación Infantil, Primaria y Secundaria*. Madrid: McGrawGill.

Gimeno Sacristán, J. (2006). *La reforma necesaria: entre la política educativa y la práctica escolar*. Madrid: Morata.

Perrenoud, P. (2004). *Diez nuevas competencias para enseñar*. Barcelona: Graó.

Romero, G. y Caballero, A. (2009). *La crisis de la escuela educadora*. Barcelona: Laertes Educación.

Rudduck, J. (2007). *Cómo mejorar tu centro escolar dando voz al alumnado*. Madrid: Morata.