

Degree	Type	Year	Semester
2500797 Early Childhood Education	OB	3	1

Contact

Name: Maria del Mar Pérez Martín
Email: MariaDelMar.Perez@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 LANGUAGE REVIEW

Teachers

Gonzalo Flores Aguilar

Prerequisites

There are no prerequisites for this course .

Objectives and Contextualisation

This subject complemented "psychomotor education in nurseries" of 4th. course, and can deepen the "game and movement in Early Childhood Education" of 4th course too.

Objectives:

- To know the main theoretical basis of physical education at the kindergarten stage.
- To gradually become aware of their own actions and decisions through the experience of experimentation, emotions and body language.
- To reflect and attitudes to build a system to house the needs of children within the education body.
- To study and analyze the basic conditions for the education of the body from 0 to 6 years.
- To evaluate the body and the child's learning as a means of expression, communication and personal growth.

- To reflect on the role of physical education in the general framework of the school.

Skills

- Develop strategies for autonomous learning.
- 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. Learn autonomously.
2. Use play as a teaching resource, as well as designing learning activities based on principles of play.
3. Working as a team using body work sessions.

Content

contents:

1. Theoretical education body:

- Because corporal Education in Early Childhood Education.
- Which concept of body talk?
- The body as a tool for learning and communication.
- The site of the body at school.

2. Essential elements in the development of children 0 to 6 years:

- Neurobiological and cultural dimension.
- Evolution 0-6.
- Sensations and perceptions.
- To dialogue and muscular tonic.
- Communication, expression and emotions.
- Play.

3. Basic conditions for the education of the body of 0-6 years:

- Body and adult children who speak.
- Attitudes of the master.
- Training teacher's body.
- Curriculum for Early Childhood Education.

4. Teaching physical education in Early Childhood Education:

- Characteristics of body work in Early Childhood Education.
- Methodology.

Methodology

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

Mostly used dynamic starting exposure conceptual and theoretical with the whole group class, passing to analyze and discuss their application to Primary Education in seminars and practical sessions with small groups (1/3 of the large group).

Training activities that take place on this subject can be directed, supervised and regions:

The activities are aimed primarily driven by the teacher / a and are carried out in areas of the faculty. They may or classes with all major groups, seminars and practical sessions in small group body. Classes whole group exhibitions based on the faculty of the content and key issues of the agenda. Seminars and training sessions are workspaces to deepen, analyze, compare, discuss, experience, reflect and evaluate course content. In the seminars is through activities such as case studies, videos, material analysis, group dynamics, problem solving, experience, discussion debates, etc. In the practice sessions is through body's own experience and training and reflection that this entails. Seminars and practical sessions are compulsory and students will be assigned to one of three groups scheduled.

The activities supervised by professor / outside the classroom include all individual and group tutoring, physical and virtual, who used to accompany the student in the learning process oriented tasks, solving problems and monitoring the track their evidence of learning.

The independent study is carried out independently by the student develop skills and achieve the objectives of the course.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Practice sessions and seminars; Laboratory small group (third part of the pack)	20	0.8	3, 2
Magistral large group	10	0.4	
Type: Supervised			
Mentoring and support	20	0.8	1, 3
Type: Autonomous			
Autonomus work	50	2	1, 3, 2

Evaluation

The assessment for the course will overcome ongoing training and shared.

It will be a prerequisite to pass the course the minimum attendance to 80% of seminar sessions and laboratory practice, regardless of the reasons that may cause absences. Also very highly recommended to attend all sessions in large group for the relationship between theory and practice.

To pass the course must pass each of four blocks of evaluation activities that comprise the subject.

Students who have attended the course and made adequate monitoring of the course and still remains some way not achieved, exceptionally, can give them the opportunity to pass the subject, making a self-employment or additional redoing some of the activities carried out or delivered. Must study each case depending on the situation of each student.

The ratings of each of the evaluative evidence will be communicated in a period not exceeding four weeks following their freely. Students who wish to review the note, you must do so within 15 days of communication between the hours of tutoring that teachers have set for this subject and are stated in the same program.

To pass this course, the student must show, in activities if they propose a good general communicative competence, both orally and in writing and a good command of the language or language when included in the syllabus.

Copying and plagiarism and intellectual theft are, therefore, constitute a crime will be punished with a zero throughout the course. In the case of copy between two students, if you can not find out who copied who apply the sanction both. We remember what is considered "copy" a work that reproduces all or much of the work of an / a Other / companion / a. "Plagiarism" is the presenting part or all of an author of a text as its own, ie, without citing sources, is published on paper or in digital form on the Internet. (See documentation about UAB plagiarism:

Before giving evidence of learning, make sure it is written correctly sources, notes, quotations and references following the rules of the UAB:

http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html

All activities are subject to formal criteria evaluated, including spelling, written and presentation. Teachers may suspend or lower the grade of the activity it deems does not meet the minimum academic aspects mentioned.

http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_03.htm

It is advisable to consult the document: "Criteris i pautes generals d'avaluació de la Facultat de Ciències de l'Educació" aprovat per la COA a 28 de maig de 2015.

www.uab.cat/web/informacio-academica/avaluacio/normativa-1292571269103.html

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Activities to support the theoretical framework and practical individual and group	40%qualification	0	0	1, 3, 2
Communication in a group activity or learning sequence	30%qualifications	0	0	1, 3, 2
Recensions	20%qualification	0	0	1
Self-evaluation report	10%qualification	0	0	1, 2

Bibliography

- Bonàs, M.; Vives, I. (2003). El cuerpo tiene sus razones. Propuestas de la escuela para atender a estas razones. Aula, 122, 8596.
- Bonastre, M.; Fuste, S. (2007). Psicomotricidad y vida cotidiana (03 años). Barcelona: Graó.
- Conde, J.L.; Viciano, V. (1997). Fundamentos para el desarrollo de la motricidad en edades tempranas. Málaga: Aljibe.
- Franc, N. (2002). Tono y emoción en la intervención psicomotriz. Entre Líneas, 12, 1521.
- Garaigordobil, M. (2010). Juego y Desarrollo Infantil: Revisión Teórica y Propuestas de Intervención. Resum conferencia a les V Jornades de Reflexió: Psicomotricitat i escola. Bellaterra: Universitat Autònoma de Barcelona.
- Gassier J. (2005). Manual del desarrollo psicomotor del niño. Barcelona: Masson.
- Palou, S. (2004). Sentir y crecer. El crecimiento emocional en la infancia. Barcelona: Graó.
- Santos Guerra, M.A. (1991). Prólogo. A F.J. Corpas, F. Toro, J.A Zarco. Educación Física. Manual para el profesor (pp.713). Málaga: Aljibe.
- Sugrañes, E.; Angel, M.A. (2007). La educación psicomotriz (38 años). Barcelona: Graó.
- Tardos, A. (1991). La mà de l'educadora. Infància, 58(1), 1621.
- Thió, C. (1999). Importància del joc en la vida dels infants. A Diferents Autors: El Joc a 06 anys. IV jornades d'Innovació a l'etapa d'Educació Infantil (pp. 139-145). Bellaterra: ICE-UAB
- Vaca, M.; Varela, M.S. (2006). ¡Estoy dentro de mi cuerpo! Cuadernos de Pedagogía, 353, 2628.
- Vila, B.; Cardo, C. (2005). Material sensorial (03). Manipulación y experimentación. Barcelona: Graó.
- Wild, R. (2002). Educar para ser. Vivencias de una escuela activa. Barcelona: Herder.
- Anton, M. (1994). El cuerpo va a la escuela. Aula, 23, 68.
- Appell, G. (2003). Emmi Pikler i Lóczy. Infància, 135, 2933.
- Arnáiz, V. (1994). Concepción y bases metodológicas de la Educación Corporal (03), Aula, 23, 9-13.
- Diferents autors (1999). El Joc a 06 anys. IV Jornades d'Innovació en l'Etapa d'Educació Infantil. Bellaterra: ICE UAB.
- Garaigordobil, M. (2007). Programa Juego 46 años. Juegos cooperativos y creativos para grupos de niños de 46 años. Madrid: Pirámide.
- Morgado, I. (2012). Cómo percibimos el mundo. Una exploración de la mente y los sentidos. Barcelona: Ariel.