

Degree	Type	Year
2500797 Early Childhood Education	OT	4

Contact

Name: Francisco Cortes Ferrero

Email: francisco.cortes.ferrero@uab.cat

Teachers

Francisco Cortes Ferrero

Carolina Nieva Boza

Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

This subject is the continuation of the "Corporeal 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 worked in these two areas, and in this way, they will be able to take this subject.

Objectives and Contextualisation

This 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.
- 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.
- 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 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. Produce educational proposals that promote the perception and expression of motor skills and creativity, using other languages such as music and plastics.
10. Propose viable projects and actions to boost social, economic and environmental benefits.
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.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
practical work and practical field	30	1.2	1, 2, 4, 5, 6, 7, 9, 11, 12, 13, 14
Type: Supervised			
Supervised	75	3	2, 3, 4, 9, 11, 12
Type: Autonomous			
Autonomous	45	1.8	1, 2, 3, 4, 5, 6, 7, 9, 11, 12, 13, 14

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

This subject will propose using the Service Learning (ApS) methodology. It is about addressing a real need identified by an institution/entity in order to provide an answer in the form of a solution or service for the entity. Service Learning is today a widely recognized methodology that allows not only to deal with real cases, but also to insert the student into environments in which he can develop his professional career in the future.

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

- 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 will be "body practice sessions" in the Faculty gym and in the field practice spaces. For the different sessions, complementary and / or extension theoretical material (article, book chapter, video, etc.) will be offered, which the students will have to review before or after.

The "body practice" sessions are work spaces for experimenting, 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, working cooperatively, problem solving, one's own bodily experience in practical activities, discussion-debates through bodily experiences lived in sessions in the Faculty gym, etc.

- 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.

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

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.

Assessment

Continous Assessment Activities

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

To pass the subject, the assessment will be continuous, formative and shared; although this subject also includes the single assessment option.

The continuous and unique assessment require minimum attendance at 80% of the seminar and practical-laboratory sessions, regardless of the causes that may cause the lack of attendance (the supporting documents presented in case of absence will serve only to explain the absence, in no case will they be an exemption from attendance). A student who has not delivered or participated in any assessment activity will be considered NP (Not Presented).

To pass this subject, it is necessary for the student to show good general, oral and written communicative competence, and a good command of the vehicular language that appears in the teaching guide. 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 also very highly advisable to attend the various field practice trips that will be carried out at the level of formal and non-formal education in municipalities close to the Faculty, which will take place within the subject's timetable and managing the displacement of the student himself.

- The activity "Elaboration and application of a game scenario" (group work) will be delivered: from March 11 to May 27 (group Tuesday) and from March 13 to May 22 (group Thursday).

- The activity "Disclosure article on play and movement" (individual work) will be delivered: May 6 (Tuesday group) and May 8 (Thursday group).

- The activity "The art of accompanying the child's play" (individual work) will be delivered: June 11 (Tuesday group) and June 6 (Thursday group).

- The activity "Assessment report" (individual work) will be delivered: June 15 (Tuesday and Thursday groups).

In order to pass the subject, each of the four blocks of evaluation activities that make up the subject must be passed. It is also absolutely necessary to demonstrate an attitude compatible with the teaching profession: active listening, respect, participation, cooperation, empathy, kindness, punctuality, non-judgment, argument, appropriate use of electronic devices (mobile phone, computer, etc.). It is also essential that the student demonstrate that they are responsible and rigorous in autonomous work, actively participate in classes, show critical thinking and behaviors that favor a friendly and positive, democratic environment where differences in gender and culture are respected. , etc. Furthermore, specifically in the practical sessions it is necessary to come dressed in sports clothing to be able to carry out all the proposed activities and show a willingness and active participation. All gym equipment must be treated with care and respect, leaving it in perfect condition and order after use. If any rejection is generated, each group is responsible for taking it directly to the containers outside right after class ends. If some of these attitudinal requirements are not met, the grade for the subject will be a 3.

Challenge-based methodologies (ABR) will be used that will use various activities such as: reading articles, document analysis, surveys, bibliographic searches, presentations, implementing proposals, process and progress reflections, proposal evaluation, etc.

The grades of each of the evaluation evidences will be communicated in a period not exceeding 20 working days following their delivery. The student who wants to review the grade must do so within 15 days of its communication during the tutoring hours established by the teaching staff for this subject.

As mentioned at the beginning, this subject contemplates the single assessment option. The single assessment activities that the student must present are:

- The activity "Article dissemination on play and movement" (30%).
- Theoretical-practical face-to-face test on "the design and implementation of a body game scenario" (30%).
- Theoretical oral test on "the different types of body play" (40%).

Single assessment students must hand in the article activity on June 10 (group 1) and June 5 (group 2). The other two face-to-face tests will be held on the same day, June 10 (group 1) and June 5 (group 2).

The recoveries will be carried out based on the four evaluation activities carried out following the same temporality. This will be the following:

For both the "Development and application of a game scenario" and for the "Dissemination article on play and movement" and for "The art of accompanying the child's play" the dates will be July 1 (Tuesday group) and the June 26 (Thursday group).

Single evaluation students will have the same days with the difference that they will have to make up the entire subject.

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 large part 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. You can find the 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

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Software

No specific syllabus is needed for this subject.

Language list

Name	Group	Language	Semester	Turn
(PCAM) Field practices	1	Catalan	second semester	morning-mixed
(PCAM) Field practices	2	Catalan	second semester	afternoon