

Degree	Type	Year
Early Childhood Education	FB	2

Contact

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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	2, 1, 19, 8, 9, 20, 18, 3, 4, 5, 11, 6, 14, 7, 12, 13, 15, 16, 17, 10

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

This subject has a student workload of 150 hours divided into: 75 independent work, 22 hours of supervised work and 53 hours of autonomous work. The competences and the methodological option adopted require a particular approach to the contents and the activities. Both in face-to-face classes and in tutorials, the active participation of the students is required. ON-SITE ACTIVITIES IN LARGE GROUPS: Approach to the contents and the activities. ACTIVITIES IN SEMINAR FORMAT: Small group work spaces supervised by the lecturer. An off-campus class will be held to provide a learning context. The subject proposes a work with Service Learning (APS) methodology to

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

The assessment of the course will take place throughout the academic year through the activities outlined in the table below. In line with the teaching methodology and formative activities, attendance at face-to-face classes (lectures and seminars) is mandatory (80%).

In order to pass the course, each of the course's assessment activities must be passed. Some of these activities will take place in the classroom, so attendance and participation are required to successfully complete the course.

The assessment activities are as follows:

- Individual written test: practical classroom cases will be presented on June 16 (G61) and June 19 (G62).
- Group work: two group assignments will be carried out throughout the semester (one at the beginning with a weight of 15% of the grade and one at the end with a weight of 15% of the grade)

- Individual assignment: a specific piece of work on a play proposal will be completed (in the month of May)
- Make-up exam: written test on June 30 (G61) and July 3 (G62).

Students who have followed the course properly (attendance, participation, and submissions) and still have some specific aspect not achieved will be given the opportunity to pass the course by improving some of the submitted activities, completing an additional autonomous task and/or taking a written test. The maximum grade for the make-up evaluation will be 5. Only students who have failed (either group or individual activities) with a mark of 3.5 or higher may take the make-up evaluation; students with a "Not Presented" (NP) mark may not.

Failure to pass each of the assessment activities will mean that the minimum requirements have not been met, and the student will fail the course. The final grade will correspond to the grade of the failed activity or the average of the failed activities.

Students who have not regularly followed the course but have submitted any of the assessment activities will be considered as having failed.

Students who do not submit any assessment activities will receive a "Not Presented" (NP) grade. As previously mentioned, if a student completes even one of the assessment activities, they will be considered as presented and, therefore, will be required to complete all remaining assessments. If not, the unsubmitted activity will be considered as failed.

Even though some activities may be completed in small groups, grades will be assigned individually, so not all group members will necessarily receive the same grade.

SINGLE ASSESSMENT. Students opting for single assessment will take one exam and submit one individual assignment on June 16 (G61) or June 19 (G62), coinciding with the exam day. If they fail either the exam or the assignment, the make-up will take place on June 30 (G61) or July 3 (G62). The exam will count for 70% of the final grade and the individual assignment for 30%.

The teaching staff will discuss the assessment results with the group and/or individually. Tutorials may be requested by the staff or by the student. These will be scheduled within the time frame outlined in the course schedule. Feedback on assessment activities will be provided within a maximum of 10 days.

To pass this course, students must demonstrate, in the proposed activities, good overall communication skills, both oral and written, and good command of the language(s) used in the course, as specified in the course guide.

In accordance with UAB regulations, plagiarism or copying in any assignment or written test will result in a grade of 0 for the entire course, with no option to retake it. This applies to both individual and group work (in which case, all group members will receive a 0). If, during the completion of an individual in-class task, the lecturer suspects that a student is attempting to cheat or is found with any unauthorized material or device, the task will be graded with a 0, with no possibility of recovery, and the student will fail the course.

Special cases, doubts, suggestions, etc., should be addressed to the relevant lecturer. Students will receive a response to their questions or grades within a maximum of 4 working days.

For this course, the restricted use of Artificial Intelligence (AI) technologies is permitted exclusively for bibliographic or informational searches. Students must clearly identify which parts have been generated using such technology. Lack of transparency in the use of AI in assessed activities will be considered a breach of academic integrity and may result in partial or total penalization of the activity's grade.

The assessment of this course follows the General Evaluation Criteria and Guidelines of the Faculty of Education Sciences, in accordance with the agreements of the Academic Planning Committee dated April 28, 2011, June 4, 2014, and May 28, 2015.

Bibliography

Bibliography:

Agudelo, L.; Pulgarin, L. & Tabares, C. (2017). La Estimulación Sensorial en el Desarrollo Cognitivo de la Primera Infancia. *Revista Fuentes*, 19(1), 73-83.

Aliberas, J., Gutiérrez, R., & Izquierdo, M. (1989). Modelos de aprendizaje en la didáctica de las ciencias. *Revista Enseñanza de las Ciencias*, 7(2), 121-127.

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

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

Gardner, H. (1993). *Inteligencias múltiples: La teoría en la práctica*. Paidós.

Goleman, D. (1996). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.

Mallart, J. (2008). Didáctica de la motivación. En A. de la Herrán Gascón & J. Paredes Labra (Coords.), *Didáctica general: La práctica de la enseñanza en educación infantil, primaria y secundaria* (pp.177-195). McGraw-Hill Interamericana.

Robinson, K., & Aronica, L. (2015). *Creative Schools: The Grassroots Revolution That's Transforming Education*. Viking.

Rueda, Ch. (2021). *Educación la atención con cerebro*. Alianza Editorial.

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

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
(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