UAB
Universitat Autònoma de Barcelona

Teaching in the 0-3 Cycle

Code: 102009
ECTS Credits: 6

2025/2026

Degree	Type	Year
Early Childhood Education	OT	4

Contact

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Teachers

Marisol Margarita Galdames Calderon

Teaching groups languages

You can view this information at the end of this
document.

Prerequisites

It is recommended:
- Identify the organizational components of the process of learning as well as the analysis of teaching
resources, and organizational assessment process.
- Identify space-time and material resources.
- Identify the coherence that the resources have with the different contexts and in relation to the institutional
approaches of the educational center.
- Identify the reflection on the teaching practice and the improvement of the abilities and the teaching
competences.
- Have a formative relationship with the 0-3 cycle.
- Skilled for teamwork.

Objectives and Contextualisation

The course is aimed to:

- Understand the needs of children and the daily life of these is the main base for the educational
  intervention, especially in the series 0-3.
- Flexible organization of space, time, materials and staff to adapt them to the children necessities.
- Naturalize and diversify the activities of teaching / learning understood as strategies to promote the
  harmonious development.
- Use tools and resources to achieve learning different natures: psychomotor, intellectual, socio-
  emotional, etc.
- Using teaching strategies of individual and group children.
- Design strategies for coordination and collaboration with families and the community.

- Convert the nursery into a node on the network that educates children in a particular community.

Competences

- Accept that the exercise of the teaching function must be refined and adapted lifelong to scientific, educational and social changes.
- Address pupils' needs, providing security, tranquillity and affection.
- Assess the importance of stability and regularity in the school environment, timetables and moods of teachers as factors contributing to harmonious and comprehensive pupil progress.
- Consider classroom practical work to innovate and improve teaching.
- Critically analyse personal work and use resources for professional development.
- Design and regulate learning spaces in diverse contexts which attend to the particular issues of pupils regarding gender equality, equity and respect for human rights.
- Know how to work in teams with other professionals in and outside of the school to give attention to each pupil, and in planning of learning sequences and in organizing work situations in the classroom and playground, identifying the peculiarities of the 0-3 and 3-6 periods.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Understand that the daily dynamic in infant education changes according to each pupil, group and situation and we must learn to be flexible in the exercise of the teaching function.

Learning Outcomes

1. Critically apply reflective strategies when working in the classroom to everyday improvement and professional, individual and collective development.
2. Design (in a group) and perform (individually), a sequence of specific actions for inclusive educational intervention, using everyday life as the core focus of the proposal in one of the different levels of 0-3 cycle or an early childhood or family care program.
3. "Identifying the needs of certain children aged 0-3 in the family environment using a variety of tools and strategies for gathering, analysing and evaluating the information obtained; and how to respond in terms of intervention from early childhood onwards, based on the analysis of materials, places, timetables, activities, attitude of the educator, etc."
4. Propose new methods or well-founded alternative solutions.
5. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

Content

1. Everyday life as a structural element of the Early Childhood Education.

2. The needs of children as a key for the educational intervention.

3. The components of everyday life at school and in the classroom Childhood Education.

4. The specific educational cycle of Early Childhood Education 0-3.

5. Coordination with families.

6. The planning team teaching activities: tools and strategies.

7. The intervention team inside and outside the school.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Face large group	15	0.6	
Learning Workshop	25	1	
Reading Seminar	5	0.2	
Type: Supervised			
Self- evaluation, co- evaluation	15	0.6	
Supervised work in the classroom and tutoring	15	0.6	
Type: Autonomous			
Self individual and group	75	3	

This course has a workload of 150 hours per student divided into : 75 Independent study 30 hours of supervised work and assessment and 45 hours of classes distributed as shown in the table below .

The protagonist in the process of teaching and learning is the student and is under this premise that planned methodology of the subject as shown in the table below.

Inclusive Education

Taking into account the Universal Design for Learning (UDL) and the principles of equity and inclusion promoted by the European Union (Declaration of Paris, 2015), the commitment made by the Faculty of Education Sciences and UAB regarding educational inclusion, and following the Decree 150/2017 on the inclusive education system in Catalonia, the professors of this course recognizes the value of diversity and are committed to considering the uniqueness of the learning needs of the students. Therefore, an inclusive perspective will be considered transversally incorporated in the teaching practices, activities and productions of the students, and contents of this course.

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
Analysis of 3 texts (seminars) (individual assessment)	15%	0	0	1
Products partial sequence of the work of workshop (group assessment)	30%	0	0	1, 3

Proposed learning situation (group assessment)	25%	0	0	1, 5, 4
Self-assessment (individual assessment)	5%	0	0	1
Work in seminars, carrying out and submitting practical activities (group assessment)	25%	0	0	1, 2, 3

The course will be assessed throughout the academic year using the activities shown in the table below. Attendance at in-person classes is mandatory. Students who fail to attend at least 80% of the directed sessions and all assessment sessions will not be assessed using the instruments described below and will be considered absent. Additionally, students who fail to submit any of the evaluation evidence established throughout the course will be considered absent.

The justifications occasionally submitted in the case of absence serve only to explain the absence; under no circumstances are they an excuse from attending in person. Only in cases related to medical and legal matters, and duly documented, may the professor responsible for the course arrange, if appropriate, complementary activities to compensate for the required attendance.

To pass this course, students must demonstrate, in the proposed activities, good general communicative competence, both orally and in writing, and a good command of the vehicular language(s) listed in the teaching guide.

To pass the subject, every one of the types of evidence must be presented that self-assessment, peer assessment, and teacher assessment activities are proposed and should be carried out.

The activities will be distributed throughout the course in the different seminars and timed on the start date of the practice and the delivery will be done at the end of each seminar dedicated to each practice.

All assignments must be submitted exclusively through the Virtual Campus, within the deadlines established in the course schedule. Late submissions or submissions by email will not be accepted, except in duly justified and documented cases, which must be communicated to the faculty.

The teaching staff will return the assessment of the evidence within a maximum of 20 working days of the academic calendar. The student who wants to review the note must do so within 15 days after its publication in the established tutorialschedule.

It should be noted that the student will have the opportunity to recover the subject by taking and completing a written recoverytest with a maximum grade of 5 (five).

Copying and plagiarism are intellectual thefts and, therefore, constitute a crime punishable by a zero for the entire block where the work is located. In the case of copying between two students, if it is not possible to determine who copied from whom, the penalty will be applied to both students.

A work, activity, or exam will be considered "copied" when it reproduces all or a significant part of another classmate's work.

A work or activity will be considered "plagiarized" when a part of an author's text is presented as one's own without citing the sources, regardless of whether the original sources are in paper or digital format. More information on plagiarism at http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html

In this subject, the use of Artificial Intelligence (AI) technologies is allowed as an integral part of the development of the work, provided that the result reflects a significant contribution of the student in the analysis and personal reflection. The student will have to clearly identify which parts have been generated with this technology, specify the tools used, and include a critical reflection on how these have influenced the process and the result of the activity. The non-transparency of the use of AI will be considered a lack of academic honesty and may lead to a penalty in the grade of the activity, or major sanctions in cases of seriousness.

All evaluable activities will be subject to formal criteria, including spelling, writing, and presentation. Before submitting evidence of learning, it is necessary to check that the citations in the text and bibliographic references have been correctly written following the APA 7th Ed. regulations.

Throughout the course, various assessment activities will be carried out, both individual and group.

The written test (individual assessment) will evaluate the theoretical mastery of the content covered and will be on the 15th of June 2026. The analysis of texts (individual assessment) will be developed in three practical seminars, scheduled for the months of February, March and April 2026.

In parallel, group practices will be carried out in the months of February, March, April and May 2026. These practices will allow students to apply the knowledge acquired and develop professional skills through cooperation and applied work. Likewise, the design of a learning situation, as an integrative group activity, must also be delivered during the month of June 2026.

The activities that can be recovered will be the written test (30% of the final grade) and the design of the learning situation (25% of the final grade), thus guaranteeing the possibility of recovering up to 55% of the total grade of the subject. The reassessment will be on the 29th of June 2026.

One-time Evaluation

This course does notprovide One-time Evaluation System.

Bibliography

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Somé, S. (2011). *Recibiendo al Espíritu. Rituales africanos de bienvenida para la vida.* Grupo CUDEC.

Thió, C. (2013). *M'agrada la família que m'ha tocat.* Eumo Editorial.

Zabalza, M. A. (2010). *Didáctica de la educación infantil.* Narcea.

Software

Not required.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this link. To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(TE) Theory	1	Catalan	second semester	morning-mixed