

**Corporal and Psychomotor Education in Early
Childhood Centres I**

Code: 105048
ECTS Credits: 4

Degree	Type	Year	Semester
2500797 Early Childhood Education	OB	3	1

Contact

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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.

Teachers

Maria del Mar Pérez Martín

Carolina Nieva Boza

Prerequisites

There are no prerequisites for this course .

Objectives and Contextualisation

This third subject is complemented with the subjects: "C
orporal and Psychomotor Education in Childhood Education Centers II" (4th year) and with that of "
Game and movement" (4th year)

Objectives:

- To know the main theoretical basis of physical education at the kindergarten stage.

- To gradually become aware of their own actions and decisions through the experience of experimentation, emotions and body language.
- To reflect and attitudes to build a system to house the needs of children within body education.
- To study and analyze the basic conditions for the education of the body from 0 to 6 years.
- To evaluate the body and the child's learning as a means of expression, communication and personal growth.
- To reflect on the role of body education in the general framework of the school.

Competences

- Consider classroom practical work to innovate and improve teaching.
- Promote and facilitate early infant learning, from a global and integrative perspective of different cognitive, emotional, psychomotor and developmental dimensions.
- Promote the autonomy and uniqueness of each pupil as factors of education in emotions, feelings and values in early childhood.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- 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 the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.
2. Be able to promote the autonomy and uniqueness of each child, in terms of visual and plastic education, as factors that educate emotions, feelings and values in early childhood.
3. Propose ways to evaluate projects and actions for improving sustainability.
4. Recognising the identity of the stage and its cognitive, psychomotor, communicative, social and emotional characteristics.
5. Reflecting on classroom practices based on observation in order to innovate and improve the teaching task.
6. Use play as a teaching resource, as well as designing learning activities based on principles of play.
7. Working as a team using body work sessions.

Content

contents:

1. Theoretical body education:
 - Why corporal Education in Early Childhood Education.
 - What body concept are we talking about?
 - The body as a tool for learning and communication.
 - The site of the body at school.

2. Essential elements in the development of children 0 to 6 years:

- Neurobiological and cultural dimension.
- Evolution 0-6.
- Sensations and perceptions.
- To dialogue and muscular tonic.
- Communication, expression and emotions.
- Game.

3. Basic conditions for body education from 0 to 6 years:

- What are we talking about? children and adult.
- Teacher attitudes.
- Teacher body training.
- Curriculum in Early Childhood Education.

4. Didactic of body education in Early Childhood Education:

- Characteristics of body work in Early Childhood Education.
- Methodology.

Methodology

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

Mostly, dynamic will be used that, starting with conceptual exposition and theoretical bases with the whole class group. Afterward, students are going to analyze and discuss about their application in Early Childhood Education in seminars and practical sessions with small groups (1/3 of the large group).

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

Directed activities are led mainly by professor and are carried out in different areas of the faculty. They can be either classes with whole group, or seminars and body practice sessions in small groups. Classes with whole group are based on presentations by teacher of contents and basic questions of the subject. Seminars and practical sessions are workspaces for deepening, analyzing, contrasting, debating, living, reflecting and assessing contents of the subject. Seminars are done through activities such as: case studies, videos, material analysis, group dynamics, problem solving, personal experience, discussion-debates, etc. In practical sessions it is carried out through one's body experience, training and reflection that this entails. Seminars and practical sessions are compulsory and students will be assigned to one of three scheduled groups .

Supervised activities by professor are outside the classroom include the set of individual and group tutorials, physical and online, which must serve to accompany students in their learning process guiding tasks, solving difficulties and supervising their learning evidences.

Autonomous work is carried out independently by student to develop his skills and achieve the goals of this subject.

NOTE: 15 minutes of a class will be reserved, according to the calendar established by the center/degree, for the complementation by the student of the assessment surveys of the professor's performance and the assessment of the subject /module

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			
Practice sessions and seminars; Laboratory small group (third part of the pack)	18	0.72	2, 7, 4, 5, 6
Magistral large group	12	0.48	4, 5
Type: Supervised			
Mentoring and support	20	0.8	2, 7, 4
Type: Autonomous			
Autonomus work	50	2	2, 7, 4, 5, 6

Assessment

The assessment to pass the subject will be continuous, formative and shared. It will be an indispensable condition to approve the minimum attendance at 80% of the seminar and practice-gym sessions for both continuous assessment and single assessment students, regardless of the causes that may cause the lack of attendance (the supporting documents that are presented in case of absence will only serve to explain the absence, in no case will they be an exemption from attendance).

It is also highly advisable to attend all sessions in a large group due to the relationship established between theory and practice. Attendance and participation in practice/gym sessions are also mandatory.

In order to pass the subject, each of the 3 blocks of assessment activities that make up the subject must be approved. In addition, in order to pass this subject, it is essential that the student shows an attitude compatible with the teaching profession: respect, participation, cooperation, responsibility, empathy, active listening, punctuality and use of the appropriate mobile phone and laptop. It is also essential that the student demonstrates that he is responsible and rigorous in independent work, actively participating in classes, showing critical thinking and behaviors that favor a friendly and positive environment, democratic and where gender differences are respected, culture, etc.

Also to demonstrate that he/she is responsible and rigorous in independent work, actively participating in classes, showing critical thinking and behaviors that favor a friendly and positive environment, democratic and where they respect each other. At the same time, the student must show good general communication skills,

both orally and in writing, a good command of the vehicular language or languages listed in the teaching guide. In all activities (individual and group), linguistic correction, writing and formal aspects of presentation will 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. An activity can be returned (not evaluated) or suspended if the teacher considers that it does not meet these requirements, differences in gender, culture, etc.

This subject includes the single assessment option. It will be an indispensable condition to approve the minimum attendance at 80% of the seminar and practice-gym sessions, regardless of the causes that may cause the lack of attendance (the supporting documents that are presented in case of absence will only serve to explain the absence, in no case will they be an exemption from attendance).

- -Date and evaluable activities continuous evaluation:

-Block 1:

-Evolution 0-6 (group work):

Group 61: 07/10/23

Group 62: 05/10/23

-Sensations and perceptions (individual work):

Group 61: 04/11/23

Group 62: 09/11/23

-Muscle tone (individual work):

Group 61: 23/11/23

Group 62: 18/11/23

- Block 2:

- Group exhibitions learning sequence (group work):

Group 61: 02/12/23 and 09/12/23

Group 62: 14/12/23 and 21/12/23

- Block 3:

- Creative reflective project (individual work):

Group 61: 12/01/24

Group 62: 10/01/24

This subject includes the single assessment option. It will be an indispensable condition to approve the minimum attendance at 80% of the seminar and practice-gym sessions, regardless of the causes that may cause the lack of attendance (the supporting documents that are presented in case of absence will only serve to explain the absence, in no case will they be an exemption from attendance).

- Single evaluation date and evaluable activities:

The single assessment activities that the student must submit are:

- "Evolution 0-6" (30%).

-Theoretical-practical face-to-face test on "Sensations and perceptions and muscle tone" (40%)

- Reflexive theoretical oral face-to-face test (with digital presentation) on the evolution of the response to "What is a child for you and what is your body used for?" and required reading. (30%):

Group 61: 12/01/24

Group 62: 10/01/24

The grades of each of the evaluation evidences will be communicated in a period not exceeding 20 working days following their delivery following their delivery. The student who wants to review the grade must do so within 15 days of its communication in the tutoring schedule that the teaching staff has established for this subject and which is recorded in the same program.

A student who has not studied or participated in any evaluable activity will be considered "Not Presented" (NP).

Required readings will be assessed through a quiz that will be provided weekly by the virtual campus.

-Practical gym sessions: you must come to the gym dressed in sports clothes that allow you to carry out all the proposed activities and show a willingness and active participation. All gym and classroom equipment must 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 bins outside right at the end of the class. If some of these attitudinal requirements are not met, the grade for the subject will be a 3.

-REFUNDS: Students who during the course have attended and adequately monitored the subject and still have some aspect not achieved, exceptionally, they can be given the opportunity to overcome the subject, by completing a project additional freelancer or redoing any of the activities delivered or carried out. Each case will have to be studied depending on the situation of each student.

Recovery dates: Group 62: 07/02/24 Group 61: 09/02/24 for both the continuous and the one-off assessment. In order to be eligible for retakes, students must complete 2/3 of the subject's assessment activities.

In the case of a single appraisal, the mateix recovery system will be applied forthe continuous appraisal.

Although there are activities to be carried out in groups, the grades will be individual, so that not necessarily all members of the group must beevaluated with the same grade.

Copying and plagiarism are intellectual theft and therefore constitute a crime that will be penalized with a zero in the entire subject. In the case of copying between two students, if it is not possible to know who copied from whom, the penalty will be applied to both. We would like to remind you that a work that reproduces all or a largepart of the work of another colleague is considered a "copy". "Plagiarism" is the act of presenting all or part of an author's text as one's own, that is, without citing its sources, whether it is published in paper form or in digital form on the Internet. See UAB documentation on plagiarism at:

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

Before handing in evidence of learning, it is necessary to check 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

It is recommended to consult the document: "General evaluation criteria and guidelines for the Faculty of Education Sciences" approved by the COA on May 28, 2015.

www.uab.cat/web/informacio-academica/avavaluacio/normativa-1292571269103.html

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Block 1: Activities to support the theoretical framework and practical group: evolució 0-6	10%	0	0	2, 7, 4, 5, 6
Block 1: Activities to support the theoretical framework and practical group: muscular tone	15 %	0	0	2, 4, 5, 6
Block 1: Activities to support the theoretical framework and practical individual: sensations and perceptions	15 %	0	0	2, 4, 5, 6
Block 2: Communication in a group activity or learning sequence (group work)	20%	0	0	1, 2, 3, 7, 4, 6
Block 3: Creative reflective project (individual work)	30%	0	0	2, 4, 5, 6
Mandator readings	10%	0	0	4

Bibliography

The bibliography used in this subject takes into account the gender perspective.

- Bibliography:

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Wild, R. (2002). *Educar para ser. Vivencias de una escuela activa*. Barcelona: Herder.

- Extension bibliography:

Bonastre, M. i Fuste, S. (2007). *Psicomotricidad y vida cotidiana (0-3 años)*. Barcelona: Graó.

Martínez, L., Rota, J. i Anton. (2017). *Psicomotricitat, Escola i currículum*. Barcelona: Octaedro.

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Bru, E. & Sarri, E. (2019). El cos i el moviment, presents a l'escola, *Guix d'Infantil*, 98, 17-19.

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Martínez-Mínguez, L. (2019). Bellugar-se per transformar i aprendre, *Guix d'Infantil*, 98, 9-12.

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Xarxa Territorial d'Educació Infantil de Catalunya (2009). *Documentar. Una mirada nova*. Barcelona: Associació de Mestres Rosa Sensat.

Bonastre, M. i Fuste, S. (2007). *Psicomotricidad y vida cotidiana (0-3 años)*. Barcelona: Graó.

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Web links and social networks

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>

Software

this subject does not need any specific software