

Degree	Type	Year	Semester
2500797 Early Childhood Education	OB	4	1

Contact

Name: María Lurdes Martínez Mínguez
Email: Lurdes.Martinez@uab.cat

Use of languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Other comments on languages

UNDER INSTITUTIONAL REVIEW IN ENGLISH LANGUAGE

Teachers

Laura Moya Prados

Prerequisites

Having passed the subject: Teaching of Corporal Education in Early Childhood Education (3rd year Degree in Early Childhood Education).

Objectives and Contextualisation

This subject 4th course is complemented by the Teaching Body of Education in Early Childhood Education 3rd year, and can deepen the Game and movement in Early Childhood Education, optional in the second half of the 4th year.

General Objective: To know the Psychomotor Education and Psychomotor development of children, and equip future professionals accompanying tools within the school.

Specific objectives:

- To evaluate the body and the child as a means of expression, communication and personal growth.
- To know the theoretical framework of development and psychomotor education at the stage of 0-6 years.
- To understand and develop proposals for intervention and strategies and resources in the psychomotor practice.
- To analyze and reflect on different psychomotor practices.
- To deepen the observation and analysis of psychomotor behaviors of children.
- To develop a system of personal attitudes of the educator / a that fits the needs of children.
- To reflect on the role of psychomotor education within the general framework of the school.

Skills

- Be familiar with the music, plastics and body language curriculum at this stage as well as theories on the acquisition and development of the corresponding learning.
- Critically analyse personal work and use resources for professional development.
- Develop educational proposals that promote perception and musical expression, motor skills, drawing and creativity.
- Develop strategies for autonomous learning.
- Express other languages and use them for educational purposes: corporal, musical, audiovisual.
- Identifying disorders in sleep, feeding, psychomotor development, attention and auditory and visual perception.
- Promote and facilitate early infant learning, from a global and integrative perspective of different cognitive, emotional, psychomotor and developmental dimensions.
- Understand how to use play as a didactic resource and design learning activities based on the principles of play.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning outcomes

1. Critically analyse personal work through self-evaluation processes.
2. Design, apply and evaluate a learning sequence that respects the globality and uniqueness of each child.
3. Identifying disorders in psychomotor development.
4. Know the basics of the corporal expression curriculum at this stage as well as theories on the acquisition and development of relevant learning.
5. Preparing work sessions for colleagues, applying the learning acquired, meaningfully and autonomously.
6. Preparing work sessions with colleagues and for colleagues, applying the acquired learning.
7. Produce educational proposals that promote perception, motor skills and creativity.
8. Produce educational proposals that promote the perception and expression of motor skills and creativity, using other languages such as music and plastics.
9. Recognising the identity of the stage and its cognitive, psychomotor, communicative, social and emotional characteristics.
10. Understand the psychomotor development approach in the pre-primary education curriculum.
11. Use play as a teaching resource, as well as designing learning activities based on principles of play.
12. Using different languages (body, music and audio-visual) to express the learning acquired in the subject.
13. Working as a team using body work sessions.

Content

Contents:

1. Psychomotor Education in Early Childhood Education
2. Psychomotor Education Teaching in Early Childhood Education
3. Neuromotor Components
4. Perceptionmotors Components

Methodology

The protagonist in the teaching-learning process is the student and under this premise is planned methodology of the subject.

They will be used mainly dynamic that starting with the conceptual and theoretical foundations exposure whole group class, is passed to analyze and discuss its application to Early Childhood Education in seminars and practical sessions with small groups.

The training activities that take place on this subject can be directed, supervised and autonomous:

- Targeted activities are conducted by the teacher / a or by the students themselves, and are held in the spaces of the Faculty. They may or classes with all the large group, or seminars and small group practice body. Classes whole group exhibitions are based on the content and basic issues on the agenda. Seminars and practical sessions are workspaces to deepen, analyze, contrast, debate, live, reflect and evaluate the contents of the subject. The seminars are conducted through activities such as: case studies, videos, material analysis, group dynamics, problem solving, experience, discussion and debates, etc. The practical sessions are conducted through own body experience, training and reflection that this entails, and conducting a practice session both by fellow laFacultat as a group of children. Seminars and practical sessions are compulsory attendance and students will be assigned to one of the scheduled groups.
- The activities supervised by the teacher / a outside the classroom include the set of individual and group physical and virtual tutorials, which should serve to accompany the student in suproceso learning directing tasks, solving difficulties and supervising monitoring their evidence learning .
- Self-employment is performed by the student independently to develop skills and achieve the objectives of the course.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Masterclass large group (classroom)	0	0	10, 7, 3, 9
Seminars and group Laboratory Practice-reduced	0	0	1, 13, 11
Type: Supervised			
Mentoring and support	0	0	1, 2, 6, 13
Type: Autonomous			
Student autonomous work	0	0	1, 10, 2, 7, 3, 6, 13, 9, 11

Evaluation

The Assessment will be continuous for overcoming unfulfilled, training and shared.

Guests are condición necessary to approve the asignatura the Help least 80% of the Sessions Seminar and practice Laboratory, independientemente of the things that puedan cause the faltas Help (the proof that, in case of absence serves only to follow explained absence in ningún cases will be an exemption from the presencialidad). Are equally skilled and advisable to attend all the Sessions magistrales large group by establishing the relationship between theory and practice and fear of the possibility that some evidence PIDA Learning in it.

For overcoming the unfulfilled, will approve each one of the four bloques Assessment of activities comprising the unfulfilled. It also is necesario that estudiante muestra in las actividades that le propongan, una buena general communicative competence, both orally como por escrito, un buen dominio de la lengua or the tongues vehicular who Constan guide docente, y ser capaz of expresarse with fluency and correction. Likewise it is essential that estudiante demuestre an attitude compatible with the profession docente: respeto, investments Cooperation, risk, empathy, active listening, punctuality and use of mobile laptops and appropriate.

Calificaciones the evidence of each of the evaluativas communicate in a period not exceeding four weeks Siguientes to its delivery. The estudiante quiera review that note, hacerlo You'll need them in 15 days after its communication on the timetable of tutoring that has Established profesorado for unfulfilled and that is stated in the program misma.

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Before delivering evidence Learning, verify that it has succesfully escrito las fuentes, notas, quote bibliographical and referral Siguiendo regulations UAB:

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<http://www.uab.cat/servlet/Satellite/recursos-d-informacio/citacions-i-bibliografia-1326267851837.h>

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Self-assessment report	5%	8	0.32	1, 9
Support activities theoretical and practical framework	30%	27	1.08	1, 4, 10, 3, 9
Synthesis activitvys of the learning process	30%	27	1.08	1, 4, 6, 9, 12
Tutoring Learning Project: Documentation Psychomotricity class students and children school (session school outside university subject schedule)	35%	38	1.52	4, 10, 2, 8, 7, 3, 6, 5, 13, 12, 11

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Enllaços web:

Fòrum Europeu de Psicomotricitat:

<http://psychomot.org/>

FAPee (Federació d'Associacions de Psicomotricistes de l'Estat Espanyol):

<http://www.fapee.net/>

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