

**Globalising Projects of Social Sciences in Early
Childhood Education**

Code: 102016
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 taken and passed the subject Teaching of Natural and Social Science I and II.

Objectives and Contextualisation

Training objectives

- Analyzing globalizing projects in order to assess their appropriateness for childhood education.
- Proposing innovations to already applied globalizing projects.
- Learning how to design globalizing teaching practices for childhood education, with discovery as the main actor.
- Developing specific teaching skills related to the existing teaching resources activated with a globalizing project.
- Developing teamwork skills.

Skills

- Acquire habits and skills for cooperative and autonomous learning and promote the same in pupils.
- Acquire knowledge of the evolution of thinking, customs, beliefs and social and political movements throughout history.
- Consider classroom practical work to innovate and improve teaching.
- Demonstrate knowledge of the evolution of the educational implications of the information and communications technology and in particular of television in early childhood.
- Develop educational proposals in relation to the interaction between science, technology, society and sustainable development.
- Maintain a respectful attitude for the environment (natural, social and cultural) to promote values, behaviours and practices that address gender equality, equity and respect for human rights.
- Promote coexistence in and outside of the classroom and address the peaceful resolution of conflicts.
- Promote interest and respect for the natural, social and cultural environment through appropriate educational projects.
- Promoting experiences of initiation into information and communication technologies.

- Reflect in groups on the acceptance of rules and respect for others.
- Respect the diversity and plurality of ideas, people and situations.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning outcomes

1. Consider the promotion of interest and respect for the environment to be an important item of globalizing projects.
2. Demonstrate in the analysis of globalizing projects sufficient skills regarding the educational implications of ICT and especially television in early childhood.
3. Demonstrate the ability to listen and accept the plurality of ideas raised in the different situations that arise in the classroom.
4. Demonstrate thorough knowledge of basic social thought that has a direct impact on the learning situations and globalizing projects in infant education.
5. Demonstrating a collaborative attitude in the development of teamwork and with teams.
6. Displaying an attitude of thoroughness and respect for the agreements made at the time of establishing a work team: timing, completeness, effort and rigour.
7. Displaying thoughtfulness in the analysis and design of globalising projects, a necessary requirement for the innovative and improving capacity of teaching work.
8. Express in classroom activity the necessary capacity for dialogue, reflection, empathy and conflict resolution as required for competent teaching.
9. In educational proposals, effectively and consistently specify the systematic perspective of science and consistent guidance with a model of sustainable society.
10. Including effective scenarios and digital resources in the designs for globalising projects, both in terms of their development and of communicating with the family, and in evaluating projects.
11. Master habits and skills for independent learning.
12. Master the habits and skills of cooperative work, both in relation to work on the subject, and in their application to the globalised projects being designed.
13. Participating actively and reflectively in the organisation of tasks intrinsic to the development of an overall project.
14. Projecting an attitude of respect for the project in order to promote values, behaviours and sustainable practices in the different tasks associated with the subject.

Content

1. Models of globalization projects in the area of discovery of the social environment.
 - 1.1. The project method and its particularization at the stage of infant education.
 - 1.2. Basic components and contributions of the globalizing projects in the infant education, from the Social Sciences.
 - 1.3 Gender focus in teaching and learning applied to the design of globalization projects.
 - 1.4. Analysis of different models of globalization projects applied to the schools of infant education. Typology, strengths and weaknesses, social knowledge
 2. Preparation of innovative didactic proposals from the focus of globalization projects.
 - 2.1 Framing, intentionality, situation of learning and timing.
 - 2.2. Organization of the tasks of the teaching team.
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- 2.3. Curriculum interrelation: selection and sequencing of contents, objectives and capacities.
 - 2.4. Activities, materials, children's grouping.
 - 2.5. Follow-up of the experience.
 - 2.6. Implication of families in the e-process.
 - 2.7. Evaluation system

Methodology

We propose a new way of teaching that allows students to experiment, in their own learning process, that education is a personal and social event. At the same time, our aim is to guide students start getting simultaneously rational and emotional skills. We strive to maintain a dynamic and interactive class atmosphere that encourages participation and personal engagement in their own learning, but also engagement in the classmates learning process. The role of the teacher should be always to encourage the process of teaching and learning of the students.

This course will focus particularly on the design and implementation of teaching resources and teaching situations in the classroom, performing a detailed and critic analysis, in order to accomplish the principles of globalizing procedures.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Analysis of projects	25	1	
Theacher lessons and inductive dialogue	25	1	9, 2
Type: Supervised			
Analysis of materials and classroom experiences from globalizing approaches	23	0.92	
Development of collaborative work environment globalizing projects	25	1	
Type: Autonomous			
Information research and development of teaching resources	20	0.8	9
Reading and analysis of texts and other materials proposed.	28	1.12	4

Evaluation

Following the same philosophy that floats in the educational system that promotes the subject will promote reflection at all times.

It will be essential to show a command of the Catalan language to be able to pass the subject.

The individual written test will be held on June 27th. If this test is not passed, it can be retrieved with the delivery of a programming of a globalized project, the subject of which will be chosen by the teacher. To be able to pass the subject it is essential to have approved the 3 assessment activities.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Individual written test	40%	2	0.08	9, 1, 4, 11, 8, 10, 7, 13
Oral presentation ICT support	30%	1	0.04	9, 1, 3, 2, 4, 12, 11, 8, 10, 7, 5, 6, 14
Written assignments of analysis and reflection	30%	1	0.04	9, 1, 3, 2, 4, 12, 11, 10, 7, 5, 6, 13, 14

Bibliography

Aranda, Anna Maria (2003). *Didáctica del conocimiento del medio social y cultural en educación infantil*. Madrid: Síntesis.

Batlle, M. (2010). En busca de una educación de calidad: los ambientes. *Aula de Infantil*, 56, 32-35.

Boneta, N. & Hoyuelos, A. (2010). Encuentros: estar juntos en la escuela infantil Apuntes para un proyecto sobre interacción en el 0-3. *Aula de Infantil*, 57, 15-18.

Hannoun, H. (1977). *El niño conquista el medio*. Buenos Aires: Kapelusz.

Honoré, C. (2005). *Elogio de la lentitud*. Barcelona: RBA Ediciones.

López Torres, Esther. (2015). Aprendizaje Basado en Proyectos para el desarrollo de las competencias profesionales del maestro. *Didáctica de las ciencias experimentales y sociales*, 29, 25-41.

López Torres, Esther & Velasco Sanz, Ana María. (2017). Aprender viviendo el entorno. *Tabanque: Revista pedagógica*, 30.

Tonda, Emilia. (2001). *La didáctica de las ciencias sociales en la formación del profesorado de Educación Infantil*. Alicante: Publicaciones de la Universidad de Alicante.

Torruella, Maria Feliu & Jiménez Torregrosa, Lorena & Arqué i Bertrán, María Teresa. (2014). El trabajo cooperativo en el grado de educación infantil. *Enseñanza de las ciencias sociales: revista de investigación*, 13.

Tonucci, F. (1997). *La ciutat dels infants*. Barcelona: Barcanova.

Algunes pàgines web:

Association Internationale pikler (LÓCZY) <http://www.aipl.org/>

Comunitat catalana de Webquest: <http://www.webquestcat.org/>

Diraya. Talleres de Expresión y Educación corporal <http://www.dirayaexpresion.es/>

El Safareig <http://www.xtec.es/~ccols/>

Girasol <http://www.martagrauges.com/> Una altra pàgina personal interessant, en la qual hi podeu trobar altres links

Recursos educatius: educació infantil <http://www.xtec.es/~mmontene/web/Educaci%F3%20Infantil%202.htm>

Recursos per a l'educació infantil <http://www.xtec.es/~aperez83/infantil.htm> Pàgina personal d'Anna Pérez linkada amb altres pàgines per a infantil

Senderi-Educació en Valors: <http://www.senderi.org>

Un dia a l'aula d'educació infantil <http://www.xtec.es/~ragusti/>

Xtec-Xarxa Telemàtica Educativa de Catalunya <http://www.xtec.es>

Zona Clic: <http://clic.xtec.net/ca/>