UAB
Universitat Autònoma de Barcelona

Movement and Play as a Learning Activity in Early Childhood Education

Code: 101998
ECTS Credits: 6

Degree	Type	Year	Semester
2500797 Early Childhood Education	OT	4	0

Contact

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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

Prerequisites

Students must have completed the course: Teaching Body in Early Childhood Education (3rd. Year) and is recommended to have successfully completed the course on the Psychomotor Education nurseries which deals with the foundations of development psychomotor. The movement and the game as a learning activity for children's education and proposed guidance towards the implementation of contexts in which these rules are taken into account.

Objectives and Contextualisation

This course is complemented by the Teaching Body in Early Childhood Education 3rd. course, and the Psychomotor Education in early childhood 4th. course.

The course takes as its basic axis and the game moving at the age 0-6, focusing on ways to make the play of children in this age group as well as the needs arise them movement. It also focuses on creating and designing game scenarios taking into account the needs of each age, and the use of observation and documentation as research process.

Aims:

- The evolution of the game of the child in the first six years of life.
- Identify the needs of this age movement.
- Game design scenarios and select appropriate materials and contexts for the game.
- Learn to observe and document the actions of the child during the game in different situations.
- Using observation and documentation as well as research and reflection on the intervention of the teacher.

Skills

- Acquire habits and skills for cooperative and autonomous learning and promote the same in pupils.
- 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.
- Consider classroom practical work to innovate and improve teaching.
- Critically analyse personal work and use resources for professional development.

- Demonstrate knowledge and understanding of the aims, curricular contents and criteria of evaluation of Infant Education
- Demonstrate knowledge of the evolution of the fundamentals of early care and the bases and developments that make it possible to understand the psychological processes of learning and personality construction in early childhood.
- 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.
- Promote and facilitate early infant learning, from a global and integrative perspective of different cognitive, emotional, psychomotor and developmental dimensions.
- Promote awareness of artistic expression and artistic creation.
- Promote the autonomy and uniqueness of each pupil as factors of education in emotions, feelings and values in early childhood.
- 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. Analyse and make critical contributions in different examples of classroom practices.
2. Critically analyse personal work through self-evaluation processes.
3. Design and create educational scenarios for play and movement in response to aesthetic criteria.
4. Develop educational proposals in which play and movement play a central role and considering this global perspective.
5. Express, through personal observations, reflections and perceptions regarding children's play.
6. Know the basics of the corporal expression curriculum at this stage as well as theories on the acquisition and development of learning related to the subject.
7. Know the basics of the corporal expression curriculum at this stage as well as theories on the acquisition and development of relevant learning.
8. Knowing how to use personal resources for learning as well as knowing how to create contexts that foster independent learning.
9. Preparing educational proposals of play and movement, applying the learning acquired, meaningfully and autonomously.
10. Produce educational proposals that promote the perception and expression of motor skills and creativity, using other languages such as music and plastics.
11. Understand the evolution of child development and use this knowledge to develop an educational proposal.
12. Use play as a teaching resource, as well as designing learning activities based on principles of play.
13. Using different languages (body, music and audio-visual) to express the learning acquired in the subject.
14. Working as a team using body work sessions.

Content

contents:

- Evolution of plau for ages between 0 and 6 years
- The motion needs at this age
- Scenarios, materials and contexts to develop playing
- Observation and documentation of the action during the game

Methodology

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

The dynamic most comonly used is: conceptual and theoretical exposure, to analyze and discuss their application to Early Childhood Education in seminars and practical sessions.

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

- Guided activities are conducted by professor / to or by the students themselves, and are carried out in areas of the faculty. They may be lectures or seminars and practical body. The lectures are based on exposures of content and basic issues of the agenda. Seminars and training sessions are workspaces to deepen, analyze, compare, discuss, experience, reflect and evaluate course content. The seminars are made through activities such as case studies, videos, material analysis, group dynamics, problem solving, experience, discussion debates, etc. The practical sessions are conducted through the body's own experience and training and reflection that this entails. Seminars and practical sessions are compulsory.
- 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 supervisantel evidence of their 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			
Group, seminar and practical work	45	1.8	2, 1, 7, 6, 11, 10, 4, 5, 14, 13, 12
Type: Supervised			
Supervised	30	1.2	2, 11, 3, 10, 4, 9, 12
Type: Autonomous			
Autonomous	75	3	2, 1, 7, 6, 11, 3, 10, 4, 5, 9, 14, 13, 12

Evaluation

The assessment for the course will be diverse.

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 must attend all sessions in large group for the relationship between theory and practice.

To pass the course, the student must pass each block of evaluation activities comprising the subject.

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 have a good general communicative competence, both orally and in writing and a good command of the language or language when stating the teaching guide.

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, whether published in paper or digital form aInternet. (See documentation about UAB plagiarism:

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

Before you give 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_03.html

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Activities to suport the theoretical framework; individual and group parctical work	30%	0	0	2, 1, 7, 6, 11, 10, 14, 13
Development and implementation of a learning secuence through play	25%	0	0	1, 7, 6, 11, 3, 10, 4, 5, 9, 14, 13, 12
Evaluation report	10%	0	0	2, 1
Individual learning project though play	35%	0	0	2, 7, 6, 11, 3, 10, 4, 5, 8, 12

Bibliography

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- Hoyuelos, A. (2005). Territorios de la Infancia. Barcelona: Graó.

- Rischer, R. (2003). El jardí dels secrets. Barcelona: Temes d'infància-Rosa Sensat.

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