

## Bachelor's Degree in Early Childhood Education\*

### YEAR 1

<i>First semester</i>			
<b>Code</b>	<b>Course</b>	<b>General description of contents</b>	<b>Credits</b>
41118001	(*) Developmental psychology	<ul style="list-style-type: none"> <li>• Introduction to developmental psychology. Brain, development and learning.</li> <li>• Cognitive development in early childhood (0-3 years).</li> <li>• Psychomotor development in Early Childhood Education.</li> <li>• Language acquisition and development.</li> <li>• Cognitive development in the second cycle of Early Childhood Education (3-6 years).</li> <li>• Emotional and social development in Early Childhood Education.</li> <li>• Play and development.</li> </ul>	6
41118002	(*) Psychology of education	<ul style="list-style-type: none"> <li>• Introduction to psychology of education</li> <li>• Psychological models of the teaching-learning process applied to the Early Childhood Education field.</li> <li>• Basic psychological processes in Early Childhood Education.</li> <li>• Knowledge construction in the classroom.</li> <li>• Class interaction and its repercussion in the social, affective and learning field in Early Childhood Education.</li> <li>• Family as a learning context.</li> </ul>	6
41118007	(*) Tutoring and family	<ul style="list-style-type: none"> <li>• The family context in child development.</li> <li>• Socialisation strategies and family educational practices.</li> <li>• Psychological variables involved in family-school relationships.</li> <li>• The subject of Early Childhood Education: from birth to subjective structuration.</li> <li>• Family and subjectivation: <ul style="list-style-type: none"> <li>- The subject and the other.</li> <li>- The subject and language.</li> <li>- The subject and education.</li> </ul> </li> <li>• Family and Early Childhood Education: Tutorial action in Nursery School.</li> <li>• Working with families in Nursery School: attention to diversity, collaboration and advice.</li> <li>• Non-formal educational processes and Nursery School.</li> </ul>	6
41118003	(*) Education processes in Early Childhood Education	<ul style="list-style-type: none"> <li>• Learning spaces (in diverse contexts) that attend to equality (gender, culture, etc.), equity and respect for human rights as a key value in citizen training.</li> <li>• The meaning of Early Childhood Education as a teaching process. Early Childhood Education versus preschool education.</li> <li>• Implications of socialising contexts (family, school and society) in teaching-learning processes from 0 to 6 years old.</li> <li>• Interaction and communication, with children and adults, as elemental processes in an integral development of children from 0 to 6 years old.</li> <li>• Emotion and affection development in Early Childhood Education.</li> <li>• Key elements of learning in Early Childhood Education: play, experimentation and observation.</li> <li>• Learning globalisation in Nursery School.</li> <li>• Coexistence in and outside the classroom. Autonomy development and the shared learning of rules.</li> <li>• Teamwork and individual work in the teaching process.</li> <li>• Collaboration with families.</li> </ul>	6
41118027	Basis for developing mobility	<ul style="list-style-type: none"> <li>• Mobility in Early Childhood Education.</li> <li>• The importance of mobility in educational legislation.</li> <li>• Mobility treatment in the curriculum of Early Childhood Education.</li> <li>• The importance of play in Early Childhood Education.</li> <li>• Justification, classification and mobility development in Early Childhood Education.</li> </ul>	6
<i>Second semester</i>			
41118015	(*) Early Childhood Education policies	<ul style="list-style-type: none"> <li>• Early Childhood Education in the European context. Current situation in the countries around us.</li> <li>• Early Childhood Education in Spain. Recent evolution and current situation.</li> <li>• Normative regulation of Early Childhood Education in Spain.</li> <li>• School organisation in Early Childhood Education.</li> </ul>	6

41118006	(*) Sociology of education	<ul style="list-style-type: none"> <li>• <i>Current debates in school and family education.</i></li> <li>• <i>The role of the media: acceleration and communication. Social changes, technological revolution and changes in teaching.</i></li> <li>• <i>Social fractures: genre, intergenerational mobility, multicultural-intercultural society. Economy and Development.</i></li> <li>• <i>Family, types of societies and changes throughout history. Lifestyles and education in families.</i></li> </ul>	6
41118008	(*) Family cooperation in education processes	<ul style="list-style-type: none"> <li>• <i>The 0-to-6-year-old child in Nursery School.</i></li> <li>• <i>Family and Nursery School.</i></li> <li>• <i>Incorporation to Nursery School: initial interview and adaptation period.</i></li> <li>• <i>Families and attention to diversity in Nursery School.</i></li> <li>• <i>Family relationships in Early Childhood Education: tutoring, evaluation and collaboration.</i></li> <li>• <i>Family participation in Early Childhood Education.</i></li> </ul>	6
41118014	(*) Systemic observation and context analysis	<ul style="list-style-type: none"> <li>• <i>The formative character of the educational evaluation.</i></li> <li>• <i>Observational methodology.</i></li> <li>• <i>Observation techniques, recording and educational research.</i></li> <li>• <i>Systematic observation as a resource to reflect on teaching and improve school practices.</i></li> <li>• <i>Spontaneous observation and systematic observation in the Early Childhood Education classroom.</i></li> <li>• <i>Data analysis and report writing.</i></li> <li>• <i>Information technologies, documentation and audiovisuals as observational resources.</i></li> <li>• <i>Results dissemination: educational research.</i></li> </ul>	6
41118026	Plastic expression	<ul style="list-style-type: none"> <li>• <i>Children's plastic expression. General characteristics and analysis methods in children's drawings.</i></li> <li>• <i>General objectives of artistic and visual education in Early Childhood Education. Plastic fundamentals of the curriculum at this stage.</i></li> <li>• <i>Basic elements of image and plastic creation.</i></li> <li>• <i>Materials and basic techniques for plastic expression in Early Childhood Education.</i></li> <li>• <i>Pedagogical resources of visual education and teaching methodology in Early Childhood Education. Games based on artistic creation. Motivation development methods and visual creativity on children.</i></li> <li>• <i>Contemporary art in Early Childhood Education.</i></li> <li>• <i>Audiovisual languages and their educational implications in Early Childhood Education.</i></li> </ul>	6

## YEAR 2

### Third semester

41118005	(*) Attention to diversity in Early Childhood Education	<ul style="list-style-type: none"> <li>• <i>Attention to diversity fundamentals.</i></li> <li>• <i>Origin and nature of differences and Nursery School.</i></li> <li>• <i>Learning barriers, communication, participation and play in Early Childhood Education. Its identification at the micro level (school and classroom) and macro level (the education system).</i></li> <li>• <i>Curriculum, diversity and educational needs.</i></li> <li>• <i>Actions and strategies to attend diversity in Early Childhood Education</i></li> </ul>	6
41118011	(*) Didactics in Early Childhood Education	<ul style="list-style-type: none"> <li>• <i>Play as a teaching principle. The teaching potential of children's play.</i></li> <li>• <i>Activity as a teaching principle. Acting with sense and scaffolding as methodological strategies.</i></li> <li>• <i>Globalisation as a teaching principle. Everyday life as a reference for education proposals.</i></li> <li>• <i>Rules and limits acceptance. How authority is established.</i></li> <li>• <i>Selection and organisation of classroom activities. Types of activities.</i></li> <li>• <i>Groups in the classroom. Space and time organisation. The classroom in the 0-3 cycle and in the 3-6 cycle.</i></li> <li>• <i>Criteria for selecting materials and teaching resources. The card systems, characteristics and limitations.</i></li> <li>• <i>Children's assessment and educational action. For what, what, how and when to assess.</i></li> </ul>	6

41118016	(*) The education project in Early Childhood Education 1	<ul style="list-style-type: none"> <li>• <i>The meaning of innovation in teaching.</i></li> <li>• <i>Teacher's research as a tool for improving school practices.</i></li> <li>• <i>The New School movement as a start for innovative experiences in Early Childhood Education.</i></li> <li>• <i>The approaches of Reggio Emilia school as a reflection of the most coherent and comprehensive thinking on Early Childhood Education of the 20<sup>th</sup> century.</i></li> <li>• <i>Reggio schools as settings for children to grow, enjoy and build their culture.</i></li> <li>• <i>International repercussion of the Reggio Emilia movement.</i></li> <li>• <i>Innovative experiences in Spain: the municipal nursery school of Berriozar (Navarra), the municipal nursery schools of Granada, the work of Carmen Díez Navarro...</i></li> </ul>	6
41118020	Mathematic knowledge in Early Childhood Education	<ul style="list-style-type: none"> <li>• <i>Fundamentals of Mathematic teaching in Teacher Training.</i></li> <li>• <i>The new mathematics syllabus: Mathematical competences. The curriculum of Early Childhood Education.</i></li> <li>• <i>Mathematical knowledge and its syllabus organisation.</i></li> <li>• <i>Mathematical thinking initiation in Early Childhood Education.</i></li> <li>• <i>Introduction to the notion of number and to elementary arithmetic operations.</i></li> <li>• <i>Building and organising spatial and geometrical relationships.</i></li> <li>• <i>Genesis of magnitudes and their measurement and phenomenology.</i></li> <li>• <i>Introduction to probabilistic intuition.</i></li> </ul>	6
41118022	Didactics for oral communication skills development	<ul style="list-style-type: none"> <li>• <i>Oral language in the Early Childhood Education curriculum.</i></li> <li>• <i>Language acquisition and development.</i></li> <li>• <i>Oral communication skills.</i></li> <li>• <i>Grammar competence in Early Childhood Education</i></li> <li>• <i>Language varieties.</i></li> <li>• <i>Non-verbal communication.</i></li> <li>• <i>Introduction to a foreign language in Early Childhood Education.</i></li> </ul>	6
<b>Fourth semester</b>			
41118004	(*) Learning disabilities and developmental disorders	<ul style="list-style-type: none"> <li>• <i>Introduction to learning disorders and educational needs.</i></li> <li>• <i>Difficulties in oral language development and related educational needs.</i></li> <li>• <i>Specific learning difficulties in reading and related educational needs.</i></li> <li>• <i>Specific learning difficulties in writing and related educational needs.</i></li> <li>• <i>Specific learning difficulties in mathematics and related educational needs.</i></li> <li>• <i>Attention deficit hyperactivity disorder (ADHD) and learning difficulties. Educational needs related to ADHD.</i></li> <li>• <i>Specific difficulties and educational needs arising from developmental disorders.</i></li> <li>• <i>Family facing learning difficulties.</i></li> </ul>	6
41118012	(*) School and classroom organisation in Early Childhood Education	<ul style="list-style-type: none"> <li>• <i>The Nursery School functions and its relation with the environment. The educational meaning of Nursery School.</i></li> <li>• <i>Curriculum and school. School culture and innovation in Early Childhood Education</i></li> <li>• <i>Teamwork: the collective project at school.</i></li> <li>• <i>Organisational aspects of nursery schools. Education agents, roles and functions.</i></li> <li>• <i>The organisation of spaces, activities, materials and time. The meaning of conceiving the environment in the 0-3 cycle and the 3-6 cycle.</i></li> <li>• <i>Play and play spaces in Nursery School. Repercussions on organisational dynamics.</i></li> <li>• <i>Getting out of school: a learning resource. Purposes, planning and assessment.</i></li> <li>• <i>Curriculum organisation. Planning and organising activities and work situations in the 0-3 cycle and the 3-6 cycle.</i></li> </ul>	6
41118013	(*) The teacher in Early Childhood Education	<ul style="list-style-type: none"> <li>• <i>Teacher's role in Early Childhood Education. The teacher in the 0-3 cycle and the 3-6 cycle.</i></li> <li>• <i>Training the Early Childhood Education teacher. Professional knowledge.</i></li> <li>• <i>Teacher's role as an affective reference and as a socialisation agent.</i></li> <li>• <i>Attitudes and mood in the classroom.</i></li> <li>• <i>Interactive teacher-student relations. The communicative style.</i></li> <li>• <i>Coordination and management of the group-class.</i></li> <li>• <i>Different teacher profiles: managerial and inclusive.</i></li> </ul>	6

41118017	(*)The education project in Early Childhood Education 2	<ul style="list-style-type: none"> <li>• <i>The meaning of the education project.</i></li> <li>• <i>The education project and schools' pedagogical autonomy. Legislative regulation.</i></li> <li>• <i>Levels of concreteness of the curriculum. Curriculum as research.</i></li> <li>• <i>Early Childhood Education curriculum in Andalusia.</i></li> <li>• <i>School diversity and school culture diversity in Early Childhood Education. Operating models.</i></li> <li>• <i>Specific regulations for schools teaching the 0-3 cycle in Andalusia.</i></li> <li>• <i>The agents involved in the elaboration of the education project. The role of families.</i></li> <li>• <i>The content of school projects. Elements composing them.</i></li> <li>• <i>Official and real view of education project.</i></li> <li>• <i>The education project and teamwork. Professional relations and work environment.</i></li> </ul>	6
41118025	Musical expression	<ul style="list-style-type: none"> <li>• <i>Sound and the constituents of music. Musical graphics and pregraphy.</i></li> <li>• <i>Musical language teaching processes in Early Childhood Education. Objectives, contents, methodology, teaching resources and competences assessment in the music area in the Early Childhood Education curriculum.</i></li> <li>• <i>The development of auditory perception.</i></li> <li>• <i>The voice in Early Childhood Education. Voice development as a means of communication and as a musical expression tool.</i></li> <li>• <i>Teaching movement as a means of musical expression. Criteria for creating choreographies.</i></li> <li>• <i>Universal dance forms. Teaching-learning dance methods in Early Childhood Education. Creative dance.</i></li> <li>• <i>Instrumental practice. Conventional and non-conventional percussion instruments. Orff Instrumentarium.</i></li> <li>• <i>Research theories and music teaching-learning methodologies in early childhood. Criteria for the design of teaching materials and resources. Planning of lesson plans and global teaching proposals adapted to Early Childhood Education.</i></li> </ul>	6

### YEAR 3

<b>Fifth semester</b>			
41118009	Psychological fundamentals of education needs in childhood	<ul style="list-style-type: none"> <li>• <i>Educational needs and psychological foundations. Attention in early childhood.</i></li> <li>• <i>Educational needs derived from sensory deficiency.</i></li> <li>• <i>Educational needs derived from motor deficiency.</i></li> <li>• <i>Educational needs derived from psychic deficiency.</i></li> <li>• <i>Other educational needs: sleep and eating disorders, behavioural disorders, psychosis in children.</i></li> </ul>	6
41118018	Natural environment didactics	<ul style="list-style-type: none"> <li>• <i>Aims and problems of science education in early childhood.</i></li> <li>• <i>The student's learning and its difficulties in Early Childhood Education.</i></li> <li>• <i>History and nature of Science as a basis for teaching-learning Sciences in Early Childhood Education.</i></li> <li>• <i>Major frameworks for didactic intervention in science teaching.</i></li> <li>• <i>Strategies and resources for the science class in Early Childhood Education.</i></li> <li>• <i>Assessment and its role in student learning.</i></li> <li>• <i>Curriculum analysis in Early Childhood Education.</i></li> <li>• <i>Didactic design in Early Childhood Education.</i></li> </ul>	6
41118019	Social sciences didactics	<ul style="list-style-type: none"> <li>• <i>The environment and its concept. Educational value of the study of the environment. Different systems that constitute the environment. The progressive construction of the notion of environment on students.</i></li> <li>• <i>The Area of Knowledge of the social and cultural environment in the Early Childhood Education curriculum: objectives and contents.</i></li> <li>• <i>Social groups. Coexistence with others. Life in society. Evaluation and respect for the rules governing coexistence in social groups where the child belongs.</i></li> <li>• <i>Home: rooms and functions. Household chores.</i></li> </ul>	6

		<ul style="list-style-type: none"> <li>• Forms of human organisation according to the location in different landscapes: rural and urban.</li> <li>• Human activity in the environment: functions, tasks and jobs.</li> <li>• Services related to consumption.</li> <li>• Resources for the knowledge of the social and cultural environment, with special emphasis on information and communication technologies.</li> <li>• Social Sciences assessment in Early Childhood Education.</li> <li>• Presentation and analysis of lesson plans' designs, interest centres or projects.</li> </ul>	
41118021	Development of mathematic knowledge in Early Childhood Education	<ul style="list-style-type: none"> <li>• Mathematic learning and its difficulties.</li> <li>• The role of the error in mathematic learning.</li> <li>• The teaching-learning process: organisation and sequencing.</li> <li>• Didactic analysis in the teaching-learning situations.</li> <li>• Materials and resources for teaching mathematics in Early Childhood Education.</li> <li>• Assessment in Mathematics.</li> </ul>	6
41118023	Didactics for writing communication skills development	<ul style="list-style-type: none"> <li>• The verbal language in the Early Childhood Education curriculum.</li> <li>• Acquisition and development of the writing system.</li> <li>• Written communication skills.</li> <li>• Textual properties and writing processes.</li> <li>• Orality and writing.</li> <li>• Didactics of reading-writing.</li> </ul>	6
<b>Sixth semester</b>			
41118...	Optional course 1		6
41118...	Optional course 2		6
41118028	Practicum 1 (**)	<ul style="list-style-type: none"> <li>• School and classroom analysis: analysis and evaluation of its organisation and performance.</li> <li>• Curriculum and its planning.</li> <li>• Teachers: roles, actions and socialisation process.</li> <li>• Students and their role in learning.</li> <li>• The curriculum as a development of educational intervention.</li> <li>• Evaluation of educational processes.</li> <li>• Tutorial action in the educational process.</li> </ul>	18

\* 80% of these 15 Basic Training courses must be passed in order to enrol in Practicum I.

\*\* This course (Practicum I) must be passed in order to enrol in Practicum II.

## YEAR 4

<b>Seventh semester</b>			
41118029	Practicum 2	<ul style="list-style-type: none"> <li>• School and classroom analysis: analysis and evaluation of its organisation and performance.</li> <li>• Curriculum and its planning.</li> <li>• Teachers: roles, actions and socialisation process.</li> <li>• Students and their role in learning.</li> <li>• The curriculum as a development of educational intervention.</li> <li>• Evaluation of educational processes.</li> <li>• Tutorial action in the educational process.</li> </ul>	24
41118...	Optional course 3		6
<b>Eighth semester</b>			
41118010	Pedagogical fundamentals of education needs in childhood	<ul style="list-style-type: none"> <li>• Curriculum, diversity and educational needs.</li> <li>• Resources for attending diversity in Early Childhood Education.</li> <li>• Collaborative culture and attention to diversity in Early Childhood Education: teachers, family, collaboration and networks.</li> <li>• Research and innovation in the attention to diversity.</li> </ul>	6
41118024	Children's literature and reading promotion	<ul style="list-style-type: none"> <li>• Delimitation of the concept of Children's Literature.</li> <li>• The Children's Literature corpus and its usefulness.</li> <li>• Children's Literature in the Early Childhood Education curriculum.</li> <li>• The promotion of reading in Early Childhood Education.</li> <li>• Children's Literature in the mother tongue.</li> <li>• Children's Literature and multiculturalism.</li> </ul>	6
41118...	Optional course 4		6
41118...	Optional course 5		6

41118030	(*) Undergraduate Dissertation	<ul style="list-style-type: none"> <li>• Innovation and educational research.</li> <li>• Education reports production.</li> <li>• Objectives, contents and structure of the Undergraduate Dissertation.</li> <li>• Guidance for the presentation and defence of the Undergraduate Dissertation.</li> </ul>	6
* In order to enrol in this course ( <i>Undergraduate Dissertation</i> ) all of the non-optional courses of the first three years must be passed.			

## OPTIONAL COURSES

Specialisation			Credits	
Inclusive Education <b>18 credits</b>	41118032	Culture, policies and inclusive practices in Early Childhood Education	<ul style="list-style-type: none"> <li>• Inclusive policies and inclusive education models.</li> <li>• The inclusive meaning in an education project.</li> <li>• Construction and development of an inclusive school culture.</li> <li>• Identifying learning barriers, participation and communication in an inclusive Nursery School.</li> <li>• Action proposals in inclusive education from the perspective of school and classroom.</li> </ul>	6
	41118033	Didactic and organisational aspects on attention to diversity in Early Childhood Education	<ul style="list-style-type: none"> <li>• Nursery School space for diversity.</li> <li>• An inclusive curriculum for Early Childhood Education. Features of the 0-3 and 3-6 cycles.</li> <li>• Organisation of activities, materials, spaces and times in an inclusive Early Childhood Education.</li> <li>• Prevention, early detection and early attention in learning and developmental problems in an inclusive Early Childhood Education.</li> <li>• Attention to educational needs in Inclusive Education. Collaboration with families, other institutions and professionals.</li> <li>• Inclusive Education, research and innovation in Early Childhood Education.</li> </ul>	6
	41118034	Building identity, developmental problems and attention to diversity	<ul style="list-style-type: none"> <li>• The processes of building identity.</li> <li>• Possible difficulties or barriers in the learning and development process. Specific aids needed to overcome them.</li> <li>• Attention to specific or particular needs of children in education.</li> <li>• Collaboration with families, other institutions and professionals.</li> </ul>	6
Prosocial Behaviour and socio-emotional skills in Early Childhood Education <b>18 credits</b>	41118035	Socio-emotional skills and relations among equals in Early Childhood Education	<ul style="list-style-type: none"> <li>• Socio-emotional skills and relations among equals as fundamental factors in personal, interpersonal and school well-being.</li> <li>• Family in the development of socio-emotional skills and relation among equals.</li> <li>• Relevant socio-emotional skills for personal, social and school development: empathy, impulse control, emotional expression and regulation, theory of mind, assertiveness, communication skills.</li> <li>• Socio-emotional skills assessment in Early Childhood Education.</li> <li>• Difficulties in the development of emotional skills.</li> <li>• Relations among equals: acceptance and rejection among equals, friendship, participation in social networks.</li> <li>• Assessing the relations among equals.</li> <li>• Difficulties in interpersonal relations and its evaluation: shyness, harassment, aggressiveness, victimization.</li> </ul>	6
	41118036	Activities for promoting socio-emotional development in Early Childhood Education	<ul style="list-style-type: none"> <li>• Socio-emotional learning in educational contexts: implications when teaching.</li> <li>• Play as a strategy to promote socio-emotional development in Early Childhood Education.</li> <li>• Designing activities to encourage empathy, assertiveness, impulse control, emotion knowledge and management, the development of the theory of mind and the development of communication skills.</li> <li>• Designing activities to encourage positive behaviours in relations among equals.</li> <li>• Strategies for creating a positive socio-emotional environment in the Early Childhood Education classroom.</li> </ul>	6



			<ul style="list-style-type: none"> <li>• <i>Analysis of teaching programs for socio-emotional skills in Early Childhood Education.</i></li> </ul>	
	41118037	Teacher's emotional intelligence and efficient communication in Early Childhood Education	<ul style="list-style-type: none"> <li>• <i>Conceptualisation of Emotional Intelligence (EI). Cognitive, psychoevolutionary and psychosocial aspects involved in the development of EI and communication skills.</i></li> <li>• <i>Assessing emotional intelligence.</i></li> <li>• <i>Emotional intelligence and communication when teaching children.</i></li> <li>• <i>Intervention programmes and projects for the development of the teacher's EI and communication.</i></li> <li>• <i>Development of an intervention programme for EI and communication in early childhood.</i></li> </ul>	6
	411180xx 38/48	Didactics of foreign language in Early Childhood Education (English/French)	<ul style="list-style-type: none"> <li>• <i>Foreign Language (FL) syllabus in Early Childhood Education</i></li> <li>• <i>FL teaching in Early Childhood Education.</i></li> <li>• <i>FL communicative competence in the Early Childhood Education classroom.</i></li> </ul>	6
	41118039	Children's oral tradition	<ul style="list-style-type: none"> <li>• <i>Oral tradition: delimitation and concept.</i></li> <li>• <i>The function of oral tradition in Early Childhood Education.</i></li> <li>• <i>The children's oral tradition songbook.</i></li> <li>• <i>The narrative of children's oral tradition.</i></li> </ul>	6
Linguistic and Literary Education	41118040	Prevention of language disabilities in Early Childhood Education	<ul style="list-style-type: none"> <li>• <i>Oral language: Difficulties in the process of acquisition and development.</i></li> <li>• <i>Reading and writing from a psychological perspective.</i></li> <li>• <i>Psychological models of the evolutionary process of reader learning.</i></li> <li>• <i>Contributions to the constructivist approach.</i></li> <li>• <i>Metalinguistic knowledge and reader learning.</i></li> <li>• <i>Students at risk in reader learning.</i></li> <li>• <i>Prevention strategies derived from the constructivist model.</i></li> <li>• <i>Strategies for the development of metalinguistic knowledge.</i></li> <li>• <i>"Direct instruction" strategies in written language.</i></li> </ul>	6
<b>18 credits</b>	41118041	Education through plastic arts games	<ul style="list-style-type: none"> <li>• <i>General approaches to the planning of plastic games (specification of rules, number of players, plastic techniques and necessary tools). Reading images. Previous creative activities, using the association between images and words.</i></li> <li>• <i>Playful aspects of two-dimensional plastic expression. Basic concepts on the elements of the plastic alphabet and the possibility to subvert their stereotyped use. Creative exercises using two-dimensional techniques, especially collage and prints.</i></li> <li>• <i>Introduction to three-dimensional plastic expression and related concepts of the plastic alphabet. Revisit ion of techniques used in modern art (ready-mades, performances, etc). Didactic experiences and workshops developed in museums and contemporary art centres. Approach to creative exercises.</i></li> </ul>	6
Education through movement, plastic arts and music	41118042	Development of syllabus through music games and children's songs	<ul style="list-style-type: none"> <li>• <i>Fundamentals of music education in Early Childhood Education. Music as an interdisciplinary and globalising tool. Musical aptitudes.</i></li> <li>• <i>Music and brain processing. Psychological factors for an adequate planning of musical education in early childhood. Basic lines for didactic application. Methodological principles: creativity development, play, globalisation.</i></li> <li>• <i>Developing auditory perception. Bases for the active musical hearing in Early Childhood Education.</i></li> <li>• <i>Voice development. The song, a globalising element in musical education. Methodology in the teaching-learning process of songs in Early Childhood Education.</i></li> <li>• <i>From natural body movement to musical rhythm. Rhythm in language. Our body, first musical instrument. Sonorous objects and instruments crafted by children. The use of musical instruments in Early Childhood Education.</i></li> <li>• <i>Early stimulation in music. Contributions to Willems method. Musical-instrumental methods from Japan: Suzuki and Yamaha.</i></li> <li>• <i>Curriculum development in Early Childhood Education through music. Repertoire of musical games and songs for skill acquisition. Exemplification and creation of globalised lesson plans through music and its application in the classroom.</i></li> </ul>	6
<b>18 credits</b>	41118043	Treatment of mobility within the syllabus of Early Childhood Education	<ul style="list-style-type: none"> <li>• <i>Deepening in motor stimulation techniques in the first cycle of Early Childhood Education.</i></li> </ul>	6

		<ul style="list-style-type: none"> <li>• Motor stimulation programmes at early ages. Application of the different motor stimulation programmes for the intrauterine period.</li> <li>• Application of motor stimulation programmes for the sensorimotor period.</li> <li>• Motor education in the second cycle of Early Childhood Education. Contributions to the curriculum.</li> <li>• Play as a means of expression, communication and learning in the different areas of Early Childhood Education.</li> <li>• Areas of experience and active didactic games.</li> <li>• Methodological tools applied to the second cycle of Early Childhood Education.</li> <li>• The values of games in Early Childhood Education.</li> </ul>		
Additional courses to complete 30 optional credits	41118044	Environmental education in Early Childhood Education	<ul style="list-style-type: none"> <li>• The environment and environmental problems, the environment as a complex system.</li> <li>• Environmental education: characterisation and foundation.</li> <li>• Human interaction with the environment, environmental crisis, the end of a model. Possible solutions.</li> <li>• Environmental education in Early Childhood Education's curriculum.</li> <li>• Learning difficulties in the Environmental Education field.</li> <li>• Intervention models and strategies in Environmental Education.</li> <li>• Didactic design in Early Childhood Education.</li> </ul>	6
	41118045	Teaching through integrated projects	<ul style="list-style-type: none"> <li>• Teaching through integrated projects in Early Childhood Education.</li> <li>• Integration in curricular areas.</li> <li>• Activities and exercises integration in assignments.</li> <li>• Integration of different teaching methods and strategies.</li> <li>• Formal, non-formal and informal curriculum integration: the importance of context.</li> <li>• Integration of learning into assessment.</li> <li>• Examples of integrated projects.</li> </ul>	6
	41118046	Social change, cohabitation and peace culture	<ul style="list-style-type: none"> <li>• Aims and functions of education. Education and modern societies. Relationship between change and society.</li> <li>• Circumstances and problems deriving from the dynamics of change. Causes. Study of educational culture and social demands.</li> <li>• The formation of values in a democratic society: peace culture in children's educational environments.</li> <li>• Relations between students in Early Childhood Education from diversity, equality, respect and dialogue attitudes conducive to peace culture.</li> </ul>	
Rest of optional courses' block	41119052	Catholic theology, pedagogy and didactics	<ul style="list-style-type: none"> <li>• Based on the study of children's psychology in the religious field, this course deals with the main questions of the pedagogy of religion. Taking into account the importance of the teaching practice and sequencing of contents in the area.</li> <li>• In addition, it addresses the specific topics of the teaching of religion in Primary Education and its application in different content cores. The teaching of the Bible in particular, of the sacraments and the principles of Christian behaviour.</li> <li>• Finally, it presents the current research lines in religion teaching.</li> </ul>	6
	41118047	The Christian message	<ul style="list-style-type: none"> <li>• The theological synthesis makes it possible for the religion teacher to give their students the basic elements of the Christian message, in relation to the dialogue with the culture taught in school.</li> <li>• Development of the characteristics of Christian faith. Following the teaching of religion in school and understanding of the Christian phenomenon in Western society.</li> </ul>	6

\*Please, note that teaching is mainly in Spanish. This information in English is provided purely for information and to facilitate recognition and does not imply that the subjects are taught in English.