

**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

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

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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

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Prerequisites

This subject is the continuation of the Physical and Psychomotor Education in the schools of Early Childhood Education I (3rd course) and II (4th course), reason why it is necessary to have reached the competences and contents that work in it to realize successfully this subject.

Objectives and Contextualisation

The subject adopts as a basic axis the play and movement at the age of 0 to 6 years, focusing on knowing the ways of playing of children of these ages as well as the movement needs that arise from them. It also focuses on creating and designing of game scenarios, considering the needs of each age, space and material.

Targets:

- Expand knowledges about the evolution of children's play in the corporeal area during the first six years of life.
- Detect the movement needs of these ages in relation to body play.
- Design "game scenarios" as well as choose appropriate materials and contexts for body play.

- Use observation and documentation as research and reflection on the teacher's intervention.

Competences

- 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:

- Body play between the ages of 0 and 6 years.
- The needs of movement in early childhood.
- Scenarios, materials, and contexts for body play.
- Reflection on the teacher's intervention in the playful action and corporal of the children.

Methodology

The protagonist in the teaching-learning process is the student and under this premise the methodology of the subject has been planned.

The training activities that take place in this subject can be directed, supervised and autonomous:

- The directed activities are led by the teacher or by the students themselves. They are carried out in the spaces of the Faculty and in external visits to spaces destined to the early childhood at the level of formal and informal education. There will also be different collaborations from professionals from the world of Early Childhood Education who will share their expertise with us.

The guided activities can be "master classes" and "body practice sessions" in the gym of the Faculty:

The "master classes" are based on presentations of the contents and basic questions of the program of study but always from the experience and body practice. The general dynamics will be based on practical and experiential sessions in the faculty gymnasium but will be based on the theoretical material available from the subject, but without the usual class format. For the different sessions will be offered theoretical material (article, book chapter, video, etc.) as well as complementary and extension materials, which will be shared by the teachers.

The "body practice" sessions are work spaces for deepening, analysing, contrasting, debating, reflecting and evaluating the contents of the subject but, above all, for experiencing these contents in one's own body and as future teachers. They are done through activities such as: case study, analysis of material (readings, videos, etc.), group dynamics, problem solving, one's own bodily experience in practical activities, discussion-debates through bodily experiences lived in sessions in the Faculty gym, etc.

- The activities supervised by the teacher outside the classroom include the set of individual and group tutorials, rather virtual, which must serve to accompany the student in his learning process guiding tasks, solving difficulties and supervising and tracking their learning evidences.

- The autonomous work is the one that realizes the student of independent form to develop the autonomous work competences and achieve of the subject aims.

The teaching methodology and the proposed assessment may undergo some modification depending on the attendance restrictions imposed by the health authorities.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Group, seminar and practical work	30	1.2	2, 1, 6, 7, 11, 10, 4, 5, 14, 13, 12
Type: Supervised			
Supervised	75	3	2, 11, 3, 10, 4, 9, 12
Type: Autonomous			

Assessment

The assessment to pass the subject will be continuous, formative, and shared.

It will be an indispensable condition to pass the subject the minimum attendance to 80% of the classes, independently of the causes that can cause the absences of attendance (the receipts that present in case of absence will serve only to explain the absence, in no case will they be an exemption from attendance). It is also highly recommended to attend the different outings that will take place in spaces for early childhood at the level of formal and informal education in municipalities near the Faculty, which will take place within the schedule of the subject and managing the displacement the student himself.

A student who has not submitted or participated in any assessment activity will be considered NP (Not Presented).

To pass the subject, each of the 4 blocks of assessment activities that make up the subject must be passed.

The student must also show, in the activities proposed, a good general communicative competence, both orally and in writing, a good command of the language or languages that appear in the teaching guide, and be able to express themselves fluently and correctly.

At the same time it is absolutely necessary to demonstrate an attitude compatible with the teaching profession: active listening, respect, participation, cooperation, empathy, kindness, punctuality, not judging, arguing and proper use of electronic devices (mobile, computer, etc.).

It is also essential that the student demonstrates that he / she is responsible and rigorous in independent work, actively participating in classes, showing critical thinking and behaviours that favour of friendly, positive and democratic environment, where the differences of gender, culture are respected.

In addition, specifically in the practical sessions it is necessary to come dressed in sportswear that allows to execute all the proposed activities and to show a predisposition and active participation. All gym and classroom equipment should be treated with care and respect, leaving it in perfect condition and tidy after use. If any waste is generated, each group is responsible for taking it directly to the containers outside just after class. If some of these attitudinal requirements are not met, the grade for the subject will be a 3.

EVALUATION DATES:

- The activity "Outreach article about play and movement" (individual work) will be delivered: May 10 (Tuesday group) and May 12 (Thursday group).

- The activity "Development and application of a game scenario" (group work) will be delivered on: 18 and 25 May and 1 and 7 June (group on Tuesday) and 20 and 27 May and 3 and 10 June (Thursday group).

- The activity "Art Games" (Individual work) will be delivered: June 7 (Tuesday group) and June 9 (Thursday group).

- The activity "Assessment report" (individual work) will be delivered: June 14 (Tuesday group) and June 16 (Thursday group).

-Recoveries: June 21 (Tuesday group) and June 23 (Thursday group)

The grades of each of the evidence of evaluation will be communicated in a period not exceeding 4 weeks following its delivery. The student who wants to revise the note, will have to do it in the 15 days subsequent to his communication in the schedule of tutorials that the professoriate has established for this subject and that is a consign in the same program.

Copying and plagiarism are intellectual thefts and therefore constitute a crime that will be punished with a zero throughout the all subject. In the case of copying between two students, if it is not possible to know who copied

from whom, the sanction will be applied to both. We want to remember that a work that reproduces all or a large part of the work of another colleague is considered a "copy". "Plagiarism" is the act of presenting all or part of a text by another author as one's own. That is, without citing its sources, whether published on paper or digitally on the Internet. (see UAB documentation on plagiarism in:

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

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Art games (individual work)	30%	0	0	10, 5, 8, 13, 12
Outreach article about movement and play (individual work)	40%	0	0	2, 1, 6, 5, 8, 12
Preparation and application of a game scenario (group work)	25%	0	0	2, 1, 6, 7, 11, 3, 10, 4, 9, 14, 12
Valuation report (individual work)	5%	0	0	2

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