

# Teaching guide

## IDENTIFICATION DETAILS

Degree:	Child Education		
Field of Knowledge:	Social and Legal Science		
Faculty/School:	Education and Psychology		
Course:	HISTORY OF THEORIES AND CONTEMPORARY EDUCATION SYSTEMS		
Type:	Basic Training	ECTS credits:	6
Year:	2	Code:	7320
Teaching period:	Third semester		
Area:	School in Infant Education (Education, Business)		
Module:	Basic Training		
Teaching type:	Classroom-based		
Language:	Spanish		
Total number of student study hours:	150		

## SUBJECT DESCRIPTION

The current organisation of our educational system is the result of reflection by many authors who, throughout history and particularly during the nineteenth and twentieth centuries, have striven to define methodologies and educational programmes aimed at achieving the educational and human objectives, and also, explicitly or implicitly formulated, economic, political and social objectives.

## 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 understand the role, possibilities and limits of education in today's society and the core skills that affect early childhood education schools and professionals. To be familiar with quality improvement models implemented in schools.

To develop analytical, synthetic, reflective, critical, theoretical and practical thought.

To acquire and commit oneself to ethical values.

### **Specific skills**

To learn about international experiences and examples of innovative practices in early childhood education.

To value the importance of teamwork.

### **DISTRIBUTION OF WORK TIME**

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