

**Psycho-motor Education in Early Childhood
Education Centres**

Code: 101990
ECTS Credits: 4

Degree	Type	Year	Semester
2500797 Early Childhood Education	OB	4	1

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

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.

General Objective: Provide the future teachers of Infant Education with the necessary tools to teach Psychomotor Education within the framework of the school institution.

Specific objectives:

- Appreciate the body of the teacher and that of the child as a means of expression, learning and development.
- Identify the theoretical framework of psychomotor education at the stage of 0 to 6 years.
- Investigate the observation and analysis of the psychomotor behavior of children.
- Analyze different practical proposals of psychomotor education in the school environment.
- Develop proposals for intervention, as well as strategies and resources for psychomotor practice.
- Establish a system of attitudes as an educator that adjusts to the needs of children.
- Reflect on the role of psychomotor education in 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 and students will be connected to one of the groups scheduled so students should be distributed equitably as possible considering the number of students each.
- 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 evaluation to pass the subject will be continuous, formative and shared.

It will be indispensable condition to pass the subject the minimum attendance to 80% of the sessions of seminar and practice-laboratory, independent of the causes that can cause the lack of attendance (the proofs that appear in case of absence will serve only to explain the absence, in no case will they be an exemption of attendance). It is also highly advisable to attend all master classes in a large group for the relationship established between theory and practice and the possibility of requesting some learning evidence in them. Another prerequisite for passing the subject is to have delivered the Psychomotricity Session Documentation of the PAPCo-T (Co-Tutorial Psychomotor Learning Project) to the school before the intersemestral week of February ends.

In order to pass the subject, each of the 3 blocks of assessment activities that the subject consists of must be approved. It is also necessary for the student to show, in the activities proposed, good general communicative competence, both orally and in writing, a good command of the language or the vehicular languages that appear in the teaching guide, express yourself fluently and correctly. At the same time, it is essential that the

student demonstrate an attitude that is compatible with the teaching profession: respect, participation, cooperation, responsibility, empathy, active listening, punctuality and use of the appropriate mobile and laptop. Specifically, in the practical sessions, it is necessary to come dressed in clothes that allow to execute all the activities proposed and to show a predisposition and active participation.

The activity of synthesis of the learning process and the self-assessment reports will be delivered the last week of class (December 17 and 18). The Co-tutored Psychomotor Learning Project consists of 3 evaluation activities, so that the Exposition of contents will be evaluated in the 5th class (October 30th and November 5th), the Individual Teaching Practice from the 6th to the 10th (6-12-13-19-20-26-27 November and 3-4-10 December) and the Exhibition and Presentation of the Project and its Documentation the last 2 classes (11-17-18 December). The final review-recovery of the subject will be done in the last week of the semester (January 28 and 29). Monday's dates belong to group 61 and those on Tuesday to group 62.

The grades of each of the evaluation evidences will be communicated in a period of no more than 4 weeks following its release. The student who wishes to review the note must do it within 15 days after his / her communication in the tutorial hours that the teaching staff has established for this subject and that is indicated in the program of the same.

Copying and plagiarism are intellectual robberies and, therefore, constitute a crime that will be sanctioned with zero in the whole course. In the case of a copy between two students, if you can not know who copied who, the penalty will be applied to both. We would like to point out that a copy of "work" that reproduces all or most of the work of a partner is considered a "copy". "Plagiarism" is the fact of presenting all or part of an author's text as its own, that is to say, without mentioning the sources, being published on paper or in digital form on the Internet. More information about plagiarism at:

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

Before delivering evidence of learning, it is necessary to verify that the sources, notes, textual citations and bibliographical references have been written correctly following the UAB regulations:

https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa_a2016.pdf

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

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

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Co-Tutoring Psychomotor Learning Project: Documentation Psychomotricity class students and children school (session school outside university subject schedule)	55%	56	2.24	4, 10, 2, 8, 7, 3, 6, 5, 13, 9, 12, 11
Self-assessment report	5%	8	0.32	1, 9
Synthesis activity of the learning process	40%	36	1.44	1, 4, 6, 9, 12

Bibliography

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Enllaços web:

Fòrum Europeu de Psicomotricitat:

<http://psychomot.org/>

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

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

Revista Psicomotricitat.com

<http://www.lapsicomotricidad.com/>

Grup de Recerca en Educació Psicomotriu (2014-SGR-1662):

Twitter: @GREP_UAB

Facebook: Grup de Recerca Educació Psicomotriu UAB

Web: <http://grupsderecerca.uab.cat/grepuab/ca>

Canal de Youtube: <https://www.youtube.com/channel/UCFZoyYPOZBTalaLxxH5OqsA>

Red de Evaluación Formativa y Compartida

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