

**1. General information****Course:** EDUCATIONAL PROCESS DURING THE PRESCHOOL STAGE**Code:** 47304**Type:** BASIC**ECTS credits:** 6**Degree:** 302 - UNDERGRADUATE DEGREE IN EARLY CHILDHOOD EDUCATION**Academic year:** 2023-24**Center:** 102 - FACULTY OF EDUCATION OF CIUDAD REAL**Group(s):** 24 26 25**Year:** 1**Duration:** C2**Main language:** Spanish**Second language:** English**Use of additional languages:****English Friendly:** Y**Web site:****Bilingual:** N**Lecturer:** MARÍA DEL CARMEN DEL AMO CHICHARRO - Group(s): 25

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2. Pre-Requisites

Not established

3. Justification in the curriculum, relation to other subjects and to the profession

The subject Educational Process during the Preschool Stage has a workload of 6 ECTS credits that is offered during the 1st year of the Undergraduate Degree in Early Childhood Education. This subject is part of the general education teachers need to get in their initial training. It belongs to the Module: Educational Processes, Learning and Personality Development (0-6 years).

The main aim of the education students need to get with this subject entails the understanding of the educational process as a whole in all its dimensions, complexity, conditioning factors, agent situations that take part of it, pedagogical principles that justify and support said process, and the activities and resources that enable this educational process with a guarantee of success and quality.

The above mentioned education cannot be limited to theoretical knowledge. Students are required to achieve the necessary competencies and develop the necessary skills in order to perform well in their work as educators, with an adequate scientific basis and a correct application to the educational practice according to the contexts in where it may be carried out. In addition, it is necessary to add the achievement of the transversal competences of the university education and the general competences of the degree.

This course is closely related to the following subjects: Developmental psychology in children [in Spanish, Psicología del desarrollo en edad infantil] and Educational Psychology [in Spanish, Psicología de la educación]; both serve as a foundation and explanation for the learning possibilities and processes of children under the age of six. In the same way, it is closely linked to all those other subjects that make up the General Training of the Early Childhood Education Teacher in its different modules.

4. Degree competences achieved in this course**Course competences**

Code	Description
1.1.1.II.01	Understand the educational and learning processes for the stage of 0-6 years of age in familial, social, and school contexts.
1.1.1.II.03	Know the fundamentals of early attention.
1.1.1.II.05	Know how to encourage the acquisition of habits as they relate to autonomy, liberty, curiosity, observation, experimentation, imitation, the acceptance of rules and limits, and symbolic and heuristic play.
1.1.1.II.06	Know the pedagogical dimension of the interaction with one's peers and adults, and know how to encourage participation in collective activities, co-operative work, and individual effort.
CB01	Prove that they have acquired and understood knowledge in a subject area that derives from general secondary education and is appropriate to a level based on advanced course books, and includes updated and cutting-edge aspects of their field of knowledge.
CG02	Encourage and facilitate learning in early childhood, from a perspective that is globalized and integrates the different cognitive, emotional, psychomotor and volitional dimensions.
CG03	Design and regulate learning spaces within the context of diversity that attend to the singular educational necessities of the pupils, gender equality, equity, and respect for human rights.
CG04	Encourage co-existence in and out of the classroom and address the peaceful resolution of conflicts. Know how to systematically observe learning and coexistence contexts and know how to reflect upon them.
CG05	Carry out group reflections upon the acceptance of rules and respect for others. Encourage the autonomy and singularity of each pupil as factors of education on emotions, feelings, and values in early childhood.
CG07	Know the educational implications of Information and Communication Technology and particularly those of television in early childhood.
CG10	Act as an orienter to parents in relation to family education for the stage of 0-6 years and master social abilities in the treatment of and relation with the family of each pupil, and with all the families as a whole.
CG11	Reflect upon the practices of the classroom to innovate and improve the teaching process. Acquire habits and skills for autonomous

CT02	and co-operative learning and encourage them in the pupils. Mastery of Information and Communication Technology.
CT05	Encourage the respect of fundamental rights and equality between men and women.
CT06	Encourage the respect and promotion of Human Rights and the principles of universal accessibility and design for all in conformity with the stipulated information in the tenth clause of the Final Disposition of Law 51/2003, of the 2 of December, Equal Opportunity, Non-Discriminatory Policies and Universal Accessibility for People with Disability.
CT07	Promote values that belong to a culture of peace, and democratic values.

5. Objectives or Learning Outcomes

Course learning outcomes

Description

Know how to encourage the integral development of pupils 0 to 6 years of age through the application of cognitive and socio-emotional aspects.
Be motivated and have a critical mentality in relation to the teaching practice, self-evaluation, and updating or renewing knowledge.
Know the fundamentals of early attention and be able to apply this knowledge in the teaching practice.
Propose situations for both social interaction, and individual work in Early Childhood Education in a way that is both reasoned and scientific.
Know, respect, and develop positive attitudes as they relate to cultural and individual diversity.
Describe the educational and learning process related to the different contexts in which it takes place.
Know how to apply individualised teaching methods for personal educational contexts and concrete characteristics for pupils of 0-6 years of age.
Elaborate catalogues of activities oriented towards the acquisition of habits in concordance with the maturation process of the child.
Know how to identify and plan the resolution of educational situations that affect pupils with different capacities and learning rhythms so as to encourage the integral development of the student body.
Know how to provide an educational response towards gender equality, diversity, and value education.
Know how to express oneself orally and in writing correctly and adequately in the official language.

Additional outcomes

-To become aware of the importance of acquiring habits of autonomy, freedom, curiosity, observation, experimentation, imitation, acceptance of rules and limits, symbolic and heuristic games, along with managing the appropriate techniques and procedures for their acquisition at the early childhood education stage. -To know how to place child development within the general framework of development throughout the life cycle.

6. Units / Contents

Unit 1: The educational and learning process at infant stage in school, social and family environments

Unit 2: Fundamentals of early care: advantages and disadvantages

Unit 3: Habit formation as fundamental learning at the infant stage: situations, types and strategies for its development

Unit 4: Cooperative learning and individual learning as complementary elements in the educational activity of infant stage

Unit 5: Games as an educational and learning resource

7. Activities, Units/Modules and Methodology

Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description
Class Attendance (theory) [ON-SITE]	Lectures	1.1.1.II.01 1.1.1.II.03 1.1.1.II.05 1.1.1.II.06 CG04	0.8	20	Y	N	Participative master classes
Class Attendance (practical) [ON-SITE]	Combination of methods	CB01 CG02 CG03 CG04 CG05 CT05	0.96	24	Y	N	Guided group work and tutoring. Autonomous work
Writing of reports or projects [OFF-SITE]	Guided or supervised work	CG05 CG07 CG10 CG11 CT02 CT06 CT07	2.8	70	Y	N	Shared and reflective readings. Portfolios. Elaboration of research. Group presentations
Individual tutoring sessions [ON-SITE]	Guided or supervised work	CG05 CT02	0.56	14	Y	N	Tutoring sessions for work follow-up and guidance and resolution of doubts. Progressive review of students' learning and their productions, either on-site or on-line.
Study and Exam Preparation [OFF-SITE]	Self-study	CT02	0.8	20	N	-	Study and analysis of the evaluation tests.
Final test [ON-SITE]	Assessment tests	CG04	0.08	2	Y	Y	Evaluation tests
Total:			6	150			
Total credits of in-class work: 2.4			Total class time hours: 60				
Total credits of out of class work: 3.6			Total hours of out of class work: 90				

As: Assessable training activity

Com: Training activity of compulsory overcoming (It will be essential to overcome both continuous and non-continuous assessment).

8. Evaluation criteria and Grading System

Evaluation System	Continuous assessment	Non- continuous evaluation*	Description
Assessment of problem solving and/or case studies	10.00%	0.00%	Resolution of case studies.
Theoretical exam	50.00%	70.00%	Theoretical and practical written test.
Projects	30.00%	30.00%	Completion of group and individual pieces of works, as well as their oral presentation.
Assessment of active participation	10.00%	0.00%	Attendance, participation and reflection in class on the contents covered in the classroom.
Total:	100.00%	100.00%	

According to art. 4 of the UCLM Student Evaluation Regulations, it must be provided to students who cannot regularly attend face-to-face training activities the passing of the subject, having the right (art. 12.2) to be globally graded, in 2 annual calls per subject, an ordinary and an extraordinary one (evaluating 100% of the competences).

Evaluation criteria for the final exam:

Continuous assessment:

In order to pass the course, the following conditions will be necessary:

- To pass part of the evaluation with a minimum grade of 4 points out of 10. That is to say, a grade of 4 can be obtained in one of the parts (final test or in the total of the different training activities) and compensate with the other.
- The course will be passed if a minimum grade of 5 points out of 10 is obtained as the sum of the Theoretical Exam, on the one hand, and of Problem or Case Resolution, Work and Evaluation of Participation in Class, on the other hand.

Those students who cannot attend classes regularly should contact the professor responsible for the course to receive the appropriate indications about the activities and progress tests to be carried out in the framework of the non-continuous evaluation.

Teachers may keep the evaluation of the training activities passed in the continuous evaluation until the extraordinary call.

UCLM incorporates a centralized academic plagiarism detection system, an automated service that is integrated into the Moodle assignment submission area. We must act responsibly, since in case of detecting plagiarism or similarity with sources or documents exceeding 20% in any of the proposed tasks or activities, students will be penalized with the cancellation of the activity and, in case of recurrence, with the failure in the overall evaluation of the course.

Non-continuous evaluation:

Those students who cannot attend classes regularly should contact the professor responsible for the course to talk, during the hours available for face-to-face tutoring or by e-mail, within the first fifteen days of the course in order to specify a work proposal. It will be necessary to attend on-site tutorials on a regular basis in order to coordinate and follow up on the evaluation activities from the beginning of the course.

Additionally, in order to pass the course, the following conditions will be necessary:

- To pass part of the evaluation with a minimum grade of 4 points out of 10. That is to say, a grade of 4 can be obtained in one of the parts (final test or in the total of the different training activities provided to students who cannot attend classes regularly) and compensate with the other. Evaluation will have a summative character.
- The course will be passed if a minimum grade of 5 points out of 10 is obtained as the sum of the Theoretical exam and the Work.

UCLM incorporates a centralized academic plagiarism detection system, an automated service that is integrated into the Moodle assignment submission area. We must act responsibly since, in case of detecting plagiarism or similarity with sources or documents exceeding 20% in any of the proposed tasks or activities, students will be penalized with the cancellation of the activity and, in case of recurrence, with the failure in the overall evaluation of the course.

Specifications for the resit/retake exam:

Students who have not passed or have not completed the evaluation activities foreseen in the ordinary call, must do so in the extraordinary call, following the established evaluation system. The conditions for passing the course are the same as those established for the ordinary call regarding the weighting of the tests and the minimum requirements for each one of them. If the course is failed in the extraordinary exam, it must be taken in its entirety the following year.

Specifications for the second resit / retake exam:

They will be posted at the close of the minutes of the extraordinary call on the Virtual Campus platform.

9. Assignments, course calendar and important dates	
Not related to the syllabus/contents	
Hours	hours
Unit 1 (de 5): The educational and learning process at infant stage in school, social and family environments	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	4
Class Attendance (practical) [PRESENCIAL][Combination of methods]	5
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	15
Individual tutoring sessions [PRESENCIAL][Guided or supervised work]	3
Study and Exam Preparation [AUTÓNOMA][Self-study]	4
Final test [PRESENCIAL][Assessment tests]	.4
Teaching period: 3 weeks approximately	
Group 25:	
Initial date: 31-01-2024	End date: 20-02-2024
Group 26:	
Initial date: 31-01-2024	End date: 20-02-2024
Comment: The duration of each topic will be adjusted to the pace of the class and to the teaching needs. Consequently, the evaluation activities/tests for each topic will be adapted to the time schedule. These activities/tests will always be posted on the Virtual Campus.	
Unit 2 (de 5): Fundamentals of early care: advantages and disadvantages	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	4
Class Attendance (practical) [PRESENCIAL][Combination of methods]	5
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	15
Individual tutoring sessions [PRESENCIAL][Guided or supervised work]	3
Study and Exam Preparation [AUTÓNOMA][Self-study]	4
Final test [PRESENCIAL][Assessment tests]	.4
Teaching period: 3 weeks approximately	
Group 25:	
Initial date: 21-02-2024	End date: 12-03-2024
Group 24:	
Initial date: 21-02-2024	End date: 12-03-2024
Comment: The duration of each topic will be adjusted to the pace of the class and to the teaching needs. Consequently, the evaluation activities/tests for each topic will be adapted to the time schedule. These activities/tests will always be posted on the Virtual Campus.	

Unit 3 (de 5): Habit formation as fundamental learning at the infant stage: situations, types and strategies for its development	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	4
Class Attendance (practical) [PRESENCIAL][Combination of methods]	5
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	15
Individual tutoring sessions [PRESENCIAL][Guided or supervised work]	3
Study and Exam Preparation [AUTÓNOMA][Self-study]	4
Final test [PRESENCIAL][Assessment tests]	.4
Teaching period: 3 weeks approximately	
Group 24:	
Initial date: 13-03-2024	End date: 01-04-2024
Group 26:	
Initial date: 13-03-2024	End date: 01-04-2024
Comment: The duration of each topic will be adjusted to the pace of the class and to the teaching needs. Consequently, the evaluation activities/tests for each topic will be adapted to the time schedule. These activities/tests will always be posted on the Virtual Campus.	
Unit 4 (de 5): Cooperative learning and individual learning as complementary elements in the educational activity of infant stage	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	4
Class Attendance (practical) [PRESENCIAL][Combination of methods]	5
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	15
Individual tutoring sessions [PRESENCIAL][Guided or supervised work]	3
Study and Exam Preparation [AUTÓNOMA][Self-study]	4
Final test [PRESENCIAL][Assessment tests]	.4
Teaching period: 3 weeks approximately	
Group 24:	
Initial date: 11-04-2024	End date: 30-04-2024
Group 26:	
Initial date: 11-04-2024	End date: 30-04-2024
Comment: The duration of each topic will be adjusted to the pace of the class and to the teaching needs. Consequently, the evaluation activities/tests for each topic will be adapted to the time schedule. These activities/tests will always be posted on the Virtual Campus.	
Unit 5 (de 5): Games as an educational and learning resource	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	4
Class Attendance (practical) [PRESENCIAL][Combination of methods]	4
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	10
Individual tutoring sessions [PRESENCIAL][Guided or supervised work]	2
Study and Exam Preparation [AUTÓNOMA][Self-study]	4
Final test [PRESENCIAL][Assessment tests]	.4
Teaching period: 2 weeks approximately	
Group 25:	
Initial date: 02-05-2024	End date: 14-05-2024
Group 24:	
Initial date: 02-05-2024	End date: 14-05-2024
Comment: The duration of each topic will be adjusted to the pace of the class and to the teaching needs. Consequently, the evaluation activities/tests for each topic will be adapted to the time schedule. These activities/tests will always be posted on the Virtual Campus.	
Global activity	
Activities	hours
Individual tutoring sessions [PRESENCIAL][Guided or supervised work]	14
Study and Exam Preparation [AUTÓNOMA][Self-study]	20
Final test [PRESENCIAL][Assessment tests]	2
Class Attendance (theory) [PRESENCIAL][Lectures]	20
Class Attendance (practical) [PRESENCIAL][Combination of methods]	24
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	70
Total horas: 150	

10. Bibliography and Sources						
Author(s)	Title/Link	Publishing house	Citv	ISBN	Year	Description
ARANDA, R.E. (coord.)	Atención temprana en educación infantil	Wolters Kluwer España	Madrid	978-84-7197-898-1	2011	
PARRA ORTIZ, J.M.	Manual de didáctica de la educación infantil	Ibergarceta Publicaciones	Madrid	978-84-92812-74-5	2011	
ARNAIZ, P.; RABADÁN, M.; VIVES, I.	La psicomotricidad en la escuela: una práctica preventiva y educativa	Aljibe	Archidona		2008	
DÍEZ NAVARRO, M.C.	10 ideas clave. La educación infantil.	Graó	Barcelona		2014	
GOLOMBOK, S.	Modelos de familia ¿Qué es lo que de verdad cuenta?	Graó	Barcelona		2006	
ZIMMERMANN, D.	Observación y comunicación no verbal en la escuela infantil	Morata	Madrid		1998	
FERLAND, F.	¿Jugamos? El juego con niñas y	Narcea	Madrid		2005	

GALLEGO ORTEGA, J.L.	niños de 0 a 6 años Educación Infantil	Aljibe	Archidona		1994
QUINTO BORGHI, B.	Los talleres en educación infantil. Espacios de crecimiento	Gran	Barcelona		2005
ZABALZA, M.A.	Calidad en la educación infantil	Narcea	Madrid		1996
ARANDA, R.E.	Estimulación de aprendizajes en la etapa infantil	Escuela Española			1996
COLECTIVO IOÉ	Posiciones y expectativas de las familias en relación al sistema educativo	MEC	Madrid	978-84-369-4936-0	2010
DIEZ NAVARRO, C.	Un diario de clase no del todo pedagógico. Trabajo por proyectos y vida cotidiana en la escuela infantil	De la Torre	Madrid		2006
SANCHEZ SAINZ, M. (coord.)	Cómo educar en la diversidad afectiva, sexual y personal en Educación Infantil	La Catarata	Madrid	978-84-8319-515-4	2010
GOLDSCHMIED, E. y JACKSON, S.	La educación infantil de 0 a 3 años	Narcea	Madrid		2000