



Information about the subject

Degree: Bachelor of Arts Degree in Early Childhood Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1412035 **Name:** -Motor stimulation techniques

Credits: 6,00 **ECTS Year:** 3 **Semester:** 2

Module: Psychomotor Development, Play and Dramatization Mention

Subject Matter: Psychomotor Development, Play and Dramatization **Type:** Elective

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

ODP2A41 Pau García Grau (**Responsible Lecturer**)

pau.garcia@ucv.es



Module organization

Psychomotor Development, Play and Dramatization Mention

| Subject Matter | ECTS | Subject | ECTS | Year/semester |
|---|-------|--|------|---------------|
| Psychomotor Development, Play and Dramatization | 30,00 | Development and assessment of capabilities and motor abilities | 6,00 | 3/2 |
| | | Development of expression through play | 6,00 | 4/2 |
| | | -Motor stimulation techniques | 6,00 | 3/2 |
| | | Musical and motor games | 6,00 | 4/2 |
| | | The short story as a dramatisation tool in the infant stage | 6,00 | 4/2 |

Recommended knowledge

Not required



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 The student knows and knows how to structure the musical, plastic and body expression fundamentals of the curriculum of the early childhood education stage, as well as the theories on the acquisition and development of the corresponding learning.
- R2 The student knows songs to promote auditory, rhythmic and vocal education and knows how to develop didactic proposals.
- R3 The student knows how to use games as a didactic resource, as well as how to design learning activities based on ludic principles.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

| GENERAL | | Weighting | | | |
|---------|--|-----------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| G1 | To know the objectives, curricular contents and evaluation criteria of Early Childhood Education. | | | | X |
| G2 | To promote and facilitate learning in early childhood, from a globalizing and integrating perspective of the different cognitive, emotional, psychomotor and volitional dimensions. | | | X | |
| G3 | To design and regulate learning spaces in contexts of diversity that address the unique educational needs of students, gender equality, equity and respect for human rights. | | | | X |
| G4 | To promote coexistence in the classroom and outside it and address the peaceful resolution of conflicts. To know how to systematically observe learning and coexistence contexts and to know how to reflect on them. | | | X | |

| SPECIFIC | | Weighting | | | |
|----------|---|-----------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| E55 | To know the fundamentals of corporal expression of the curriculum of this stage as well as the theories on the acquisition and development of the corresponding learning. | | | X | |
| E56 | To know and use songs to promote aural and rhythmic education. | | | X | |
| E57 | To know how to use games as a didactic resource, as well as to design learning activities based on ludic principles. | | | | X |
| E58 | To elaborate didactic proposals that promote perception and expression, motor skills, and creativity. | | | X | |
| E59 | To analyze audiovisual languages and their educational implications. | | | X | |
| E60 | To promote sensitivity to artistic expression and creation. | | | X | |



| | | | | |
|------|--|--|---|---|
| EDP1 | To know the psychomotor development and design interventions to promote it. | | | X |
| EDP2 | To be able to create, select and evaluate curricular materials aimed at promoting learning through meaningful activities for students of these ages. | | | X |
| EDP3 | To be able to develop habits of personal autonomy and respect for the rules of coexistence in their students. | | X | |
| EDP4 | To be able to design, apply and evaluate activities and materials that promote children's creativity. | | | X |

| Assessed learning outcomes | Granted percentage | Assessment method |
|----------------------------|--------------------|--|
| | 50,00% | Written test: Final summative or continuous theoretical and practical test (open questions, objective test questions, truncated exam, etc.). Preparation of fieldwork memorandums. Solution of case studies, single case, etc. |
| | 20,00% | Oral presentation of group and individual work. |
| | 10,00% | Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials. |
| | 20,00% | Non-final written exams: individual or group directed work. |

The final exam will consist of a multiple-choice test as a final test, where each wrong choice will subtract 0.33 from the value of a correct one.

The evaluation includes several well differentiated instruments . The final grade will be the weighted average of the results obtained in each of them, provided that the exercise or written test has been passed with a minimum of 5 out of 10. All assignments will have a specific date for completion and delivery.



CRITERIA FOR THE AWARDING OF HONOURS:

As a sign of academic exceptionality, the Honour's Degree will be awarded to the student who, in addition to obtaining a maximum mark in the above criteria, is considered by the teacher to be worthy of such a distinction. And, in accordance with the general regulations which indicate that only one matriculation of honour can be awarded for every 20 students, not per fraction of 20, with the exception of the case of groups of less than 20 students in total, in which one matriculation can be awarded.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- | | |
|-----|------------------------------------|
| M1 | PARTICIPATIVE MASTERCLASS |
| M2 | CLASSROOM PRACTICES |
| M3 | CASE STUDIES |
| M4 | APPRENTICESHIP CONTRACTS |
| M5 | WORK AT SEMINARS |
| M6 | PROBLEM-BASED LEARNING |
| M7 | GROUP TUTORING |
| M8 | INDIVIDUAL TUTORING |
| M9 | PROJECT-BASED LEARNING |
| M10 | COOPERATIVE AND COLLABORATIVE WORK |



IN-CLASS LEARNING ACTIVITIES

| | LEARNING OUTCOMES | HOURS | ECTS |
|--|-------------------|--------------|-------------|
| Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom. M1, M2, M3, M6, M7, M10 | R1, R2, R3 | 20,00 | 0,80 |
| Group work sessions supervised by the teacher, case studies, diagnostic analyses, problems, field studies, computer classroom, visits, data searches, libraries, network, Internet, etc. Meaningful construction of knowledge through student interaction and activity. M2, M3, M6, M10 | R1, R2, R3 | 35,00 | 1,40 |
| Personalised attention in small groups. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, assignments, etc. M2, M5, M7, M8, M10 | R1, R2, R3 | 2,00 | 0,08 |
| Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M2, M3, M5, M8 | R1, R2, R3 | 3,00 | 0,12 |
| TOTAL | | 60,00 | 2,40 |



LEARNING ACTIVITIES OF AUTONOMOUS WORK

| | LEARNING OUTCOMES | HOURS | ECTS |
|---|-------------------|--------------|-------------|
| Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M2, M3, M5, M7, M8, M10 | R1, R2, R3 | 60,00 | 2,40 |
| Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M2, M3, M5, M7, M8 | R1, R2, R3 | 30,00 | 1,20 |
| TOTAL | | 90,00 | 3,60 |



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

| Content block | Contents |
|---|---|
| Fundamentals of early intervention | Conceptualization Origin and paradigm shift Target group |
| Biological and physiological bases of movement and children's learning. | Neurobiological foundations of EI Neuroplasticity Scientific evidence on early childhood learning |
| Warning signs | Milestones of motor development Anatomy and physiology of movement basic concepts. Warning signs Prevention and detection Screening and evaluation tools |
| Organizational aspects of the early intervention center | Structure, organization and characteristics of the CDIATs Approach of the CDIAT l'Alqueria. Family-centered practices and natural environments. |
| Functional intervention model: Routines-Based Model | Needs assessment and child functioning Development of a functional plan Intervention based on home and classroom routines Collaboration with teachers to increase child engagement |
| Inclusive intervention in the classroom | Inclusion versus integration Promoting engagement, independence and social relationships in Motor Disorders Adaptations, support products and routine strategies Integrated therapy |



Temporary organization of learning:

| Block of content | Number of sessions | Hours |
|---|--------------------|-------|
| Fundamentals of early intervention | 6,00 | 12,00 |
| Biological and physiological bases of movement and children's learning. | 5,00 | 10,00 |
| Warning signs | 5,00 | 10,00 |
| Organizational aspects of the early intervention center | 4,00 | 8,00 |
| Functional intervention model: Routines-Based Model | 5,00 | 10,00 |
| Inclusive intervention in the classroom | 5,00 | 10,00 |



References

GENERAL

- A.A.V.V. (1998). *El juego y los alumnos con discapacidad*. Paidotribo. Barcelona
- A.A.V.V. (1993). *Necesidades educativas especiales*. Algibe. Málaga.
- Bernal, J. (2001). *Juegos y actividades adaptadas*. Gymnos. Madrid.
- Berruezo, P.P. (1999). *La pelota en el desarrollo psicomotor*. Ciencias de la Educación Preescolar y Especial: Madrid.
- Da Fonseca, V. (1998) *Ontogénesis de la motricidad*. Madrid: Editorial Núñez.
- Díaz Lucea, J. (2007) *La enseñanza y aprendizaje de las habilidades y destrezas motrices básicas*. Inde: Barcelona
- Famose, J. (1998) *Cognición y rendimiento motor*. Barcelona: INDE.
- Florence, J. (1995). *Tareas significativas en la Educación Física Escolar*. Barcelona: Inde.
- Gillmain, E. (1980). *Evolución Psicomotriz desde el nacimiento hasta los doce años*. Barcelona: Médica y técnica.
- Granda, J. (2002). *Manual de aprendizaje y desarrollo motor: una perspectiva educativa*. Barcelona: Paidós.
- Jiménez Ortega, J.; González Torres, J. (1998). *Psicomotricidad y educación física*. Madrid: Visor.
- Kahle, W. (1999). *Atlas de anatomía. Sistema nervioso y órganos de los sentidos*. Barcelona: Inde.
- Le Boulch, J. (1978). *Hacia una ciencia del movimiento humano*. Buenos Aires: Paidós.
- Le Boulch, J. (1995). *El desarrollo psicomotor desde el nacimiento hasta los 6 años*. Barcelona: Paidós.
- Massion, J. (2000) Cerebro y motricidad. Barcelona: Inde.
- Rigal R. (1987). *Motricidad Humana*. Madrid: Pila Teleña.
- Ruiz Pérez L. M. (1994). *Desarrollo motor y actividades físicas*. Madrid: Gymnos.
- Ruiz Pérez L. M. (1997). *Deporte y aprendizaje*. Madrid: Visor
- Ruíz Pérez, L.M. (1995). *Competencia motriz*. Madrid: Gymnos.
- Sanchez Bañuelos, F. (1984). *Bases para una didáctica de la Educación Física*. Madrid:Gymnos.

ESPECÍFICA

- Batalla, A. (2000). *Habilidades Motrices*. Zaragoza: Inde.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge: Harvard University Press
- Castañer, M. y Camerino, O. (2006) *Manifestaciones básicas de la motricidad*. Lleida:Edicions de la Universitat de Lleida.
- Conde, J. L., Martín, C. y Viciano, V. (2004). *Las canciones motrices: metodología para el desarrollo de las habilidades motrices en Educación Infantil y Primaria a través de la música*. Barcelona: Inde.



- García-Grau, P., Martínez-Rico, G., McWilliam, R. A., & Cañadas Pérez, M. (2019). Typical and ideal practices in early intervention in Spain during a transformation process of professional practices. *Journal of Early Intervention*, 1053815119859046.
- Gil Madrona, P. (2015). *Metodología de la educación física en educación infantil*. Sevilla: Wanceulen.
- Gil Madrona, P. y Mendiara Rivas, J. (2016). *Psicomotricidad educativa*. Sevilla: Wanceulen.
- Gil Madrona, P. y Navarro Adelantado, V. (2013). *El juego motor en la educación física infantil*. Sevilla: Wanceulen.
- Grisham-Brown, J., Hemmeter, M. L., & Pretti-Frontczak, K. (2005). *Blended practices for teaching young children in inclusive settings*. Paul H. Brookes Publishing Company.
- McWilliam, R. A. (2010). Routines-based early intervention. *Supporting Young Children and Their Families*. Baltimore: Brookes.
- McWilliam, R.A. (2011a). The top 10 mistakes in early intervention in natural environments -and the solutions-. *Zero to Three*, 31(4), 11-16.
- McWilliam, R. A., & Casey, A. M. (2008). *Engagement of every child in the preschool classroom*. Baltimore, MD: Paul H. Brookes Publishing Company.
- McWilliam, R. A., Casey, A. M. y Sims, J. (2009). The Routines-Based Interview: A Method for Gathering Information and Assessing Needs. *Infants & Young Children*, 22(3), 224- 233.
- Morales-Murillo, C. P., Grau-Sevilla, M. D., McWilliam, R. A., & García-Grau, P. (2019). Quality of the early childhood education environment and interactions, and their relationship with time dedicated to freeplay/Calidad del entorno y de las interacciones en educación infantil y su relación con el tiempo dedicado al juego libre. *Infancia y Aprendizaje*, 1-48. DOI: 10.1080/02103702.2019.1696080.



Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒

Microsoft Teams

☐

Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☐ Kaltura

Explanation about the practical sessions:



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

☒

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐

The following changes will be made to adapt the subject's assessment to the online teaching.

| Course guide | | Adaptation | |
|-----------------|----------------------|--------------------------------------|---------------------|
| Assessment tool | Allocated percentage | Description of the suggested changes | Platform to be used |

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: