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: 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:

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

Assessment system for the acquisition of competencies and grading system

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.

Observations

EVALUATION TOOLS:

·Preparation of a session portfolio (20%)
·Preparation and presentation of a learning experience (20%)
·Active participation and submission of classroom work (10%)
·Application of a child development assessment tool, practical case (10%)
·Final theoretical exam (40%)

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.
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

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 anddesign.* 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 Viciana, 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 educaciónfísica 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 PublishingCompany.
- 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 naturalenvironments -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.