

GUÍA DOCENTE DE LA ASIGNATURA

(curso 2020/21)

Titulación	GRADO DE MAESTRO EN EDUCACIÓN INFANTIL
Plan de Estudios	ORDEN ECI/3854/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Infantil (BOE 29/12/2007). https://www.boe.es/boe/dias/2007/12/29/pdfs/A53735-53738.pdf

Asignatura	INTERNATIONAL HISTORY AND TRENDS IN EDUCATION	Créditos ECTS	6
Código	800289	Idioma	Inglés
Carácter	Troncal	Curso	1º
Módulo	Formación Básica		
Materia	La Escuela de Educación Infantil		

EQUIPO DOCENTE		
Profesor	Email	URL
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1.- PRESENTACION

This subject aims to offer the student tools that enable the development of a scientific and critical knowledge about the basic aspects of the History of Education and its trends as well as the development of competences in historical-educational research. To achieve this, in an action-research process, we will develop theoretical and practical proposals which will foster constant reflection and analysis.

2.-COMPETENCIAS

Generales	CG11. Conocer los fundamentos, principios, características y legislación relativa a la educación Infantil en el sistema educativo español e internacional.
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Transversales	CT1. Conocer la dimensión social y educativa de la interacción con los iguales y saber promover la participación en actividades colectivas, el trabajo cooperativo y la responsabilidad individual. CT7. Valorar la importancia del trabajo en equipo y adquirir destrezas para trabajar de manera interdisciplinaria dentro y fuera de las organizaciones, desde la planificación, el diseño, la intervención y la evaluación de diferentes programas o cualquier otra intervención que lo precisen. CT13. Adquirir la capacidad de trabajo independiente, impulsando la organización y favoreciendo el aprendizaje autónomo. CT14. Aplicar el uso oral y escrito de una lengua extranjera en el desarrollo de la titulación. (En la modalidad bilingüe).
Módulo	CM11.1 Identificar los principios y fundamentos que sustentan la legislación educativa en la Educación Infantil. CM11.2 Aplicar la legislación educativa, sus principios, y características en la etapa 0-3 y 3-6 años.
Materia	CM11.1.1. Situar la escuela infantil en el sistema educativo español, en el contexto europeo y en el internacional. CM11.1.2. Conocer la legislación que regula las escuelas infantiles y su organización. CM11.1.3. Conocer experiencias internacionales y ejemplos de prácticas innovadoras en educación infantil.

3.- RESULTADOS DE APRENDIZAJE

As a result of this course, students will be able to:

1. Can identify the basic characteristics of scientific knowledge of history of education and comparative education
2. Can understand and analyse the contexts, agents and educational factors from a world-historical approach.
3. Can identify the origin and evolution of the different educational systems.
4. Become aware of the influence of the history of education on pedagogical theories.
5. Master the wording of APA Style
6. Can express themselves orally and in writing in the target language on topics of History Of Education, to make presentations as well as having informal discussions with lecturers and classmates, giving reasons and explanations for opinions and plans.
7. Can follow clear and standard speech connected with History and Education understanding much of what is said and checking comprehension.
8. Can read texts related to History of Education and understand the line of argument in the treatment of the issue presented, though not necessarily in detail.

LINGUISTIC COMPETENCIES THAT STUDENTS WILL HAVE TO SHOW:

• Understanding:

o Listening:

- Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.
- Can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.

o Reading:

- Can understand texts that consist mainly of high frequency, everyday or job-related language.
- Can understand the description of events, feelings and wishes in personal letters.

• Speaking:

o Spoken interaction:

- Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.
- Can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

o Spoken production:

- Can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions.
- Can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.

• Writing: o Writing:

- Can write simple connected text on topics which are familiar or of personal interest.
- Can write personal letters describing experiences and impressions.

4.- CONTENIDOS

I. HISTORY OF EDUCATION AS A SOCIAL SCIENCE

1. Birth and evolution of the History of Education.
2. Scientific methodology and historical research.
3. Comparative Education: theories and method.

II. HISTORICAL EVOLUTION OF EDUCATION

4. Education in ancient civilizations.
5. Education in Greece and Rome.
6. The Middle Age.
7. Enlightenment and modernity. The basis of the secularization of culture.
8. Birth of educational systems.
9. The New Education and the contemporary education.

III. THEORIES AND INTERNATIONAL TRENDS.

10. International organizations of Education: PISA, UN, UNESCO, UNICEF, EU.

Las guías docentes contienen la previsión de actividades formativas y técnicas de evaluación previstas para cada materia en la Memoria Verificada, y se desarrollarán de acuerdo con las recomendaciones de las autoridades sanitarias durante el curso 2020/21. En el caso de necesidad de modificación, se hará pública una adenda que informe puntualmente a los estudiantes.

5.- METODOLOGÍA DOCENTE Y ACTIVIDADES DE APRENDIZAJE

It is an active learning method that seeks structure learning in two aspects that seem fundamental in the competences of this subject:

- a) The spatio-temporal coordinates.
- b) The cause-effect relationships that occur in historical events.

Specifically, the realization of a cooperative project to research the highlights of the History of Education contents is the main methodological principle of this subject which aims to promote the development of skills such as analytical skills, reflection and critical sense.

To do this, theoretical presentations will be made and different individual and group activities are proposed. These are developed through role play techniques as well as the use of various resources: texts, articles, games, audiovisual presentations and interactive videos to encourage attention and student motivation, promoting the proper use of the English language as well as taking into account a broad range of interests and learning styles.

5.1.- Actividades formativas

ACTIVIDAD/ TIPOLOGÍA	DESCRIPCIÓN GENERAL	COMPETENCIAS ASOCIADAS	ECTS ¹ (horas)
Exposición (presencial)	Exposición de los contenidos mediante presentación del profesor de los aspectos esenciales de las materias.	CM 11.1.1;CM11.1.3;	15% de la carga del módulo 22,5h/ECTS
Actividades prácticas (presencial)	Clases prácticas en el aula, laboratorio o seminario, individuales o en pequeño grupo, para la realización de actividades, estudios de caso y resolución de problemas propuestos por el profesor.	CM11.1.2;CM11.1.3; CM12.1.2	10% de la carga del módulo 15h/ECTS
Tutorías (presencial)	Trabajo de campo y realización de proyectos tutelados individuales o en pequeño grupo	CM12.1.1; CM12.2.1	10% de la carga del módulo 15h/ECTS
Trabajos tutelados (no presencial)	Tutorías iniciales de proceso y finales para el seguimiento de los logros de aprendizaje	CM 11.1.1;CM11.1.3;	2,5% de la carga del módulo 3,75h/ECTS
Estudio independiente (no presencial)	Trabajo independiente del alumno para la consulta de bibliografía y el estudio de los contenidos de las materias	CM 11.1.1;CM11.1.3;	60% de la carga del módulo 90h/ECTS
Campus Virtual (no presencial)	Utilización de las Tic para favorecer el aprendizaje, como instrumento de consulta, tutoría online y foro de trabajo.	CM11.1.3	2,5% de la carga del módulo 3,75 h/ECTS

6.- EVALUACIÓN

6.1. Sistema de Evaluación

El sistema de calificación se realiza según los criterios descritos en el **RD1125/2003**

<https://www.boe.es/buscar/pdf/2003/BOE-A-2003-17643-consolidado.pdf>

6.2. Técnicas de Evaluación

TÉCNICA	TIPO DE PRUEBA	PONDERACIÓN
Pruebas escritas	A theoretical test is given about the subject which consists of longer questions. To pass this evaluation technique, a minimum of 5 must be obtained.	50%

¹ Conforme el reparto de créditos ECTS que aparece en la memoria verificada en la materia a la que pertenece esta asignatura.

Proyectos	The students will have to carry out a group research about the remarkable aspects regarding the History of Education. To pass this evaluation technique, a minimum of 5 must be obtained.	20%
Debates y exposiciones	The students will have to give an oral presentation as well as a debate about a content of the subject. To pass this evaluation technique, a minimum of 5 must be obtained.	10%
Casos prácticos	Development of 3 analysis and synthesis activities that will allow him or her to train in the competencies of the subject. To pass this evaluation technique, a minimum of 5 must be obtained.	20%
Otros		

6.3.- Criterios de Evaluación

Para obtener la nota final aprobada, es necesario alcanzar al menos el 50% de la puntuación máxima en cada una de las técnicas de evaluación. Los trabajos se habrán de ajustar a los criterios introducidos en el nº 33 de la revista Educación y Futuro http://cesdonbosco.com/documentos/revistaeyf/EYF_33.pdf

El plagio en los trabajos y los intentos de engaño en los exámenes supondrá para el alumno la pérdida de la convocatoria en curso.

Alumnos de segundas y sucesivas matrículas.

NEW STUDENTS

- They must attend the lessons.
- They must be able to work in a team.
- They must show knowledge acquisition, effort and personal improvement.
- They must use and management of relevant bibliography as well as APA Style.

Tratamiento de los errores ortográficos.

- The rules of spelling and writing will be taken into account in all class work and activities.
- They will have a weight of at least 10% from the final grade of the works.
- Every misspelling will deduct 0.3% from the final grade of the works & test.
- Works that have more than seven misspellings will not be corrected.

STUDENTS OF SECOND OR ULTERIORES YEARS

- The marks/activities already passed in the 1st call are kept for the 2nd call.
- Work will not be evaluated which is not formally presented as indicated by the teacher.

- It is advisable but not necessary to attend the lessons.
- It will be compulsory to complete a project which has the value of 50% of final mark.
- It will be compulsory to complete short questions test which has the value of 50% of final mark.
- In all cases, the teacher will decide the most appropriate way of evaluation and qualification upon prior communication to the student.
- For an adequate development of these activities, the teacher will be available in the form of one to one tutoring and / or tutored works "online" via the virtual campus.
- The rules of spelling and writing will be taken into account in all class work and activities.
- They will have a weight of at least 10% from the final grade of the works.
- Every misspelling will deduct 0.3% from the final grade of the works & test.
- Works that have more than seven misspellings will not be corrected.

7.- DOCUMENTACIÓN Y RECURSOS

7.1.- Bibliografía Básica

- Abbagnano, N., y Visalberghi, A. (1981). Historia de la Pedagogía. Madrid: Biblioteca Nueva.
- Carbonell, J. (2015). Pedagogías del siglo XXI. Alternativas para la innovación educativa. Barcelona: Octaedro.
- Carreño, M. (ed.) (2000). Teorías e instituciones contemporáneas de educación. Madrid: Síntesis
- Curren, R. (2010). Aristotle's educational politics and the Aristotelian renaissance in philosophy of education. Oxford Review of Education, 36 (5), 543-559.
- Fitz Gerald, B.D. (2010). Medieval theories of education: Hugh of St Victor and John of Salisbury. Oxford Review of Education, 36 (5), 575-588.
- Gutek, G.L. (2010). Historical and Philosophical Foundations of Education: A Biographical Introduction. New York: Pearson.
- Herbst, J. (1999). The History of Education: State of the Art at the Turn of the Century in Europe and North America. Paedagogica Historica: International Journal of the History of Education, 35 (3), 737-747.
- King, M.L. (2007). Concepts of Childhood: What we know and where we might go. Renaissance Quarterly, 60 (2), 371-407.
- McPherran, M.L. (2010). Socrates, Plato, Erôs and liberal education. Oxford Review of Education, 36 (5), 527-541.
- Negrín, O., y Vergara, J. (2009). Historia de la Educación. Madrid: Ed. Universitaria Ramón Areces.
- Negrín-Fajardo, O., y Vergara-Cordia, J. (2014). Historia de la Educación. De la Grecia Clásica a la Educación Contemporánea. Madrid: Dykinson.
- Parrish, J. (2010). Education, Erasmian humanism and More's Utopia. Oxford Review of Education, 36 (5), 589-605.
- Reydams-Schils, G. (2010). Philosophy and education in toicism of the Roman Imperial era. Oxford Review of Education, 36 (5), 561-574.
- Trilla, J. (2001). El legado pedagógico del siglo XX para la escuela del siglo XXI. Barcelona: Graó.

7.2.- Otros recursos



REVISADO Y CONFORME:

AMAIA GARCÍA APARICIO
Coordinador de grado.

FECHA: 14/09/2020