

# **TEACHING GUIDE**

## **EDUCATIONAL THEORY**

**GRADO EN EDUCACIÓN INFANTIL (INGLÉS)**

**ACADEMIC YEAR 2026-27**

Publication date: 26-06-2026



### I.-Subject Identification

|                                         |                       |
|-----------------------------------------|-----------------------|
| Type                                    | FORMACIÓN BÁSICA      |
| Teaching period                         | 1 course, 1Q semester |
| Nº of credits                           | 6                     |
| Language in which the subject is taught | English               |

### II.-Presentation

The central purpose of this subject is to understand, analyze and intervene in the educational practice in formal, non-formal and informal spaces. It proposes a holistic and interdisciplinary vision of the educational process. Additionally, it introduces some basic key aspects in understanding the scientific discipline of education, and the role of educators in the educational process. Applying oneself to the educational process, and being a successful educator, requires a series of specific personal and professional qualities. Conversely, it requires deep reflection on the theory of education; its purposes, the agents that intervene, the areas in which one learns, etc. Hence, it is not only important to learn the theoretical foundations of existing laws in education, but, equally important, to structure the practice of teaching in a critical and constructive way for a better future. Therefore, the primary goal of this course is for students to acquire a sound knowledge base in educational theories, which will contribute to their vocational training. This will be accomplished through the discovery of the importance of theory in all educational practices, and to be able to link that theory with their future professional practice.

This course will also open the doors to the development of a critical, reflective and active attitude towards the educational reality, regardless of the content area in which we work.

It is preferred that students have a basic knowledge of Teaching, Evolutionary Psychology and Anthropology of Education. However, important concepts in these areas will be clarified throughout the semester.

### III.-Learning outcomes

CGI1. Ability to analyse and synthesise.

CGI6. Information management skills

CGP1. Teamwork

CGP5. Critical reasoning.

CE1. Ability to understand the complexity of educational processes in general and of teaching-learning processes in particular.

CE5 Respect for cultural and personal differences of students and other members of the educational community.

CE7 Ability to carry out the tutorial function, guiding pupils and parents and coordinating the educational action concerning their group of students.

CE10 Analyse and understand the educational processes in the classroom and outside the classroom related to an age period between 0 and 6 years old.

CEGEI1 Know the curricular areas of Pre Primary Education, the interdisciplinary relationship between them, the assessment criteria and the body of didactic knowledge around the respective teaching and learning procedures.

CEGEI2 Effectively approach to an early childhood learning situations from a globalising and integrating perspective of the different cognitive, emotional, social, motor, linguistic and self-regulation dimensions. (globalising perspective)

CEGEI3 Create learning environments that favour empathy, social behaviour, autonomy and multicultural coexistence by systematically observing the social, family and school environment. (Contextual and social-natural perspective).

CEGEI13 know how early childhood education schools work in order to integrate them into the educational work, reflecting on the action by means of own strategies. (Action-research in the practicum).

CEGEI32 Encourage the democratic education of citizenship and the practice of critical social thought.

CEGEI5 Acquire strategies, based on coordinated work between different professionals to guide families in matters related to the development and education of pupils from 0 to 6 years old (perspective of coordination with other professionals and attention to families).



- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.
- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.

## IV.-Contents

### IV.A.-Syllabus

#### Unit I.- Fundamentals and basic concepts of education

This unit deals with the essential concepts that frame education as a human phenomenon.

#### UNIT II.- Fundamentals of teaching and curriculum

This unit focuses on concepts related to teaching action as a formal specification of the educational act.

#### UNIT III.- The different educational environments and agents

This unit presents concepts related to the educational phenomenon with which the teacher should be familiar: educational environments and agents. Formal, non-formal and informal education. School, family, community, digital world, society.

#### UNIT IV.- The main challenges of current education

This unit focuses on the challenges and needs of today's education.

### IV.B.-Training activities

| Type               | Title                                                                                                                 |
|--------------------|-----------------------------------------------------------------------------------------------------------------------|
| Lectures           | At the beginning of the course, the professor will specify which books from the bibliography are going to be required |
| Practical sessions | Problem solving, case studies, debates, text analysis,... about different topics of the syllabus                      |
| Test and/or exams  | Exam                                                                                                                  |



| V.-Student workload                                                                          |     |
|----------------------------------------------------------------------------------------------|-----|
| Theoretical sessions                                                                         | 30  |
| Resolution of exercises, problems, case studies, etc.                                        | 24  |
| Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc. | 0   |
| Tests and/or exams                                                                           | 6   |
| Academic tutorials                                                                           | 30  |
| Related activities: conferences, seminars, etc.                                              | 18  |
| Preparation of theoretical sessions and self-study                                           | 10  |
| Preparation of practical tasks, exercises, case studies, projects, etc.                      | 22  |
| Preparation for tests and/or exams                                                           | 40  |
| Total student workload                                                                       | 180 |

| VI.-Methodology and academic programme |                    |                                                                                                                                                                                                                                                                                         |
|----------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Type                                   | Period             | Content                                                                                                                                                                                                                                                                                 |
| Tests and/or exams                     | Week 14 to Week 17 | Final test where the degree will be evaluated theoretical domain of the subject (P)                                                                                                                                                                                                     |
| Theoretical sessions                   | Week 1 to Week 14  | Exhibition of content with the support of PPT presentations, bibliography and notes. These classes require the intellectually active attitude of the student. (P) The classes will be in person at the official time whenever the conditions to take them in person are the right ones. |
| Practical sessions                     | Week 2 to Week 14  | The student must progress independently and meet deadlines.                                                                                                                                                                                                                             |
| Academic tutorials                     | Week 2 to Week 14  | Professors will announce the schedule of tutorials at the beginning of the academic year                                                                                                                                                                                                |



**VII.-Assessment methods**

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.

All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.

The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).

Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.

The distribution and characteristics of the assessment activities are described below.

**VII.A.-Description and weight of the assessment activities**

The general assessment model is continuous assessment, as established in the Regulations for the Assessment of Learning Outcomes of the Rey Juan Carlos University.

All assessment systems established for the subject in the degree report must be used, except for those with a minimum weighting of 0%, which may be used in academic years where the faculty deems it appropriate. Each assessment system may be applied through one or more assessment activities consistent with that system. None of the assessment activities may individually exceed 60% of the overall grade for the subject.

The sum of the non-reassessable assessment activities may not exceed 40% of the overall grade for the subject and, in general, should not have a minimum grade (except in the case of practical activities in which, strictly speaking, the assessment conditions of the ordinary exam cannot be reproduced in the extraordinary session). Students who fail to pass the course in the regular session, or who have not taken the exam, may only take the re-assessable assessment activities they failed in the extraordinary session.

The distribution and characteristics of the assessment activities are described below.

| Evaluation system          | Assessment Activity                    | Weighting | Reassessable in Extraordinary | Minimum Grade           | Contents                                            | Date                     |
|----------------------------|----------------------------------------|-----------|-------------------------------|-------------------------|-----------------------------------------------------|--------------------------|
| Written Test               | TEST final evaluation (in person)      | 50%       | Yes                           | 5                       | All of them contents of the subject                 | Official call            |
| Required Activities (Work) | Individual/group work                  | 25%       | Yes                           | 5                       | The docent will specify the activities to carry out | During the school period |
| Required Activities (Work) | Individual/group work                  | 25%       | No                            | No minimum (cumulative) | The docent will specify the activities to carry out | During the school period |
| Volunteer activities       | Follow-up and reinforcement activities | 0%        | No                            | No grade                |                                                     | During the school period |

Note: The assessment method for early exam students will be the same as the general assessment method.

#### CALCULATION OF THE OVERALL GRADE:

The final grade or overall grade is calculated as the weighted average of the grades from the assessment activities, once the minimum grade for the reassessable activities with a minimum grade has been exceeded.

- To pass the course, the overall grade must be 5 or higher (once the minimum grade for the reassessable tests with a minimum grade has been exceeded).
- If the student has not taken any assessable tests, the final grade will be "Did Not Show Up."

#### MANDATORY ACTIVITIES:

The instructor will specify in the virtual classroom the assessable activities, their characteristics, and the assessment percentage for each. Some activities may include: individual work, group work, presentations, case study resolution, portfolios, reading commentaries, text commentaries, participation in forums, etc. When using external excerpts, they must be properly cited. Cases of total or partial plagiarism will be penalized with no evaluation of the work and no possibility of reassessment.

#### VOLUNTARY ACTIVITIES:

- FOLLOW-UP AND REINFORCEMENT ACTIVITIES FOR EACH THEMATIC BLOCK: Students will be provided with a proposal of activities for each thematic block so that they can reinforce and apply content. These types of activities will not be assessed, but will be subject to possible comments in the different sessions of the course.

#### PLEASE NOTE:

1. **PLAGIARISM:** University activities and projects must be original. When using external excerpts, they must be properly cited. Cases of total or partial plagiarism will be penalized with no evaluation of the work and no possibility of reassessment. The unauthorized use of artificial intelligence tools such as ChatGPT in any activity will be penalized with a 0.
2. **SPELLING:** In the grading of university activities, assignments and exams, not only the Not only will the content be evaluated,



but also all aspects that contribute to correct written expression, such as formal presentation, the structure and organization of ideas and content, correct spelling, punctuation, etc. Ultimately, the evaluation will ensure that the student's expression is at a university level. Regarding writing and presentation, the following criteria will be taken into account: 0.2 points will be deducted for each spelling mistake in each test; 0.05 points will be deducted for each accentuation error; and 0.5 points will be deducted for every 10 punctuation errors.

3. **DISCIPLINE:** Students must comply with the rules regarding punctuality in submitting assignments, discipline, and respectful use of the forums.

The granting of an Academic Exemption from Class Attendance (AECA) does not automatically exempt students from participating in continuous assessment activities or in-person training activities requiring mandatory attendance as established in the teaching guide. Once the exemption has been granted, students must contact their instructor, who may propose any adaptations they deem appropriate, provided they ensure the acquisition and adequate assessment of the intended learning outcomes. Students must maintain regular communication with their instructor throughout the course so that they can provide information on the dates of these training and assessment activities, if the schedule has not already been established and made available to students at the time of the exemption.

Subject eligible for exemption: Yes

#### Review and claim of evaluation activities

It will be carried out in accordance with the Regulations for the evaluation of learning outcomes at the Rey Juan Carlos University.

#### Students with disabilities or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility, and the greatest possible guarantee of academic success, curricular adaptations for students with disabilities or special educational needs will be determined by the Disability Support Unit, in accordance with the regulations governing the Support Service for Students with Disabilities, approved by the Governing Council of Rey Juan Carlos University. For these adaptations to be implemented, the Unit must issue a curricular adaptation report. Therefore, students with disabilities or special educational needs must contact this service to discuss the different options together.

#### Academic conduct, integrity and academic honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC implies embracing and subscribing to the values of integrity and academic honesty enshrined in the University's Code of Ethics.

To support this process, the University has the Rey Juan Carlos University's Rules of Conduct and various tools (anti-plagiarism, supervision) that offer a collective guarantee for the full development of these essential values.

### VII.B. Assessment of students with academic exemption from class attendance

Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.

Subject with possibility of academic exemption: Yes.

### VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.



#### VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail [discapacidad.programa@urjc.es](mailto:discapacidad.programa@urjc.es)) in order to provide relevant information for different educational alternatives.

#### VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.



## VIII.-Teaching resources and materials

### Basic bibliography

Jeanne H. and Hammack, F. (2009). *The Sociology of Education: A Systematic Analysis*. Pearson  
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 Martínez Domínguez, L.M. (2022). Educación Sensible. Marco pedagógico y espíritu educativo. Almuzara Universidad. Madrid  
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 Martínez Domínguez, L.M., Gómez Gómez, M., Romero Aribas, A.M. (2018). *Sociedad, familia y educación*. Síntesis: Madrid.  
 Parkay, Forrest W. and Standford, Beverly H. (2010) *Becoming a Teacher*. Merrill  
 Verde-Trabada, A., y Martínez-Domínguez, L. M. (Coords.). (2025). *Didáctica aplicada a la Educación Infantil*. Almuzara Universidad.  
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Altarejos, F. y Naval, C. (2004, 2ª ed.). *Filosofía de la educación*. Pamplona: EUNSA.  
 Ballantine Jeanne H. And Hammack, F. (2009). *The Sociology of Education: A Systematic Analysis*. Pearson  
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 Savater, F. (1997). *El valor de Educar*. Barcelona: Ariel.  
 Riché, P., Shimahara, . Nobuo, Gelpi, . Ettore, Mukerji, . S.N., Graham, . Hugh F., Ipfling, . Heinz-Jürgen, Anweiler, . Oskar, Chambliss, . J.J., Nakosteen, . Mehdi K., Huq, . Muhammad Shamsul, Swink, . Roland Lee, Chen, . Theodore Hsi-en, Scanlon, . David G., Marrou, . Henri-Irénée, Browning, . Robert, Vázquez, . Josefina Zoraida, Szyliowicz, . Joseph S., Naka, . Arata, Meyer, . Adolphe Erich, Arnove, . Robert F., Moumouni, . Abdou, Thomas, . R. Murray, Lauwerys, . Joseph Albert, Lawson, . Robert Frederic and Bowen, . James (2021, May 1). *Education. Encyclopedia Britannica*. <https://www.britannica.com/topic/education>

## IX.-Professors

|                                    |                                                                                                     |
|------------------------------------|-----------------------------------------------------------------------------------------------------|
| Name and surname                   | DANIEL PÉREZ OVEJERO                                                                                |
| E-mail address                     | daniel.perez.ovejero@urjc.es                                                                        |
| Department                         | Ciencias de la Educación                                                                            |
| Campus                             | Madrid - Vicálvaro                                                                                  |
| Category                           | Profesor/a Asociado/a                                                                               |
| Person responsible for the subject | No                                                                                                  |
| Tutorial timetable                 | Para consultar las tutorías póngase en contacto con el/la profesor/a a través de correo electrónico |
| Number of quinquennia              | 0                                                                                                   |

|                                         |   |
|-----------------------------------------|---|
| Number of sexennia                      | 0 |
| No. of positive evaluations by Docentia | 0 |
|                                         |   |