Information about the subject

Degree: Bachelor of Arts Degree in Early Childhood Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1410102 **Name:** Motor Development and Curriculum

Credits: 4,50 **ECTS Year:** 1 **Semester:** 2

Module: Body expression and development of personal autonomy.

Subject Matter: Motor skills and body expression **Type:** Compulsory

Department: Teaching and Learning of Physical Education, Plastic Arts, and Music

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

141A	Carlos Perez Campos **(Responsible Lecturer)**	carlos.perez@ucv.es
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Module organization

Body expression and development of personal autonomy.

Subject Matter	ECTS	Subject	ECTS	Year/semester
Motor skills and body expression	9,00	Body Expression	4,50	1/2
		Motor Development and Curriculum	4,50	1/2

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 Students demonstrate knowledge of the basic fundamentals of motor development, motor learning and the curriculum of the Early Childhood Education stage.

R2 Students design programming units, individually or in groups, based on the knowledge of basic motor skills and basic perceptual-motor abilities.

R3 Students present a theoretical-practical case that demonstrates the mastery of the theoretical-practical contents of the subject, as well as the management and dynamics of groups.

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):

BASIC		Weighting			
		1	2	3	4
CB1	That students have demonstrated possession and understanding of knowledge in an area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.				x
CB2	That students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the development and defense of arguments and problem solving within their area of study.				x
CB3	That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.				x
CB4	That students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences.				x
CB5	That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.				x

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
G5	To reflect as a group on the acceptance of rules and respect for others. Promote the autonomy and uniqueness of each student as factors in the education of emotions, feelings and values in early childhood.	x			
G6	To know the evolution of language in early childhood, know how to identify possible dysfunctions and ensure their correct evolution. To deal effectively with language learning situations in multicultural and multilingual contexts. Express themselves orally and in writing and master the use of different techniques of expression.	x			
G7	To know the educational implications of information and communication technologies and, in particular, of television in early childhood.	x			
G8	To know the fundamentals of infant dietetics and hygiene. To know the fundamentals of early care and the bases and developments that allow understanding the psychological, learning and personality building processes in early childhood.	x			
G9	To know the organization of early childhood education schools and the diversity of actions that comprise their operation. To recognize that the practice of the teaching function must be improved and adapted to scientific, pedagogical and social changes throughout life.	x			
G10	To act as a counselor for parents in relation to family education in the 0-6 period and to master social skills in dealing and relating with the family of each student and with the families as a whole.	x			
G11	To reflect on classroom practices to innovate and improve teaching. To acquire habits and skills for autonomous and cooperative learning and promote it in students.				x
G12	To understand the role, possibilities and limits of education in today's society and the fundamental competencies that affect early childhood education schools and their professionals. To know models of quality improvement with application to educational centers.	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	
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

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	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.
R1, R2, R3	20,00%	Oral presentation of group and individual work.
R1, R2, R3	20,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.
R1, R2, R3	10,00%	Attendance and participation in activities: attendance and active participation will be monitored by the subject teacher through synchronous and asynchronous tutorials.

Observations

All oral and written production of students will be evaluated at the formal level according to the document "Level C1 (Common European Framework of Reference for Languages) in the Teaching Degrees in Early Childhood and Primary Education".The defenses of the practical assumptions can be recorded in video format. The written test will consist of a multiple-choice exam.
In order to pass the course, it is necessary to demonstrate in all oral and written productions an advanced level of linguistic proficiency, equivalent to C1, as required by the official Memory of the degree.
Single evaluation: Exceptionally, students who are unable to undergo the continuous evaluation system because they do not attend at least 70% of the classes may opt for this evaluation system. In this case, they will be evaluated as follows:
60%. Solution of practical cases: Execution activities of real and/or simulated tasks and oral presentation of group and individual work (oral, written, individual, group). Presentations (individual, group, presentation of topics-works). Associated learning results R1, R2, and R3.40%. Theoretical exam: short-answer multiple options, written exam. Associated learning results R1, R2, and R3.Use of Artificial Intelligence:
The use of AI is allowed for:
Study support (generate alternative explanations, concept maps or self-assessment

exercises)Receive feedback on the clarity or coherence of one's own text. The use of AI is not allowed for:
The completion of evaluable assignments, unless it is required in a particular activity and the professor so indicates. In case of using AI in any of the activities under the allowed conditions, it must be mentioned in which part of the activity it has been used, which AI tool has been used and for what purpose. In case of doubts about the authorship of the submitted documents and their use of AI, the professor may ask questions or issues to verify the authorship.

CRITERIA FOR THE AWARDING OF HONOURS:
In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

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

M7 GROUP TUTORING

M8 INDIVIDUAL TUTORING

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, M10	R1, R2, R3	10,00	0,40
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. M1, M2, M3, M10	R1, R2, R3	30,00	1,20
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. M7, M8	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, M10	R1, R2, R3	3,00	0,12
TOTAL		**45,00**	**1,80**

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, M7, M10	R1, R2, R3	47,50	1,90
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, M8	R1, R2, R3	20,00	0,80
TOTAL		**67,50**	**2,70**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
1st UNIT. MOTOR DEVELOPMENT BASIC FUNDAMENTALS	1stItem. Physical Education and motor development 1.1 Concepts, principles and motor development factors 1.2 Motor Development explicative Models.2nd Item. Physiological fundamentals and motor control mechanisms. 2.1 Human nervous system's physiology 2.2 Functional Development 2.3 Motor equipment in newborns and their reflexes3rd Item. Motor Development during the childhood. 3.1 Children development since birth and until the age of three. The experienced body. 3.2 Motor evolution between 3 and 6. Perceived structure stage. 3.3 Basic motor-perceptive skills. 3.4 Motor skills.
2nd UNIT. MOTOR LEARNING BASIC CONCEPTS	4th Item. Motor learning concepts and characteristics. 4.1 Motor learning fundamentals. 4.2 Motor learning theoretical models. 4.3 Factors affecting motor learning
3rd UNIT. CURRICULUM: PHYSICAL EDUCATION	5th Item. Currículum 5.1 Elements of the Infant School curriculum related to psychomotor skills.

Temporary organization of learning:

Block of content	Number of sessions	Hours
1st UNIT. MOTOR DEVELOPMENT BASIC FUNDAMENTALS	13,50	27,00
2nd UNIT. MOTOR LEARNING BASIC CONCEPTS	6,00	12,00
3rd UNIT. CURRICULUM: PHYSICAL EDUCATION	3,00	6,00

References

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