



Body language and
its Didactics
**Degree in Early
Childhood Education**



UNIVERSIDAD
NEBRIJA

TEACHING GUIDE

Subject: Body language and its didactics

Degree: Degree in Early Childhood Education

Character: Mandatory

Language: Spanish/ English

Modality: On-site/ Distance

Credits: 4

Course: 3rd

Semester: 5th

Professor/ Teaching staff: Dr. Mr. Óscar León Díaz; Dr. Mrs. María José Gutiérrez Irún; Dr. Mrs. Adela Encarnación Cortijo Cantos; Mrs. Teresa Ugidos Rodríguez; Mrs. Alba Aranda Larrey; Mrs. Diana Talavera Vinuesa

1. COMPETENCES AND LEARNING OUTCOMES

1.1. Competencies

Basic skills

CB1 Students are able to possess and understand the knowledge in an area of study that is based on general secondary education, and is usually found at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study.

CB2 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 the resolution of problems within their area of study.

CB3 Students should have the ability to gather and interpret relevant data (normally within their area of study) to make judgments that include a reflection on relevant issues of a social, scientific or ethical nature.

CB4 Students can transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.

CB5 Students have developed the learning skills necessary to undertake further studies with a high degree of autonomy.

General skills

CG5 Knowledge of the profession

CG6 Ability to analyze and synthesize

CG7 Oral and written communication in the mother tongue and in a second language

CG8 Ability to manage information and use advanced technological means.

CG9 Ability to initially perform professionally and to face work challenges with confidence, responsibility and concern for quality.

CG10 Interpersonal relationship skills, teamwork and multidisciplinary group work.

CG11 Recognition of diversity and multiculturalism.

CG12 Ability to acquire an ethical commitment

CG13 Ability for criticism and self-criticism

CG14 Ability to apply knowledge to practice, transferring it to new situations.

CG15 Ability, initiative and motivation to learn, research and work independently.

CG16 Promote creativity or the ability to generate new ideas, as well as the entrepreneurial spirit

CG18 Ability to design and manage projects

Specific skills

CEC1 Know the objectives, curricular contents and evaluation criteria of Early Childhood Education.

CEC2 Promote and facilitate learning in early childhood, from a globalizing and integrative perspective of the different cognitive, emotional, psychomotor and volitional dimensions.

CEC7 Understand the organization of early childhood education schools and the diversity of actions that comprise their operation. Assume that the exercise of the teaching function must be improved and adapted to scientific, pedagogical and social changes throughout life.

CEC9 Reflect on classroom practices to innovate and improve teaching. Acquire habits and skills for autonomous and cooperative learning and promote it in students.

CEM52 . Know the musical, plastic and body expression foundations of the curriculum for this stage, as well as the theories on the acquisition and development of the corresponding learning.

CEM53 Know and use songs to promote auditory, rhythmic and vocal education.

CEM54 Knowing how to use games as a teaching resource, as well as design learning activities based on playful principles.

CEM55 Develop educational proposals that encourage musical perception and expression, motor skills, drawing and creativity.

CEM56 Analyze audiovisual languages and their educational implications.

CEM57 Promote sensitivity to plastic expression and artistic creation.

1.2. Learning outcomes

Upon completion of this subject, the student must:

- Be able to value and make understood the principles with which music, plastic education, and body expression contribute to the cultural, personal and social formation of the individual.
- Know the school curriculum regarding these areas.
- Know the motivations and social contexts of students.
- Know how to encourage participation in musical and artistic expression activities inside and outside of school.
- Be able to communicate the importance of body expression during school and throughout life.
- Be able to identify learning difficulties related to music, plastic and corporal expression, and know how to treat them.

2. CONTENTS

2.1. Prerequisites

None.

2.2. Description of contents

- Body language in Childhood Education. Motor and creative skills. Basic principles and theories about acquisition.
- Basic processes for the development of body language.
- Motor games.
- Pedagogical principles of body language.
- Body language teaching.

2.3. Training activities

In-person mode:

TRAINING ACTIVITY	HOURS	PERCENTAGE OF PRESENCE
AF1. Synchronous theoretical classes	14.8	100%

AF3. Practical classes. Seminars and workshops	11.3	100%
AF4. Tutorials	9.4	100%
AF5. Working in small groups	4.6	100%
AF6. Individual study and independent work	56.8	0%
AF7. Assessment activities	3.3	100%
TOTAL NUMBER OF HOURS	100	

Distance learning mode:

TRAINING ACTIVITY	HOURS	PERCENTAGE OF PRESENCE
AF1. Synchronous theoretical classes.	9.4	100%
AF3. Practical classes. Seminars and workshops	6.6	100%
AF 4. Tutorials	8	100%
AF6. Individual study and independent work	74.8	0%
AF7. Assessment activities	1.3	100%
TOTAL NUMBER OF HOURS	100	

2.4. Teaching methodologies

The teaching staff may choose between one or more of the following methodologies detailed in the verified degree report:

Code	Teaching methodologies	Description
MD1	Expository Master class method.	Structured presentation of the topic by the teacher in order to provide information to students, transmit knowledge and activate cognitive processes. Active student participation is encouraged through debate activities, case discussions, questions and presentations.
MD2	Individual study	Independent and reflective work by the student, in order to deepen the acquisition of associated skills (preparation of classes and exams; use of information sources; completion of assignments, presentations; use of ICT; participation in discussion forums, etc.)

MD3	Collaborative learning	Develop active and meaningful learning in a cooperative manner.
MD4	Troubleshooting	Active methodology that allows you to exercise, rehearse and put into practice previous knowledge.
MD5	Case study	Analysis of a real or simulated case with the aim of understanding it, interpreting it, solving it, generating hypotheses, contrasting data, reflecting, completing knowledge, etc.
MD6	Project-oriented learning	Carrying out a project to solve a problem, applying acquired skills and knowledge.
MD7	Tutoring (individual and/or group)	Methodology based on the teacher as a guide for student learning. In person or through the use of technological tools such as forums, email or videoconferences .
MD8	Apprenticeship contract	Develop autonomous learning.
MD9	Self-assessment	Assessment of one's own knowledge, skills and acquisition of competencies.
MD10	Teacher assessment	Student evaluation by the teacher

3. EVALUATION SYSTEM

3.1. Grading system

The final grading system will be expressed numerically, in accordance with the provisions of art. 5 of Royal Decree 1125/2003, of 5 September (BOE, 18 September), which establishes the European Credit System and the Grading System for official university degrees and their validity throughout the national territory.

- 0 - 4.9 Fail (SS)
- 5.0 - 6.9 Pass (AP)
- 7.0 - 8.9 Excellent (NT)
- 9.0 - 10 Outstanding (SB)

The mention of "Matrícula de Honor" may be awarded to students who have obtained a grade equal to or greater than 9.0.

The number of Honors may not exceed 5% of the students enrolled in a subject in the corresponding academic year, unless the number of students enrolled is less than 20, in which case only one Honors may be awarded.

3.2. Evaluation criteria

Ordinary call

Modality: In person

Evaluation systems	Percentage
Partial evaluation	20%
Activities	20%
Participation	10%
Final exam	50%

Modality: Distance learning

Evaluation systems	Percentage
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Activities	30%
Participation	10%
Final exam	60%

Extraordinary call

Modality: In person

Evaluation systems	Percentage
Activities	40%
Final exam	60%

Modality: Distance learning

Evaluation systems	Percentage
Activities	40%
Final exam	60%

3.3. Restrictions

Minimum rating

In order for there to be an adequate average with the previous weights, it is necessary to obtain at least a grade of 5 on the final test.

Attendance

The student who, unjustifiably, stops attending more than 25% of the face-to-face classes may be deprived of the right to take the exam in the ordinary call.

Writing rules

Special attention will be paid to the presentation and content of written assignments, practical exercises and projects, as well as to exams, taking into account grammar and spelling. Failure to comply with the minimum acceptable standards may result in points being deducted from said assignment.

3.4. Warning about plagiarism

Antonio de Nebrija University will not tolerate plagiarism or copying in any case. The reproduction of paragraphs from audit texts other than that of the student (Internet, books, articles, works of colleagues ...) will be considered plagiarism, when the original source from which they come is not cited. The use of citations cannot be indiscriminate. Plagiarism is a crime.

In case of being detected of this type of practice, it will be considered a Serious Fault and the sanction provided for in the Student Regulations may be applied.

4. LITERATURE

Basic bibliography

Harf, R., y Stokoe, P. (2020). *La expresión corporal en el jardín de infantes* (Vol. 105). Noveduc.
 Learreta, B., & Ruano, K. (2021). *El cuerpo entra en la clase: Presencia del movimiento en las aulas para mejorar el aprendizaje* (Vol. 171). Narcea Ediciones.

Lení, V. y Wey, W. (2015). *Movimiento y expresión corporal En Educación Infantil*. Narcea.
Sánchez, G., y Coterón, F. J. (Eds.). (2012). *La expresión corporal en la enseñanza universitaria* (Vol. 37). Ediciones Universidad de Salamanca.

Recommended bibliography

Cone, T.P. y Cone, S. L. (2012). *Teaching Children Dance-3rd Edition*. Human Kinetics
Dunkin A. (2006). *Dancing In Your School: A Guide for Preschool and Elementary School Teachers*. Princeton.
Fautley, M. (2010). *Assessment in Music Education*. Oxford University Press.
Montoro, P. (2004). *44 Juegos auditivos, Educación Musical en Infantil y Primaria*. CCS.
Pascual, P. (2005). *Didáctica de la Música para Educación Primaria*. Pearson Educación

5. TEACHING STAFF DATA

You can consult the teachers' email and the academic and professional profile of the teaching team at: <https://www.nebrija.com/carreras-universitarias/grado-educacion-infantil/#masInfo#container3>