

**COURSE DATA****Data Subject**

Code	33610
Name	Organisation of the scholastic space, material and teaching skills
Cycle	Grade
ECTS Credits	9.0
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. year	Period
1304 - Degree in Preschool Education	Faculty of Teacher Training	2	Annual
1324 - Degree in Preschool Education (Ontinyent)	Faculty of Teacher Training	2	Annual

Subject-matter

Degree	Subject-matter	Character
1304 - Degree in Preschool Education	7 - Organisation of the learning environment, school materials and teaching skills	Basic Training
1324 - Degree in Preschool Education (Ontinyent)	7 - ORGANISATION OF THE LEARNING ENVIRONMENT, SCHOOL MATERIALS AND TEACHING SKILLS	Basic Training

Coordination

Name	Department
TIJERAS IBORRA, AMPARO	100 - Education and School Management

SUMMARY**English version is not available**

Con el título de *Organización del espacio escolar, materiales y habilidades docentes* se propone una materia propia del título de Maestro/a de Educación Infantil que tiene un carácter anual (9 créditos) y que se imparte a lo largo del segundo curso. Se trata de una de las materias incluida en el módulo de formación básica del título.



El objetivo básico de la materia es el de introducir a las y los estudiantes del título de Grado de Maestro/a en Educación Infantil en un proceso de pensamiento sistemático, fundamentado y crítico sobre la Escuela Infantil y lo que significa el período de escolarización de cero a seis años. Asimismo, se pretende que esa introducción en el pensamiento ordenado sobre la enseñanza y el aprendizaje tenga lugar tanto desde el trabajo y reflexión individual del estudiante como desde el trabajo y debate colectivo, ya sea en el aula, en hora de clase, o fuera de ella.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

Se parte de la base que los y las estudiantes han cursado primer curso y, por tanto, disponen de las competencias y conocimientos básicos implícitos en la superación de ese primer curso, pero, en el caso que nos ocupa, muy especialmente las siguientes asignaturas:

- A) Infancia, salud y alimentación.
- B) Psicología del desarrollo.
- C) Didáctica General.
- D) Organización y Dirección de Centros.

OUTCOMES

1324 - Degree in Preschool Education (Ontinyent)

- Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.
- Use information and communication technologies effectively as usual working tools.
- Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multiculturalism and interculturalism; discrimination and social inclusion and sustainable development. Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.
- Promote cooperative work and individual work and effort.
- Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.
- Know the processes of interaction and communication in the classroom.



- Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.
- Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.
- Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.
- Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.
- Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.
- Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.
- Understand that the daily dynamics of pre-primary education change according to each student, group and situation and know how to be flexible when teaching.
- Value the importance of stability and regularity in the school environment, schedules and teachers' moods as factors contributing to the harmonious and comprehensive progress of students.
- Know the factors that affect the pedagogical and organisational dimension from the interaction with the professionals at a school and know how to promote participation in collective activities and cooperative work in order to improve and innovate in the school.
- Reflect on the need to eliminate and reject sexist behaviour and contents and stereotypes that discriminate between women and men, particularly in textbooks and educational materials.
- Design and conduct activities that promote the values of non-violence, tolerance, democracy, solidarity and justice and reflect on their presence in the contents of textbooks, teaching and educational materials, toys and audiovisual programmes in different technological media aimed at students.
- Know and value innovative experiences in the field of pre-primary education.
- Know and analyse educational policies, their legislative development and their impact on educational reforms and innovations.
- Be able to collect and interpret relevant data to make pedagogical judgments that include a reflection on relevant issues of a social, scientific or technical and ethical nature.
- Diagnose needs, complex situations and possibilities of people as a basis for educational actions.
- Plan sequences of learning and work in the classroom and in the play space taking account of the peculiarities of the periods 0-3 and 3-6 years.
- Design research processes and instruments as regards teaching and organisational practice in pre-primary education.
- Acquire the ability to lead, coordinate and collaborate in the resolution of educational problems.

**LEARNING OUTCOMES****English version is not available****WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	90,00	100
Study and independent work	135,00	0
TOTAL	225,00	

TEACHING METHODOLOGY**English version is not available****EVALUATION****English version is not available****REFERENCES****Basic**

- DAHLBERG, G., MOSS, P. y PENCE, A. (2005): Más allá de la calidad en educación infantil. Barcelona. Graó.
- LAGUÍA, M.J. y VIDAL (2008): Rincones de actividad en la Escuela Infantil. Barcelona. Graó.
- DIEZ NAVARRO, M. Carmen (2013): 10 ideas clave. La educación Infantil. Barcelona. Graó.
- ROBINSON, K. (2015): Escuelas creativas. Grijalbo.
- ARMSTRONG, T. (2006): Inteligencias múltiples en el aula. Guía para educadores. Paidós.
- RINALDI, Carla (2021). En diálogo con Reggio Emilia. Escuchar, investigar y aprender. Madrid: Morata.

Additional

- DE LA HERRAN, A. y PAREDES (Coord.) (2008): Didáctica general : la práctica de la enseñanza en educación infantil, primaria y secundaria . Madrid : McGraw-Hill.
- DECRETO 100/2022, de 29 de julio, del Consell, por el cual se establece la ordenación y el currículo de Educación Infantil



- ELLIOT, J. (1996) El cambio educativo desde la investigación-acción. Madrid: Morata.
- BASSEDAS, E., HUGUET, T. y SOLÉ, I. (2003): Aprender y enseñar en Educación Infantil. Barcelona: Graó.
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- POSTIC, M. y DE KETELE, J, M.: (1992): Observar las situaciones educativas. Madrid: Narcea.
- STENHOUSE, L. (1987a). La investigación como base de la enseñanza. Madrid: Morata.
- Contemporary perspectives on early childhood education [Recurs electrònic] / edited by Nicola Yelland. Maidenhead ; New York : Open University Press, c2010
- Child perspectives and children's perspectives in theory and practice [Recurs electrònic] / by Dion Sommer, Ingrid Pramling Samuelsson, Karsten Hundeide Dordrecht ; London : Springer, c2010
- VECCHI, Vea (2013): Arte y creatividad en Reggio Emilia. Madrid. Morata.
- MORELL et al (2014): Participación Infantil y construcción de la ciudadanía. Barcelona: Graó.
- ITURBE, X (2015): Coeducar en la Escuela Infantil. Barcelona, Graó.