UAB
Universitat Autònoma de Barcelona

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<tr><td></td><td>2023/2024</td></tr>
<tr><td></td><td>Globalising Projects of Social Sciences in Early Childhood Education

Code: 102016
ECTS Credits: 6</td></tr>
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Degree	Type	Year	Semester
2500797 Early Childhood Education	OT	4	2

Contact

Name: Laura Girbau Casajuana

Email: laura.girbau@uab.cat

Teaching groups languages

You can check it through this link. To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Prerequisites

It is recommended to have passed and approved the Didactics 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.

Competences

- 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.
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.

- 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.
- 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 thorough knowledge of basic social thought that has a direct impact on the learning situations and globalizing projects in infant education.
4. Demonstrating a collaborative attitude in the development of teamwork and with teams.
5. Displaying an attitude of thoroughness and respect for the agreements made at the time of establishing a work team: timing, completeness, effort and rigour.
6. Displaying thoughtfulness in the analysis and design of globalising projects, a necessary requirement for the innovative and improving capacity of teaching work.
7. Express in classroom activity the necessary capacity for dialogue, reflection, empathy and conflict resolution as required for competent teaching.
8. In educational proposals, effectively and consistently specify the systematic perspective of science and consistent guidance with a model of sustainable society.
9. 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.
10. Master habits and skills for independent learning.
11. 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.
12. Participating actively and reflectively in the organisation of tasks intrinsic to the development of an overall project.
13. 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.
14. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.

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 interelation: 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

Our teaching approach and assessment procedures may be altered if public health authorities impose new restrictions on public gatherings for COVID-19

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.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Analysis of projects	25	1	
Theacher lessons and inductive dialogue	25	1	8, 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	8
Reading and analysis of texts and other materials proposed.	28	1.12	3

Assessment

The evaluation of the subject will be carried out throughout the academic year through the proposed activities. To pass this subject, the student must demonstrate good general communication skills, both orally and in writing, and a good command of the Catalan language. In all activities (individual and group), linguistic

correction, writing and formal aspects of presentation will therefore be taken into account. Students must be able to express themselves fluently and correctly and must show a high degree of understanding of academic texts. It is a requirement to be able to evaluate the activities.

It is necessary to attend 80% of the sessions in order to be evaluated. If it is not reached, once 2/3 of the assessment activities have been submitted, it can be submitted for recovery.

The grades for each of the assessment tests will be returned within 20 days of their delivery. The student who wants to review the grade must do so within 10 days of its publication in the tutoring schedule that the teacher has established for this subject and which is recorded in the same program.

It will be essential to hand in all the assessment tasks to pass the subject on June 20, 2024. If the final grade does not exceed 5, the activities that have obtained a grade lower than 5 can be recovered, presenting - them again on July 4, 2024. With recovery you can only get a rating of 5 out of 10.

Regarding the single assessment, the instructions are as follows:

It must be remembered that attendance is still mandatory at 80%. If this is not the case, the activities will have to be presented in the recovery, but it will not be possible to obtain more than 5 out of 10 in each of them. The date is the same as for the rest. The evaluation interview will be on 4/7/2024

Regarding the assessment activities, you must present the same activities indicated in this guide on 20/06/2024, but all individually. And that same day he will have to do the evaluation interview.

The percentages of the assessment activities together with the interview, for the single assessment, are as follows:

-Critical analysis of teaching proposals individually: 15%
-Individual evaluation of the preparation of an individual learning portfolio: 35%
-Elaboration of a didactic activity using a written resource (story or illustrated album). Individually: 35%
-Evaluative interview: 15%

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Critical analysis of didactic proposals in groups	20%	1	0.04	8, 1, 2, 3, 11, 10, 9, 6, 4, 5, 12, 13
Elaboration of a didactic activity through a written resource (story or illustrated album). Individually	40%	1	0.04	8, 1, 2, 3, 11, 10, 7, 9, 6, 4, 5, 13
Making a learning portfolio individually	40%	2	0.08	8, 1, 2, 3, 11, 10, 7, 9, 6, 4, 5, 12, 13, 14

Bibliography

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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.

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López Torres, E. & Velasco Sanz , A. M. (2017). Aprender viviendo el entorno. Tabanque: Revista pedagógica, 30.

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

Torruella, M. F. & Jiménez Torregrosa, L. & Arqué i Bertrán, M. T. (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 deCatalunya http://www.xtec.es

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

Software

No specific software is used.