



Basic Resources and
Didactic Principles in
Childhood Education
**Degree in Early Childhood
Education**



UNIVERSIDAD
NEBRIJA

TEACHING GUIDE

Subject : Basic resources and didactic principles in Early Childhood Education

Degree: Degree in Early Childhood Education

Character: Basic

Language: Spanish / English

Modality: On-site/ Distance

Credits: 6

Course: 2nd

Semester: 4th

Professor / Teaching Staff: Dr. Mrs. Mónica Méndez de la Calle; Mrs. María de Hontanares López Águeda; Dr. Mrs. Carmen Cecilia Roz Faraco

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

CG8 Ability to manage information and use advanced technological means.

CG10 Interpersonal relationship skills, teamwork and multidisciplinary group work.

CG18 Ability to design and manage projects.

Specific skills

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

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.

CEC10 Understand the function, possibilities and limits of education in today's society and the fundamental skills that affect early childhood education schools and their professionals. Know models of quality improvement applicable to educational centers.

CEM18 Understand that the daily dynamics of early childhood education change depending on each student, group and situation and know how to be flexible in the exercise of the teaching role.

CEM19 Value the importance of stability and regularity in the school environment, schedules and teachers' moods as factors that contribute to the harmonious and comprehensive progress of students.

CEM20 Know how to work as a team with other professionals inside and outside the center in caring for each student, as well as in planning learning sequences and organizing work situations in the classroom and in the play area, identifying the peculiarities of the 0-3 period and the 3-6 period.

CEM21 Meet the needs of students and convey security, calmness and affection.

1.2. Learning outcomes

Upon completion of this subject, the student must:

- Have a theoretical framework of reference for the knowledge, planning and evaluation of educational practice, developing a critical-reflective attitude.
- Understand the organisational aspects of nursery schools, identifying the peculiarities of the 0-3 year and 3-6 year stages, recognising the diversity of nursery schools.
- Identify activity as a teaching principle in early childhood education, developing the necessary methodological strategies and having criteria for selecting appropriate activities for children from 0 to 6 years of age.
- Know and manage the different educational options with respect to authority and the establishment of limits and rules for coexistence.
- Understand early childhood education as a facilitating context for the acquisition of skills and abilities in children aged 0-6 years.
- Know the role of the teacher at this educational stage and have the necessary skills to handle ICT and a second language (English).

2. CONTENTS

2.1. Prerequisites

None.

2.2. Description of contents

- General didactic principles: Sensory, psycho motor, emotional, cognitive, creative and social development.
- Basic didactic principles applied to the context of early childhood education: active school, freedom and autonomy, self-esteem, meaningful, constructive learning.
- Pedagogical value of everyday life, one's own culture, and play in early childhood education.
- Didactic resource research for the teaching-learning process in the Childhood Education cycle.
- Analysis and assessment of the teaching-learning process in the classroom, especially in the childhood phase.
- Design and development of educational strategies for teaching.

2.3. Training activities

In-person mode:

TRAINING ACTIVITY	HOURS	PERCENTAGE OF PRESENCE
AF1. Synchronous theoretical classes	22	100%
AF3. Practical classes. Seminars and workshops	17	100%
AF4. Tutorials	14	100%

AF5. Working in small groups	7	100%
AF6. Individual study and independent work	85	0%
AF7. Assessment activities	5	100%
TOTAL NUMBER OF HOURS	150	

Distance learning mode:

TRAINING ACTIVITY	HOURS	PERCENTAGE OF PRESENCE
AF2. Asynchronous theoretical classes.	14	0%
AF3. Practical classes. Seminars and workshops	10	0%
AF 4. Tutorials	12	0%
AF6. Individual study and independent work	112	0%
AF7. Assessment activities	2	100%
TOTAL NUMBER OF HOURS	150	

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 method. Master class	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
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

- Bassedas i Ballús, E., Huguet, T. y Solé, I. (2008). *Aprender y enseñar en educación infantil*. Graó.
- Borghí, B.Q. (2005). *Los Talleres en educación infantil: espacios de crecimiento*. Graó.
- De La Herrán, A. y Paredes, L.J. (Coords.) (2008). *Didáctica general: la práctica de la enseñanza en Educación Infantil, Primaria y Secundaria*. McGrawHill.
- Goldschmied, E., Jackson, S. y Filella, R. (2000). *La educación infantil de 0 a 3 años*. Morata.
- Ibañez, C. (2010). *El proyecto de educación infantil y su práctica en el aula*. Muralla
- Laguía, M.J. y Vidal, C. (2008). *Rincones de actividad en la escuela infantil: 0 a 6 años*. Graó.
- Parra, J.M. (2010). *Didáctica de la educación infantil*. Garceta.
- Robinson, K. (2015). *Escuelas creativas: la revolución que está transformando la educación*. Grijalbo.

Sánchez Huete, J.C. (Coord.) (2012). *Compendio de didáctica general*. CCS.

Recommended bibliography

- Ayllón, J.R. (2011). *Diez claves de la educación*. +Palabra.
- Fundación Botín (2012). *¡Buenos días creatividad!: Hacia una educación que despierte la capacidad de crear*. +Fundación Botín.
- Ferland, F. (2005). *¿Jugamos?: el juego con niñas y niños de 0 a 6 años*. M+Narcea.
- Gerver, R. (2014). *Crear hoy la escuela del mañana: la educación y el futuro de nuestros hijos*. +SM.
- Gervilla Castillo, A. (2006). *El currículo de educación infantil: aspectos básicos*. Narcea.
- Lahora, C. (2013). *Las aulas de 0 a 3 años: su organización y funcionamiento*. Narcea.
- Loos, S. y Metref, K. (2007). *Jugando se aprende mucho: expresar y descubrir a través del juego*. Narcea.
- Melling, B. (2013). *Taller de creatividad y manualidades: Actividades para 0-6 años*. Narcea.
- Miralles, D. y Hernández, S. (2009). *El arte de la educación infantil: educar desde el amor y el respeto*. Narcea.
- Rodríguez, M. (2005). *Materiales y recursos en Educación Infantil: manual de usos prácticos para el docente*. Ideas Propias.
- Sainz de Vicuña, P. (2010). *Educación en el aula de 2 años: una propuesta metodológica*. Graó.
- Salido, E., Salido, M. (2012). *Materiales didácticos para Educación Infantil: cómo construirlos y cómo trabajar con ellos en el aula*. Narcea.
- Thwaites, A. y Gant, M.D. (2009). *Conocimiento del entorno: 100 ideas para descubrir, comprender, experimentar, interaccionar y comunicarse con el mundo: desde el nacimiento hasta los 6 años*. Narcea.
- Vila, B. y Cardo, C. (2005). *Material sensorial: (0-3) años: manipulación y experimentación*. Graó.

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>