



COURSE DATA

Data Subject

Code	36306
Name	Multidisciplinary Workshop on Self-Knowledge and Personal Autonomy
Cycle	Grade
ECTS Credits	6.0
Academic year	2024 - 2025

Study (s)

Degree	Center	Acad. Period	year
1304 - Degree in Preschool Education	Faculty of Teacher Training	4	First term
1324 - Degree in Preschool Education (Ontinyent)	Faculty of Teacher Training	4	First term

Subject-matter

Degree	Subject-matter	Character
1304 - Degree in Preschool Education	28 - Taller multidisciplinar del área Conocimiento de sí mismo y autonomía personal	Optional
1324 - Degree in Preschool Education (Ontinyent)	28 - Taller multidisciplinar del área: Conocimiento de sí mismo y autonomía personal	Optional

Coordination

Name	Department
CAURIN ALONSO, CARLOS	90 - Methodology of experimental and social sciences
LIZANDRA MORA, JORGE	95 - Didactics of Physical, Artistic and Music Education
TIJERAS IBORRA, AMPARO	100 - Education and School Management



SUMMARY

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Con el título de *Taller Multidisciplinar del área: Conocimiento de sí mismo y autonomía personal* se propone una materia propia del título de Maestro/a de Educación Infantil que tiene un carácter optativo y cuatrimestral (6 créditos) y que el estudiante puede cursar en tercer o cuarto curso.

El objetivo de la asignatura es el de contribuir al desarrollo de competencias en los y las estudiantes del título de Grado de Maestro/a en Educación Infantil, relacionadas con los procesos de observación, análisis, investigación y evaluación de materiales curriculares ya existentes para esta etapa, así como del diseño, elaboración y evaluación de recursos y proyectos didácticos de aplicación en el ámbito de la Escuela Infantil en el período de escolarización de cero a seis años, especialmente en lo que se refiere al Área “Conocimiento de sí mismo y autonomía personal”.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

El /la estudiante en tercer y cuarto curso previsiblemente ha superado las competencias y conocimientos referidos a las materias propias del título de Grado de Maestro/a en Educación Infantil, siguientes:

- Infancia, Salud y Alimentación.
- Organización del espacio escolar, materiales y habilidades docentes en Educación Infantil.
- Observación e innovación sobre la práctica del Aula de Educación Infantil.
- Ciencias Naturales para Maestros.
- Taller del juego en educación Infantil (de tercer curso).

1304 - Degree in Preschool Education

- Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.
- Use information and communication technologies effectively as usual working tools.
- Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multiculturalism and interculturalism; discrimination and social inclusion and sustainable development. Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.



- Promote cooperative work and individual work and effort.
- Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.
- Know the processes of interaction and communication in the classroom.
- Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.
- Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.
- Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.
- Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.
- Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.
- Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.
- Promote and facilitate learning in pre-primary education from a globalising perspective that integrates the different cognitive, emotional and motor dimensions, by designing, developing and evaluating experiences that enable the progressive development of autonomy in the child.
- Acquire habits and skills for independent and cooperative learning.
- Design, implement and evaluate classroom practices focused on project-based teaching and learning in order to innovate and improve teaching.
- Experiment with possibilities of joint action to promote socio-affective development and co-education.
- Develop critical capacity to evaluate curriculum resources and materials.
- Consider research as the basis for educational innovation and career advancement.
- Promote educational projects in other contexts.
- Know how to adapt the curriculum to the diversity of students when implementing educational projects.

1324 - Degree in Preschool Education (Ontinyent)

- Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.
- Use information and communication technologies effectively as usual working tools.
- Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multiculturalism and interculturalism; discrimination and social inclusion and sustainable development. Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.



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- Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.
- Know the processes of interaction and communication in the classroom.
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- Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.
- Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.
- Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.
- Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.
- Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.
- Promote and facilitate learning in pre-primary education from a globalising perspective that integrates the different cognitive, emotional and motor dimensions, by designing, developing and evaluating experiences that enable the progressive development of autonomy in the child.
- Acquire habits and skills for independent and cooperative learning.
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English version is not available

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Study and independent work	90,00	0
TOTAL	150,00	

TEACHING METHODOLOGY**English version is not available****EVALUATION****English version is not available****REFERENCES****Basic**

- DECRETO 100/2022, de 29 de julio, del Consell, por el cual se establece la ordenación y el currículo de Educación Infantil
- QUINTO, B. (2005): Los talleres en educación infantil. Espacios de crecimiento. Barcelona, Graó.
- SANMARTI, Neus. et al (2010): Los proyectos de Trabajo en el aula. Barcelona. Graó.
- SUGRAÑES, E. et al (2012): Observar para interpretar. Barcelona. Graó.

Additional

- BASSEDAS, E.; HUGUET, T.; SOLÉ, I. (2006): Aprender y enseñar en educación infantil. Barcelona, Graó.
- BERROCAL, P.F.; DÍAZ, N.R. (Eds.).(2002). Corazones inteligentes. Editorial Kairós.
- BONASTRE, M.; FUSTÉ, S. (2007): Psicomotricidad y vida cotidiana (0-3 años). Barcelona, Graó.
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- CÓRDOBA, A.I.; DESCALS, A.; GIL, M.D. (2006): Psicología del Desarrollo en la Edad Escolar. Madrid, Pirámide.
- DAHLBERG, G.; MOSS, P.; PENCE, A. (2005): Más allá de la calidad en educación infantil. Barcelona. Graó.



- DE PUIG, I.; SÁTIRO, A. (2001): Jugar a pensar con niños y niñas de 4 a 5 años. Barcelona, Octaedro.
- DÍEZ, C. (2002): El piso de abajo de la escuela. Los afectos y las emociones en el día a día de la escuela infantil. Barcelona, Graó.
DÍEZ, C. (2007). Mi escuela sabe a naranja. Estar y ser en la escuela infantil. Barcelona, Graó.
- FARRENY, M.T.; ROMÁN, G. (1997): El descubrimiento de sí mismo. Actividades y juegos de motricidad en la escuela infantil (2º ciclo). Barcelona, Graó.
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- GUSSIN PALEY, V. (2006): La niña del lápiz marrón. Buenos Aires, Amorrortu.
GUSSIN PALEY, V. (2006): El niño que quería ser un helicóptero. El empleo de la narración de historias en el aula. Buenos Aires, Amorrortu.
- HERNÁNDEZ, F.; VENTURA, M. (2008): La organización del curriculum por proyectos de trabajo. Barcelona, Graó.
- IBAÑEZ SANDÍN, C. (1995): El proyecto de educación infantil y su práctica en el aula. 3 ed. Madrid, La Muralla.
JOHNSON, D.W. y JOHNSON, R.T. (1999): El aprendizaje cooperativo en el aula. Buenos Aires, Paidós.
LAGUÍA, M.J.; VIDAL, C. (2008): Rincones de actividad en la escuela infantil. Barcelona, Graó.
MAJEM, T.; ÒDNA, P. (2007): Descubrir jugando. Barcelona, Octaedro.
-LÓPEZ-CASSÀ, E.(2019). Educación emocional. Wolters Kluwer Educación.
- MAJORAL, S. (2006): Veo todo el mundo! Crecer juntos haciendo proyectos. Barcelona, Octaedro.
- <http://www.santillana.es/educacion-infantil/>
Se trata de proyectos de la editorial para Educación Infantil.
<http://manuelafloresr.blogspot.com.es/2008/04/trabajo-por-proyectos-en-educacin.html> Contactos con maestros y centros.
- [h t t p : / / w w w . c s i - csif.es/andalucia/modules/mod_ense/revista/pdf/Numero_14/INMACULADA_MARCOS_2.pdf](http://www.csif.es/andalucia/modules/mod_ense/revista/pdf/Numero_14/INMACULADA_MARCOS_2.pdf)
Artículo sobre el significado de talleres.
<http://www.aulainfantil.com/>
- PALOU, S. (2004): Sentir y crecer. El crecimiento emocional en la infancia. Propuestas educativas. Barcelona, Graó.
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-PUJOL, M.A.; VIZCAÍNO, M.I. (2001): Manual para educación infantil. Bilbao, WoltersKluwer España, S.A.