

| Degree | Type | Year |
|---------------------------|------|------|
| Early Childhood Education | OB | 4 |

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Teaching groups languages

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

Prerequisites

The subject of: Corporal Education and Psicomotor in the Centers of Childhood Education I of 3rd degree of Childhood Education Degree, is previous to the one of Corporal Education and Psicomotor in the centers of Childhood Education Degree II. Be warned that you must have met their objectives and skills before attending this course 4th.

Objectives and Contextualisation

This 4th year subject is complemented by the one on "Body and Psychomotor Education I" (3rd year) and the subject "Game and movement" (4th year).

Aim goal: To provide future teachers of Early Childhood Education with the necessary tools to teach Psychomotor Education within the framework of the school institution.

Specific objectives:

Value the body of the teacher and the child as a means of expression, learning and development.

Identify the theoretical framework of psychomotor education in the stage of 0 to 6 years.

Investigate the observation and analysis of children's psychomotor behavior.

Analyze different practical proposals of psychomotor education in the school environment.

Develop intervention proposals, as well as strategies and resources of psychomotor practice.
Establish a system of attitudes as an teacher that adapts the needs of children.
Reflect on the role of psychomotor education in the general framework of the school.

Competences

- 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.
- Critically analyse personal work and use resources for professional development.
- 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.
- Identifying disorders in sleep, feeding, psychomotor development, attention and auditory and visual perception.
- 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. Critically analyse personal work through self-evaluation processes.
3. Design, apply and evaluate a learning sequence that respects the globality and uniqueness of each child.
4. Identifying disorders in psychomotor development.
5. Know the basics of the corporal expression curriculum at this stage as well as theories on the acquisition and development of relevant learning.
6. Produce educational proposals that promote perception, motor skills and creativity.
7. Produce educational proposals that promote the perception and expression of motor skills and creativity, using other languages such as music and plastics.
8. Propose ways to evaluate projects and actions for improving sustainability.
9. Recognising the identity of the stage and its cognitive, psychomotor, communicative, social and emotional characteristics.
10. Understand the psychomotor development approach in the pre-primary education curriculum.
11. Use play as a teaching resource, as well as designing learning activities based on principles of play.
12. Using different languages (body, music and audio-visual) to express the learning acquired in the subject.
13. Working as a team using body work sessions.

Content

1. Psychomotor Education in Early Childhood Education
2. Didactics of Psychomotor Education in Early Childhood Education

3. Neuromotor components
4. Motorperceptive components

Activities and Methodology

| Title | Hours | ECTS | Learning Outcomes |
|---|-------|------|---------------------------|
| Type: Directed | | | |
| Master class (In person) | 12 | 0.48 | 10, 7, 4, 9 |
| Seminars and sessions of Laboratory Practice in a small group | 18 | 0.72 | 2, 13, 11 |
| Type: Supervised | | | |
| Tutoring and accompaniment | 20 | 0.8 | 2, 3, 13 |
| Type: Autonomous | | | |
| Autonomous student work | 50 | 2 | 2, 10, 3, 7, 4, 13, 9, 11 |

Student is the main character in the learning teaching process and under this premise the methodology of this subject has been planned.

Mostly, dynamics will be used, starting with the conceptual and theoretical basis with the whole class group, we will analyze and discuss their application to Pre-school Education in seminars and practical sessions with small groups.

Both the skills to be developed and the methodology used in the subject, require a participatory attitude of the student, which is specified in: previous work of documents or activities to be developed in class, attendance and active participation in classes, predisposition to conceptual changes and, also, cooperative work with classmates in small groups.

The formative activities of this subject can be directed, supervised and autonomous:

- The guided activities are led by the teachers or by the students themselves. They can be classes with the whole large group or seminars and body practice sessions in small groups. Classes with the whole group are based on presentations of the contents and basic questions of the syllabus. Seminars and practical sessions are spaces for deepening, analyzing, contrasting, debating, living, reflecting and evaluating the contents of the subject. The seminars are done through activities such as: analysis of videos or materials, group dynamics, problem solving, personal experience, discussion-debates, etc. The practical sessions are carried out through one's own bodily experience, as well as the training and reflection that this entails. And, also, the realization of a practical session both for the colleagues of the Faculty and for a group of children. The seminars and practical sessions are compulsory and students will be assigned to one of the scheduled groups so that students must always attend the same seminar and be evenly distributed with the most similar number possible. students each.
- Supervised Activities by the teacher outside the classroom include the set of individual and group tutorials, physical and virtual, which should serve to accompany the student in his learning process by guiding activities, solving difficulties and supervising the follow-up of his evidence of learning

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.

This subject includes activities for the development of Digital Teaching Competence (A2).

In addition, other methodological strategies will be carried out to be able to work based on challenges (ABR) that will use various activities such as: reading articles, analyzing documents, surveys, bibliographic searches, presentations, videos, implementing proposals, reflections on process and progress, evaluation of proposals, etc. • Self-employed work is carried out by the student independently to develop skills and achieve the goals of this subject.

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 |
|---|-----------|-------|------|--|
| Competency Log Diagram (individual activity) | 50% | 0 | 0 | 2, 5, 9, 12 |
| Co-Tutored Psychomotor Learning Project: session psychomotricity to classmates and children in a school (includes 2 group work) | 45% | 0 | 0 | 1, 5, 10, 3, 7, 6, 4, 8, 13, 9, 12, 11 |
| Self assessment report (individual activity) | 5% | 0 | 0 | 2, 9 |

This subject does not provide for a single assessment.

The assessment to pass the course will be continue, formative and shared.

The assessment requires 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 only serve to explain the absence, in no case will they be an exemption from attendance).

NE (Not evaluable) will be considered that student who has not delivered any evaluation activity, neither individual nor group.

Evaluation activities:

- 1.- Competency Log Diagram (50%); reflective individual work towards the personal acquisition of professional skills for a future psychomotor teacher in school.
- 2.- Self-evaluation report (5%): final individual diagnosis of the subject in relation to the acquisition of their psychomotor professional skills and the methodology and evaluation of the subject.
- 3.- Co-Tutored Psychomotor Learning Project (45%): teaching innovation project ApS formed by 2 evidences:
 - a) group elaboration of a training capsule on a psychomotor content (15%);
 - b) final group exhibition of PAPCo-T (30%).

In order to pass the course, each of the 3 areas of assessment activities of the subject must be approved: 1st) Competency Log Diagram; 2nd) Self-evaluation report; 3rd) Co-Tutored Psychomotor Learning Project.

It is also absolutely necessary to demonstrate an attitude compatible with the teaching profession: active listening, respect, participation, cooperation, empathy, kindness, punctuality, not judging, arguing, appropriate use of electronic devices (mobile, Computer, etc.). It is also imperative that the student demonstrate that he is responsible and rigorous in the self-employment, actively participating in the classes, showing critical thinking and behaviours that favour a friendly and positive, democratic environment and where the differences of gender, culture, etc. In addition, specifically to the practical sessions, it is necessary to come dressed in sportswear that allows to execute all the proposed activities and show a willingness and active participation. It should be treated with care and respect all the equipment of the gym, leaving it in perfect condition and ordered after use. If a rejection is generated, each group is responsible for carrying it directly to the outside containers at the end of the class. If some of these attitudinal requirements are not met, the grade for the subject will be a 3.

To pass this subject, the student must show a good general communicative competence, both orally and in writing, and a good command of the vehicular language or languages that appear 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.

The Co-tutored Psychomotor Learning Project consists of 2 evaluation sub-activities: Training capsule of psychomotor content (15% group activity) will be delivered on October 22 (group 61) and October 20 (group 62); and the Final Exhibition and Presentation of PAPCo-T (25% group activity) on December 1 and 15 (group 62) and December 10 and 17 (group 61).

The Competency Log Diagram activity will consist of two deliveries: the 1st delivery will be made on November 17 (group 62) and November 19 (group 61), which will be 15% of the final grade; the 2nd delivery will be on January 7 (it will be 35% of the final grade).

The Activity regarding the Self-Evaluation Report will be delivered on January 14.

The qualifications of each of the evidence of assessment will be communicated in a period not exceeding 4 weeks after its freely. The student who wishes to revise the note, must do so within 15 days after his communication in the tutorials schedule that the teacher has established in this subject and which is entered in the program of the same.

With regard to activities in small groups, their grade does not necessarily have to be the same for all members of the group. Therefore, within the group work, each student receives an individual grade that is perhaps the same or different from that of their colleagues.

Recovery:

The dates of recovery of the subject are February 2 (group 62) and February 4 (group 61).

To participate in the recovery, students must have been previously evaluated in a set of activities whose weight is equivalent to a minimum of two thirds of the total grade of the subject.

To participate in the recovery process, the teacher responsible for the subject may require having obtained a minimum grade in the average of the subject. This grade cannot be lower than 3.5 in any case.

In the case that the student has enrolled for the second time, the teaching staff can admit a Synthesis Test (it will not be necessary to comply with 80% of attendance), as long as the first time he took the subject the student only suspended the Biblical Diagram. This test must allow the evaluation of the results foreseen in this teaching guide and will be the qualification of the subject.

The evaluation activities must be original and own or group (when applicable) exclusively. Therefore, it is considered that it has not been own production when the works are made with non-original and exclusive elements by the student (such as those generated with Artificial Intelligence tools such as ChatGPT, Copilot,

etc.). Thus, in this subject the use of Artificial Intelligence (AI) technologies is not allowed in any of its phases. Any work that includes fragments generated with AI will be considered a lack of academic honesty and the subject will be suspended in its entirety without the option of re-evaluation.

Teachers will be able to make specific validations to guarantee authorship and the acquisition of skills in case of suspicion of academic fraud.

Copy and plagiarism are intellectual robberies and, therefore, constitute a crime that will be sanctioned with a zero in the whole subject losing the possibility of recovering it if it is an individual or group work (in this case all members of the group will have a 0). In the case of copying between two students, if it is not possible to know who copied from who, the sanction will apply to both. We want to remember that it is considered "copying" a work that reproduces all or a significant portion of the work of one or the other student. "Plagiarism" is the fact of presenting all or part of a text by an author as his own, that is, without quoting the sources, regardless of whether the original sources are on paper or in digital format. More information on plagiarism in:

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

Before delivering evidence of learning, it is necessary to verify that the sources, notes, textual quotations and bibliographic references have been correctly written in accordance with APA regulations of the UAB:

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 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 | first semester | morning-mixed |
| (SEM) Seminars | 612 | Catalan | first semester | morning-mixed |
| (SEM) Seminars | 613 | Catalan | first semester | morning-mixed |
| (SEM) Seminars | 621 | Catalan | first semester | afternoon |
| (SEM) Seminars | 622 | Catalan | first semester | afternoon |
| (SEM) Seminars | 623 | Catalan | first semester | afternoon |
| (TE) Theory | 61 | Catalan | first semester | morning-mixed |
| (TE) Theory | 62 | Catalan | first semester | afternoon |