

Degree	Type	Year
2500797 Early Childhood Education	FB	2

Contact

Name: Maria Teresa Mas Parera

Email: teresa.mas@uab.cat

Teaching groups languages

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Prerequisites

In order to follow this course properly it is recommended that the student has completed the first year course: Personality Development (0-6 years)

Objectives and Contextualisation

The course aims to contribute towards an understanding of the teaching and learning processes in children from 0-6 and a consideration of the child as a whole, and to stress the importance of interaction and social communication as key factors in their learning and development. The course explores in greater depth the context worked on during the first year of the Personality Development course.

The basic learning objectives are:

-To understand the educational and learning processes for these children in the family, school and social contexts

-To understand and be able to critically analyse the function, possibilities and limitations of education and learning in contemporary society, as well as the basic skills needed by educators of this age group.

-To understand the educational identity of this stage in the child's development in order to promote the acquisition of habits with regard to autonomy, liberty, curiosity, observation, experimentation, imitation, acceptance of rules and limits, and symbolic and heuristic play, within the context of the family, school, or other services which attend to this age group.

-To analyse the psychopedagogical dimension of the interaction with peers and adults from an integrated and holistic perspective in which the child plays the lead role in its learning, constructing its own knowledge from social interaction.

To achieve these goals observations and interviews will be conducted in order to be able to analyse various aspects of the educational process, the activities in which they participate, and the interactions which occur.

Competences

- Acquire habits and skills for cooperative and autonomous learning and promote the same in pupils.
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse and recognize one's own socio-emotional skills (in terms of strengths, potentials and weaknesses) to develop those necessary for work and professional development.
- Consider classroom practical work to innovate and improve teaching.
- Demonstrate an understanding of the role, possibilities and limits of education in today's society and core competencies that affect infant schools and their professionals.
- Demonstrate knowledge and understanding of the aims, curricular contents and criteria of evaluation of Infant Education
- Demonstrate knowledge of the organization of nursery schools and other early childhood services and the diversity of actions involved in their operation.
- Know the fundamentals of early care.
- Knowing how to promote the acquisition of habits related to autonomy, freedom, curiosity, observation, experimentation, imitation, the acceptance of rules and limits, and symbolic and heuristic play.
- 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.
- Recognising the identity of the stage and its cognitive, psychomotor, communicative, social and emotional characteristics.
- Recognize and evaluate the social reality and the interrelation between factors involved as necessary anticipation of action.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Understand the educational and learning processes in the 0-6 period in the family, social and school context.
- Understand the pedagogical dimension of interaction with peers and adults and learn to promote participation in group activities, cooperative work and individual effort.

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. Critically analyse the principles, values and procedures that govern the exercise of the profession.
3. Demonstrate an understanding of the role, possibilities and limits of education in today's society and core skills that affect nursery schools and their professionals.
4. Demonstrate knowledge and understanding of the aims, curricular contents and criteria of evaluation of Infant Education
5. Demonstrate knowledge of the diversity of nursery schools and other services for early childhood and the diversity of actions involved in their operation.
6. Explain the explicit or implicit code of practice of one's own area of knowledge.
7. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
8. Know about different teaching and learning strategies and know how to choose the most suitable at all times.
9. Know the fundamentals of early care.
10. Knowing how to promote the acquisition of habits related to autonomy, freedom, curiosity, observation, experimentation, imitation, the acceptance of rules and limits, and symbolic and heuristic play.
11. Master social skills in dealing and relating with colleagues and other professionals.
12. Promoting and facilitating learning in early childhood, from an overall perspective and integrating the different cognitive, emotional, psychomotor and volitional dimensions.
13. Promoting the autonomy and the uniqueness of each child as factors educating the emotions, feelings and values in early childhood.
14. Properly express oneself orally and in writing and master the use of different expression techniques.
15. Propose ways to evaluate projects and actions for improving sustainability.

16. Recognising the identity of the stage and its cognitive, psychomotor, communicative, social and emotional characteristics.
17. Reflecting on classroom practices based on observation in order to innovate and improve the teaching task.
18. Understand models of communication, participation and family, school and environment relationships.
19. Understand the educational and learning processes in the 0-6 period in the family, social and school context.
20. Understand the pedagogical dimension of interaction with peers and adults and learn to promote participation in group activities, cooperative work and individual effort.

Content

1. Teaching and learning in early childhood:

1.1 Complex views of educational processes.

- 1.2. Explanatory theories and models of teaching-learning processes
- 1.3. Key elements of educational and learning processes

2. Interaction and social communication: family, school and environment

- 2.1. The involvement of the family in the school.
- 2.2. The educational potential of the environment.

3. Being and acting as a teacher

- 3.1. Educational strategies
- 3.2. The assessment of learning

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Directed	30	1.2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20

Self and coevaluation	8	0.32	3, 4, 5, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20
Seminars	15	0.6	3, 4, 5, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20
Type: Supervised			
Supervised	22	0.88	3, 4, 5, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20
Type: Autonomous			
Autonomous	75	3	3, 4, 5, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20

This subject has a student workload of 150 hours divided into: 75 independent work, 22 hours of supervised work
 The competences and the methodological option adopted require a parti
 Both in face-to-face classes and in tutorials, the active participation of the
 ON-SITE ACTIVITIES IN LARGE GROUPS: Approach to the contents ar
 ACTIVITIES IN SEMINAR FORMAT: Small group work spaces supervise
 An off-campus class will be held to provide a learning context.
 The subject proposes a work with Service Learning (APS) methodology t

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

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Written test	40 %	0	0	3, 4, 5, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20
individual work	30%	0	0	3, 4, 5, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20
work group	30 %	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20

Evaluation will be carried out throughout the academic year by means of the activities specified in the table below. In accordance with the teaching method and training activities classroom attendance (theory and seminars) is obligatory (by 80%).

Any change to the course content or program made during the course will be agreed with the students present that day and will be subsequently announced in the course's virtual campus. In the same way, the content shown in the initial timetable of each block may vary if an agreement is reached between teachers and students present that day. If the guide or program is changed this will be announced in the "News" section of the course's virtual campus. These adjustments to content allow the student's characteristics, knowledge, interests and personal work rates to be taken into account.

In order to pass the course students must pass all the evaluation activities included. Many of these activities will be carried out in the classroom and thus attendance and participation is necessary for successful completion of the course. Those students whose attendance, participation and coursework have been satisfactory but who still have not completed a certain task will be given the opportunity to pass the course by

improving the piece of coursework, doing an additional task, or passing a written test. The maximum grade of the recovery test will be 5. Only suspended students with a grade equal to or higher than 3,5 will be able to go to recovery. Students not presented will not be able to take the test.

Those student who without regularly attending have handed in some of the evaluation activities will be failed.

Those students who do none of the evaluation activities will be given a "non-present" mark(NP). As has been previously mentioned, when one of the evaluation activities has been done, the student will be considered "present" and thus will have to do the rest of the evaluations otherwise the remaining evaluations will be considered "failed".

Although there are activities carried out in small groups the marking will be on an individual basis, so members of the same group will not necessarily obtain the same mark.

Fifteen days after evaluation the teachers will give the results to the individual or group with the possibility of holding tutorials at the request of student or teacher. Those tutorials will be programmed within the established timetable of the course.

Two individual evaluations to be carried out on the day and at the time stipulated by the course timetable.

Recompilation of evidence which shows that course skills and knowledge have been attained. This evidence could include contributions made to classroom debates, lecture analysis, case solving, or classroom activities.

Group practical work done throughout the academic year in relation to a specific issue to be chosen from a variety offered by teachers.

The avaluation activities will be:

- An individual written test: a case study will be presented in the classroom (June 17 or 20)
- Group work: two group works will be carried out during the semester
- Individual work: specific work will be carried out on a game proposal
- Proof of recovery: a writing test (July 1 or 4)

The students who accept the single evaluation, will take the exam and individual work on June 17 or 20. If they fail, the retake will be on July 1 or 4. The exam will be 70% of the grade and the work 30%.

Students who during the course have adequately monitored the subject (attendance, participation and deliveries) and still have some specific aspect not achieved will be given the opportunity to pass the subject, improving one of the delivered activities, carrying out additional independent work and/or a written test. The maximum grade for the retake will be 5. Only suspended students with a grade equal to or higher than 3.5 will be able to go to retake, not NP students.

If each of the assessment activities is not recovered in the end, it will mean that the minimum expected has not been reached and the student will suspend the subject with a final grade that will be the grade of the suspended activity or the corresponding average of the suspended activities. Students who, despite not following the course regularly, have submitted any of the assessment activities will be considered suspended.

Students who do not present any of the assessment activities will receive a grade of not presented (NP). As previously stated, when one of the evaluation activities is done, it will be considered presented, and therefore, the rest of the evaluations must be done; otherwise, the activity not presented will be considered suspended.

Although there are activities to be carried out in small groups, the grades will be individual, so that not necessarily

The teaching staff will comment on the results of the assessment at group

These tutorials will be scheduled within the schedule established in the subject schedule.

In order to pass this subject, the student must demonstrate, in the activities proposed, good general communication skills.

According to the UAB regulations, plagiarism or copying of any work or written test will be penalized with a 0 as a minimum.

If, during the completion of individual work in class, the teacher considers that a student is trying to copy or discuss the work of another student,

the same will be graded with a 0, with no recovery option, and therefore, the subject will be suspended.

The treatment of particular cases, doubts, suggestions, etc., must be raised with the corresponding teacher. Student questions should be directed to the teacher.
The evaluation of this subject follows the general evaluation criteria and procedures.

Bibliography

Bibliography:

Bassedas, E.; Huguet, T. & Solé, I. (1998). *Aprender i ensenyar a l'educació infantil*. Barcelona: Graó.

Carballo, A. & Portero, M. (2018). *10 ideas clave. Neurociencia y educación. Aportaciones para el aula*. Barcelona: Graó.

Coll, C.; Palacios, J. & Marchesi, A. (2000). *Desarrollo psicológico y educación II. Psicología de la Educación*. Madrid: Alianza.

Malaguzzi, L. (2009). *La educación infantil en Reggio Emilia (2a ed.)*. Barcelona: Octaedro-Rosa Sensat.

Paniagua, G. & Palacios, J. (2005). *Educación Infantil: respuesta educativa a la diversidad*. Madrid: Alianza.

Puente, A. (2005). *Cognición y Aprendizaje. Fundamentos Psicológicos*. Madrid: Pirámide

The bibliography has been selected under the criterion of coeducation

Papers:

Guix, Aula de innovación educativa, Cuadernos de pedagogía, Perspectiva escolar, Infància, etc.

Websites:

Generalitat de Catalunya: Departament d'Educació

<http://www.gencat.cat/>

Àrea d'Educació de la Diputació de Barcelona

<http://www.diba.es/educacio/>

Ministerio de Educación y Ciencia <http://www.educacion.es/portada.html>

<http://www.diba.es/educacio/>

UNICEF

<http://www.unicef.es>

Portal xtec

<http://www.xtec.cat/>

Associació de mestres Rosa Sensat

<http://www.rosasensat.org>

DECET. Xarxa europea per la diversitat en l'educació i la formació per a la primera infància

<http://www.decet.org/>

Portal edu3

<http://www.edu3.cat/>

Portal Edu365

<http://www.edu365.cat/infantil/index.htm>

Software

No specific software is needed

Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	611	Catalan	second semester	morning-mixed
(SEM) Seminars	612	Catalan	second semester	morning-mixed
(SEM) Seminars	613	Catalan	second semester	morning-mixed
(SEM) Seminars	621	Catalan	second semester	afternoon
(SEM) Seminars	622	Catalan	second semester	afternoon

(SEM) Seminars	623	Catalan	second semester	afternoon
(TE) Theory	61	Catalan	second semester	morning-mixed
(TE) Theory	62	Catalan	second semester	afternoon