

Teaching guide

IDENTIFICATION DETAILS

Degree:	Child Education		
Field of Knowledge:	Social and Legal Science		
Faculty/School:	Education and Psychology		
Course:	GENERAL TEACHING METHODS		
Type:	Basic Training	ECTS credits:	6
Year:	1	Code:	7311
Teaching period:	First semester		
Area:	Organisation of Space in School, Materials and Teaching Skills (Education)		
Module:	Basic Training		
Teaching type:	Classroom-based		
Language:	Spanish		
Total number of student study hours:	150		

SUBJECT DESCRIPTION

In the current process of educational renewal, Teaching is understood to be one of the great skills required by educators with a view to guaranteeing a teaching-learning process. This is not random, however, and includes: a creativity development process, innovation, understanding and skills resulting from an exchange in which students are a significant active factor of discovery and the teacher a model and mediator with the surrounding reality.

SKILLS

Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

General Skills

To be familiar with the goals, syllabus content and assessment criteria of early childhood education

To reflect on classroom practices to innovate and improve teaching duties. To acquire habits and skills for independent, cooperative learning and to foster this learning process among pupils.

To promote and encourage learning in early childhood, from a comprehensive, inclusive perspective encompassing the various cognitive, emotional, psychomotor and volitional dimensions.

To design and regulate learning areas in contexts of diversity, taking into consideration the specific educational needs of pupils, gender equality, egalitarianism and respect for human rights.

Specific skills

To value the importance of stability and regularity with regard to the school environment, timetables and teachers' moods as factors that contribute to the general harmonious progress of the pupils.

To be able to work in tandem with other professionals from inside and outside the school focussing on each pupil, and on the planning of learning sequences and the organisation of work situations in the classroom and in the playground, identifying the specific aspects of pupils aged 0-3 and 3-6 years.

DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
60 hours	90 hours