



IDENTIFYING DATA

Education: Educational and organisational foundations of learning

Subject	Education: Educational and organisational foundations of learning			
Code	O05G120V01101			
Study programme	Grado en Educación Primaria			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Basic education	1st	1st
Teaching language	Galician			
Department				
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General description	This subject #go it to me split of the thematic module "Processes and educational contexts" of basic character, with 6 credits ECTS; it is situated in the 1º course, in the first *cuadrimestre. It intends to provide to the students some scientific knowledges and the necessary techniques for *reflexionar envelope the distinct aspects and fields of the school organisation for power reflected in a concrete reality, is to say, in one center of the our Autonomous Community. It tries, so much by the actuality of the contained how poles fields that encompasses, desert the interests of the students put aspects that traditionally no treated in the *curriculos academic.			

Training and Learning Results

Code	
B1	Know the curricular areas of Primary Education, the interdisciplinary relation between them, the evaluation criteria and the body of didactic knowledge that encompasses the teaching and learning procedures.
B2	Design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the centre.
B3	Effectively address language learning situations in multicultural and multilingual contexts. Encourage reading and critical appreciation of texts from the various scientific and cultural domains contained in the syllabus.
B4	Design and regulate learning spaces in diversity contexts, to address gender equality, equity and respect for human rights that constitute the values of citizenship training.
B5	Promote coexistence in and out of the classroom, solve discipline problems and contribute to peaceful resolution of conflicts. Encourage and appreciate effort, perseverance and personal discipline in students.
B6	Know how primary education schools are organised and the diversity of actions in their operation. Perform functions of mentoring and guidance to students and their families, addressing the singular learning needs of students. Assume that the performance of teaching needs to be refined and adapted to scientific, pedagogical and social changes throughout life.
B7	Collaborate with the different sectors of the educational community and of the social environment. Take on the educator dimension of the teaching role and promote democratic education for active citizenship.
B8	Maintain a critical and autonomous relationship with regard to knowledge, values and public and private social institutions
B9	Appreciate individual and group responsibility for achieving a sustainable future
B10	Reflect on classroom practices to innovate and improve teaching. Acquire habits and skills for autonomous and cooperative learning and promote them among students.
B11	Know and apply the information and communication technologies in classrooms. Selectively discern audio-visual information that contributes to learning, civic training and cultural wealth.
B12	Understand the role, possibilities and limits of education in today´s society and the key competencies that affect the primary education schools and their professionals. Know quality improvement models that can be applied to educational centres.
C1	To understand the learning processes in the 6-12 age range in the family, social and school contexts.

C2	To know the characteristics of these students, as well as the characteristics of their motivational and social contexts.
C3	To be familiar with and master the knowledge required to understand the personality development of these students and identify malfunctions.
C4	To identify learning difficulties, report them and cooperate in their treatment.
C5	To know the current approaches and developments that are based on the acquisition of competencies.
C6	To identify and plan the resolution of educational issues affecting students with different abilities and different learning paces.
C8	To know the fundamentals of Primary Education.
C9	To analyze teaching practices and the institutional conditions framing them.
C11	To know the processes of interaction and communication in the classroom.
C12	To deal with and solve discipline problems.
C13	To promote cooperative work and individual work and effort.
C14	To promote actions of moral values education geared towards the shaping of an active, democratic citizenry.
C15	To know and deal with school situations in multicultural contexts.
C16	To design, plan and evaluate teaching and learning activities in the classroom.
C18	To participate in the planning of the educational project and in the ordinary activities of the school, according to criteria of quality management.
D1	Capacity for analysis and synthesis
D2	Capacity for organisation and planning
D3	Oral and written communication in the native language.
D4	Knowledge of foreign language
D5	Knowledge of computing related to the field of study
D6	Capacity for information management
D7	Troubleshooting
D8	Decision-making
D9	Team work
D10	Work in an interdisciplinary team
D11	Work in an international context
D12	Skills in interpersonal relationships
D13	Recognition of diversity and multiculturalism
D14	Critical reasoning
D15	Ethical commitment
D16	Autonomous learning
D17	Adaptation to new situations
D18	Creativity
D19	Leadership
D20	Knowledge of other cultures and customs
D21	Initiative and an entrepreneurial spirit
D22	Motivation for quality

Expected results from this subject

Expected results from this subject		Training and Learning Results	
1. Know the historical evolution of the educational system in our country and the political and legislative conditionings of the educational activity and situate the school in the educational system of Spain, in the European and international context.	B1	C1 C9 C12	D1 D2 D6 D7 D8 D9 D13 D19 D21 D22
2. Know the legislation that regulates the schools of Primary Education and its structure and the models of organisation of the space and material.	B6	C1 C8 C9 C16	D1 D6 D8 D14 D22

3. Value the importance of the stability and the regularity in the school surroundings, the schedules and the states of spirit of the teaching staff how factors that contribute to the harmonic progress and integral of the students.	B7	C1	D1
	B8	C2	D2
	B9	C5	D6
		C9	D7
		C12	D8
			D9
			D12
			D13
			D18
			D19
			D22
4. Planning of the sequences of learning and organisation of the situations of work in the classroom and in the space of game.	B2	C1	D1
	B4	C2	D2
	B10	C9	D5
	B11	C12	D6
	B12	C16	D7
		C18	D8
			D9
			D10
			D16
			D18
5. Know work in team with other professionals and collaborate with the distinct sectors of the educational community and of the surroundings so as to schedule sequences of learning and organize situations of work in the classroom and in the space of game identifying the *peculiaridades of the period of 6-12 years.		C1	D1
		C2	D2
		C3	D6
		C4	D7
		C9	D8
		C11	D9
		C12	D18
			D19
6. Have a realistic image of yes same, act consistent to the @propio convictions, assume responsibilities, take decisions and relativize the possible frustrations.		C1	D1
		C9	D2
		C12	D6
			D7
			D8
			D9
			D14
			D15
			D18
			D19
7. Take *conciencia of the complexity of the educational processes in general and the processes of teaching-learning in the mandatory stages of the educational system.	B3	C1	D1
	B5	C2	D2
		C5	D6
		C9	D7
		C12	D8
			D9
			D18
			D19
			D22
8. #Analyze and apply distinct methodological strategies to organize the spaces, material and time in function of different didactic models and of the characteristics and needs of the students.		C1	D1
		C2	D2
		C5	D5
		C6	D6
		C9	D7
		C12	D8
			D9
			D12
			D14
			D15
			D16
			D18
			D19
			D22

9. Know international experiences and examples of innovative experiences in primary education and applied in the classroom.	C1 C9 C12 C13 C14 C15	D1 D2 D3 D4 D6 D10 D11 D13 D18 D19 D20 D22
10. Take part in the definition of educational project and in the general activity of the centre attending to criteria of control of quality.	C1 C3 C9 C11 C12	D1 D2 D7 D8 D9 D14 D18 D19 D22
11. Comprise that the daily dynamics in Primary Education is changing in function of each student, group and situation and know be flexible in the exercise of the teaching function.	C1 C9 C12	D1 D2 D6 D7 D8 D13 D17 D19 D21 D22

Contents

Topic

1. It MELTMINTC*ÓN CONCEPTUAL	1.1. The school organisation. 1.2. The centre how organisational unit: managerial functions, of pedagogical management and of administration. 1.3. The centre and the educational community.
2. SUBSICONCEPTUAL ENVIRONMENTAL/STEMA	2.1. The structure of the school system.
3. SUBSISTEMA OF PLANNING	3.1. Plan of centre. 3.2. The centre how organisational unit: managerial functions, of pedagogical management and of school administration: characteristics and levels.
4. SUBSISTRUCTURAL STEMA	4.1. The organisation of students/them, teachers/them, resources, spaces, time, activities.
5.- SUBSISTEMA RELACIONAL	5.1.- The participation in the educational centres. 5.2.- The organisational climate. 5.3.- The organisational culture. 5.4.- The conflict in the educational organisations.
6. SUBSISTEMA OF DIRECTION And LEADERSHIP	6.1. Direction in the educational organisations. 6.2. The projects of direction. 6.3. Of the direction to the led.
7.- SUBSISTEMA OF CHANGE/ DEVELOP ORGANISATIONAL	7.1.- Evaluation of centres. 7.2.- Analysis of experiences of organisation. 7.3.- Reference of models and elements studied to centres of Primary Education.
8. DIFFERENTIATED SCHOOL ORGANISATION	8.1. Analysis of experiences of organisation. 8.2. Reference of models and elements studied to centres of Childish Education.
9.- The SCHOOL ORGANISATION IN The PR*ÁCTICUM	9.1.- You attach of the School Organisation to the *Prácticum.

Planning

	Class hours	Hours outside the classroom	Total hours
Introductory activities	2	2	4
Seminars	10	20	30

Mentored work	12	24	36
Lecturing	14	32	46
Collaborative Learning	10	20	30
Objective questions exam	2	2	4

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
	Description
Introductory activities	Activities *encamiñadas to take contact and gather information envelope the students, as well as to present the subject.
Seminars	Through the seminars will board specific subjects that allow *profundizar the contents of the subject. They use how supplement of the theoretical kinds. They compute in the evaluation *continua.
Mentored work	IT/The student, of individual way or in group, elaborates a document envelope to thematic of the subject or prepares seminars, investigations, memories, essays, summaries of readings, conferences etc.
Lecturing	Exhibition by part of the professor/it of the contained envelope to subject object of study, theoretical bases and/or guidelines of one work, exercise that it/the student has to develop.
Collaborative Learning	It comprises a group of procedures of teaching that split of the organisation of the kind in small mixed and heterogeneous groups where the students works of form coordinated between yes to develop academic tasks and *afondar in the his @propio learning.

Personalized assistance	
Methodologies	Description
Seminars	Attention to the students/them along the his formative process.
Mentored work	Attention to the students/them along the his formative process.
Collaborative Learning	Attention to the students/them along the his formative process.

Assessment				
	Description	Qualification	Training and Learning Results	
Seminars	Carry activities and works in the that profundice on theoretical and practical aspects of the contained of the subject.	15	B1	C1
			B2	C2
			B3	C5
			B4	C6
			B5	C8
			B6	C9
			B7	C12
			B8	C13
			B9	C14
			B10	C15
			B11	C16
			B12	C18

Mentored work	In the evaluation of the works of classroom of the groups c take the following criteria: - formal Aspects. - Quality of the works. - Oral exhibition if it is the case, and answer to the questions exposed.	30	B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B11 B12	C1 C2 C5 C6 C8 C9 C12 C13 C14 C15 C16 C18	D1 D2 D3 D4 D5 D6 D7 D8 D9 D10 D11 D12 D13 D14 D15 D16 D17 D18 D19 D20 D21 D22
Collaborative Learning	It comprises a group of procedures of teaching that split of the organisation of the kind in small mixed and heterogeneous groups where the students works of form coordinated between yes to develop academic tasks and *afondar in the his @propio learning.	15	B1 B2 B3 B4 B5 B6	C3 C4 C5 C12 C15	D1 D2 D3 D4 D5 D6 D7 D8 D15 D17
Objective questions exam	Proofs stop the evaluation of the competitions purchased that include questions closed with different alternatives of answer (true/fake, multiple election, *emparellamento of elements...). The students/select them an answer go in a number limited of possibilities.	40	B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B11 B12	C1 C2 C5 C6 C8 C9 C12 C13 C14 C15 C16 C18	D1 D2 D3 D4 D5 D6 D7 D8 D9 D10 D11 D12 D13 D14 D15 D16 D17 D18 D19 D20 D21 D22

Other comments on the Evaluation

MODALIDAD DE EVALUACIÓN CONTINUA/ASISTENTE ALUMNOS/AS:

- Como pruebas de evaluación continua, tanto presenciales como telemáticas, se realizarán siempre dentro del tiempo asignado a las aulas lectivas de la asignatura.- Se entiende por asistente de los alumnos que siguen con regularidad las clases (mínimo un 80%). - Los grupos colaborativos tendrán los mismos componentes para todas las actividades grupales y formarán de entre los alumnos ayudantes en grupos de 5 alumnos/los grupos B, y de 3 alumnos/los grupos C; los miembros de cada grupo deben elegir un vocero que debe ser el único encargado de subir actividad a la plataforma moovi sin olvidar indicar los datos de todos los miembros del grupo. - Para superar la asignatura será preciso alcanzar como mínimo el 50% de la puntuación en cada uno de los dos subapartados de la parte práctica y menos del 50% de la parte teórica. ES decir: son criterios sumativos entre sí y nunca podrán sumarse en ninguno de ellos se obtiene el mínimo establecido.

Parte práctica (subapartados):

15% Aprendizaje colaborativo (es necesario obtener 0,75 para poder sumar un máximo de 1,5)30% Trabajo tutelado (es

necesario obtener 1,5 para poder sumar un máximo de 3) 40% Examen (es necesario obtener 2 para potencia suma a máximo de 4)

MODALIDAD DE EVALUACIÓN GLOBAL/ALUMNOS EN EL AUXILIAR: - La elección de la modalidad de evaluación global supondrá la renuncia a la evaluación continua. Los alumnos no asistentes deben contactar al inicio de curso con el @docente de la asignatura vía e-mail optando por unirse *evaluación global. Aquellos alumnos que no cumplieron el requisito de asistencia mínima (alrededor del 80% de las clases teórico-prácticas) pasarán a ser considerados alumnos no asistentes, optando por una evaluación global. - Cómo las pruebas de evaluación global  se realicen siempre en la fecha oficial del examen para cada oportunidad de evaluación dentro del *período de pruebas oficiales en el calendario académico marcado de cada curso. - Se entiende por alumnos no ayudantes que no asisten con regularidad a las clases (faltan más de un 20%). - Estos alumnos realizarán todos los trabajos de manera individual y la fecha de entrega será la misma que dejen los alumnos *presencial. - La evaluación de estos alumnos se hará de igual manera que la de los alumnos *presenciales. - Para superar la asignatura será preciso alcanzar como mínimo el 50% de la puntuación en cada uno de los subapartados de la práctica parte del; 50% de la parte teórica. ES decir: son criterios *sumativos entre sí y nunca podrán sumarse en ninguno de ellos alcanza el mínimo establecido. 15% Seminario (necesario obtener 0,75 para suma de potencias)

Sources of information

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Complementary Bibliography

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Recommendations

Subjects that continue the syllabus

Education: Design and development of the primary education curriculum/O05G120V01201

Education: Educational and organisational foundations of learning/O05G120V01101

Educational and organisational aspects of special education/O05G120V01934

Pedagogical foundations of special education/O05G120V01935

Internships: Practicum/O05G120V01981

Subjects that are recommended to be taken simultaneously

Education: Design and development of the primary education curriculum/O05G120V01201

Education: Educational and organisational foundations of learning/O05G120V01101

Education: New technologies applied to primary education/O05G120V01202

Subjects that it is recommended to have taken before

Education: Design and development of the primary education curriculum/O05G120V01201

Other comments

This subject framed in an Empower engaged with the sustainability of the entorno and of the people. Attending the this philosophy, this subject will promote educational practices in base to materials of low environmental impact in coherence with the principles of sustainability (ODS).

This subject go it to me split of the project of teaching innovation of the Faculty of Education and Social Work
