

Contemporary Theories and Practices in Education

Code: 102011
ECTS Credits: 6

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

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: Yes
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: Yes

Other comments on languages

En los grupos de Educación Infantil (61 y 62) tienen docencia en español.

Teachers

José Antonio Jordán Sierra
Isabel Alvarez Canovas
Xavi Lopez Garcia
Silvia Puente Rodríguez

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: Educació i contextos educatius, Societat, ciència i cultura and Comunicació i interacció educatives.

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 ones 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.

Methodology

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.

In relation to the exceptional situation caused by the current pandemic, each semester could have a different organization.

Here:

1st SEMESTER, mixed teaching modality (Seminars: face-to-face; Large Group: virtual).

2nd SEMESTER, face-to-face teaching modality.

NOTICE:

Our teaching approach and assessment procedures may be altered if public health authorities impose new restrictions on public gatherings for COVID-19.

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.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classroom activity in Large Group	15	0.6	2, 6, 10, 17, 16, 11, 7, 4
Classroom activity in Seminars	30	1.2	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			
Autonomous activity	75	3	2, 6, 10, 17, 16, 11, 7, 4

Assessment

The 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). If not, the subject will be suspended. Nevertheless, there is the possibility of recovering the subject, with the condition that a minimum arithmetic mean of 3.5, 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.

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

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

Group 31 Individual exercise (11/01/2022) // Retake (25/01/2022).

Group 21 Individual exercise (13/01/2022) // Retake (27/01/2022).

Group 71 Individual exercise (21/12/2021) // Retake (18/01/2022).

Group 41 Individual exercises (02/12/2021 and 13/01/2022) // Retake (27/01/2022).

2/ Bachelor's Degree in Early Childhood Education (2nd semester)

Group 61 Individual exercise (13/06/2022) // Retake (20/06/2022).

Group 62 Individual exercise (16/06/2022) // Retake (30/06/2022).

Class attendance is compulsory with a minimum of the 80%.

The marks obtained in each of the activities, in up to 20/25 days, will be delivered to students by publishing the results in the Virtual Campus or in the classroom.

Similarly, it also takes value: the linguistic correction, the writing and the formal aspects of presentation in all the activities (individual and group). In addition, it's necessary to express fluently, correctly and show aptitude in the comprehension 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.

Finally, it's recalled 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 suspending the subject. 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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Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Continuous assessment based on evidence in practical tasks (1st part)	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)	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

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Interest websites

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

<https://she.iec.cat>

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

<http://www.sc.ehu.es/sfwsedhe>

Software

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