

Narrative and Poetry in Early Childhood Education

Code: 102001
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

Teachers

Mercedes Lafarga Farrera

Prerequisites

The student, as a early years teacher should prove a very good command of Catalan and Spanish (C2 of the Common European Framework of Reference).
Previously to this course, students should have passed the 2nd year subject Language Teaching Education and the 3rd year subject Teaching language and literature.

Objectives and Contextualisation

The course Narrative and Poetry in Early Childhood Education provides an insight into the basic knowledge all future Early childhood Education primary teachers should possess regarding Literature and its uses. The course focuses especially on developing skills and training about how to deal with books addressed to children under six years old. Students will be able to know the current production and how to deal with it, how to explain and read these materials, how to comment books with children, how to improve children's comprehension and literary understanding. Students will be able to select and evaluate books in different formats and media, printed and digital books. They will know how to programme a literary path and project containing different activities. The main objective is that students get familiar with the current production, get strategies, activities and tools helping how to work with literature in Early Childhood. At the end, the course will be useful for their future professional development as a future teachers and educators.

Skills

- Acquire literary education and especially get to know children's literature.
- Demonstrate knowledge and understanding of the aims, curricular contents and criteria of evaluation of Infant Education
- Demonstrate knowledge of the evolution of the educational implications of the information and communications technology and in particular of television in early childhood.
- Develop critical thinking and reasoning and know how to communicate effectively both in your own tongues and in other languages.

- Know and master oral and written expression techniques.
- Know and properly use resources to encourage reading and writing and develop strategies for use of the school library.
- Promote speaking and writing skills.
- Properly express oneself orally and in writing and master the use of different expression techniques.
- Recognize and evaluate the social reality and the interrelation between factors involved as necessary anticipation of action.
- Understand oral tradition and folklore.

Learning outcomes

1. Adequately express oneself orally and in writing, and master different techniques of narration, recitation and animation of texts for children.
2. Assessing the value of books and literary productions for children using a grounded academic language.
3. Design activities that promote language skills in children.
4. Design practices that encourage reading and literacy for educational purposes.
5. Evaluate the interrelationships between social context, family and school in planning literary activities at school.
6. Frame the contents of the subject in the activities of infant education.
7. Incorporating into narration and the dramatisation of texts the oral expression techniques that help children appreciate these.
8. Know and appreciate the characteristics of audiovisual and digital literary products for children.
9. Know and use childrens literature for educational goals at school.
10. Understand oral tradition and folklore and know how they used in the education of children.
11. Using varied and appropriate techniques for literary, oral and written activities with children.

Content

SECTION A. Corpus and Support Sources

1. Familiarization with the current production that guarantees the literary quality in different formats and typologies for children aged between 0 and six years old (Pop-Up books, Playbooks, Ethnopoetic material, fairy tales, picturebooks, audiovisual, digital literature, and so on).
2. The use of digital and bibliographical sources for the corpus selection and the design of literary activities.

SECTION B. Workshop

3. Establishment of personal corpus according to each age range.
4. Knowledge how to design literary activities within a project, by choosing the educational objectives, areas of action, target and type of texts.
5. Acquiring Techniques and knowledge to design literary activities: storytelling workshop, expressive reading, drama, conversations, poetical games, literary projects, and so on.

Methodology

The course takes for granted that knowledge construction is a collaborative action-based process between the teacher and the students and among students themselves. As a consequence, students are asked to perform in a workshop that trigger the use and selection of different literary materials. The students will have also to prepare individual and collaborative tasks and activities in and outside the classroom taking into account the regulated rate according to the number of credits.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Guided activities	45	1.8	9, 8, 3, 1, 11, 2
Type: Supervised			
Supervised	20	0.8	
Type: Autonomous			
Autonomous	85	3.4	9, 8, 3, 1, 11, 2

Evaluation

Attendance is required for the course (minimum of 80%) otherwise it will be considered absent. Formative assessment tools will be used to evaluate student's individual or group assignments in all types of assessment activities (directed, supervised and autonomous). With this precondition, The evaluation is carried out through the evaluation activities hereby described. To pass the course all assessment tasks must be presented. We will not approve any presentation, work, oral or written activity that does not demonstrate a good command of the Catalan language. The results of each evaluation will be returned to students within a maximum period of three weeks. A date for review will be offered within 10 days following its publication.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Two individual activities about literary texts	50%	0	0	5, 9, 8, 10, 3, 4, 6, 1, 7, 11, 2
Two individual activities about picturebooks and literary texts for ECE	50%	0	0	9, 8, 1, 2

Bibliography

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- Colomer, T. (2010). *Introducción a la literatura infantil y juvenil actual*. Madrid: Síntesis.

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- Olid, B. (2011). *Les heroïnes contraataquen. Models literaris contra l'universal masculí a la literatura infantil i juvenil*. Lleida: Pagès editor. [VIII Premi Rovelló d'assaig de literatura infantil i juvenil 2010]
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- Unsworth, L. (2006). *E-literature for children. Enchanging digital literacy learning*. New York: Routledge.
- ALTRES Recursos diversos i centres de documentació d'interès:
- Biblioteca Artur Martorell: <http://w3.bcn.es/XMLServeis/XMLHomeLinkPI/0,4022,297840243,00.html>
- Biblioteca Xavier Benguerel. Centre de Documentació del Llibre infantil: <http://www.bcn.cat/bibxavierbenguerel>
- ClijCAT (Consell Català del Llibre Infantil i Juvenil): <http://www.clijcat.cat/>
- Contacontes. Persones o grups que expliquen contes, tant en centres culturals com en centres d'ensenyament.
- N'hi ha un gran nombre, alguns d'agrupats en l'associació "Contacontes: directori de contacontes en català": <http://www.contacontes.cat/directori.html>
- Cos de lletra. <http://cosdelletra.blogspot.com> Blog del grup Cos de Lletra. Espectacles sobre poesia.
- Fundación Germán Sánchez Ruipérez. Centro de Documentación e Investigación: <http://www.fundaciongsr.es>
- Gretel: Pàgina de Literatura infantil de la UAB: www.gretel.cat

Hores del conte: n'ofereixen la majoria de biblioteques públiques i n'hi sol haver per a diverses franges d'edat.

Musiquetes.cat: recull de cançons infantils tradicionals per escoltar en xarxa, forma part d'un dels projectes de la Bressola de la Catalunya Nord:<http://www.musiquetes.cat/canco/num/16>.

Poesi@.com. <http://www.edu365.cat/infantil/poesia/portada.htm>: per a educació infantil amb poemes recitats, escrits i il·lustrats per temes i d'autors molt diversos.

El Garbell <https://www.quinsllibres.org/serveis/el-garbell>. Tria feta pel Seminari de Bibliografia infantil i juvenil de l'Associació de Mestres Rosa Sensat.

Recull de webs de poesia per a infantil i primària: http://www.xtec.cat/crp-bages/html/poesia/poesia_pri1.htm

Samfaina de colors (2010). <http://www.samfainadecolors.cat/> Espectacles basats en cançons tradicionals.

Seminari de bibliografia infantil i juvenil de "Rosa Sensat": llibres recomanats (http://www.xtec.net/epergam/quins/quins.htm?codi=quins_llib).

Una mà de contes: contes per veure i escoltar, que es poden triar a partir del tema, l'autor, l'il·lustrador, l'origen geogràfic... (<http://www.unamadecontes.cat/>).

XTEC, web del Departament d'Educació (<http://www.xtec.cat/>). En podem destacar l'apartat "Escola oberta", que inclou materials de tot tipus per a totes les assignatures i tots els nivells educatius (<http://www.xtec.cat/escola/index.htm>).