



COURSE DESCRIPTIONS

Bachelor's Degree in Pre Primary Education

➤ 1st year

5745 PEDAGOGICAL DIMENSION OF EDUCATIONAL PROCESSES

Block I. PEDAGOGICAL DIMENSION OF EDUCATION: FUNCTIONS OF THE TEACHER

TOPIC 1: The functions of the present-day teacher.

Block II. EDUCATIONAL PROCESSES AND NEW SPACES OF LEARNING

TOPIC 2: From learning in network to a network of learnings: New Technologies.

Block III. EDUCATIONAL PROCESSES AND CONTEXTS: PEDAGOGICAL DIMENSION

TOPIC 3: Pedagogical dimension of the family context.

TOPIC 4: Pedagogical dimension of the school context.

TOPIC 5: Pedagogical dimension of the social context.

5746 PSYCHOLOGICAL DEVELOPMENT OF EARLY INFANCY AND ITS PROMOTION

The development of early childhood

Psychomotor, cognitive, communicative and socio-emotional characteristics of the 0-6 years stage.

Keys to the promotion of psychomotor, cognitive, communicative and socio-affective development in stage 0-6.

- The observation of development
- Project of observation
- Development of observation
- Report on observation
- The social and educational function of the Early Education teacher



5752 ACADEMIC ORGANIZATION AND PLANNING

1. Conceptual framework of school organization.
2. The school as an educational organization.
3. Impact of legislation on school organization and planning.
4. The current situation regarding organization of educational centres.
5. Leadership and management in educational organizations.
6. The role of institutional documents in school planning.
7. The evaluation of educational organizations and its impact on school planning.
8. Differentiated school organization.

5748 ORAL AND WRITTEN EXPRESSION AND COMPREHENSION

Unit 1. Communication

Unit 2. Oral communication

Unit 3. Written communication: interpretation and production of Texts

5751 INFORMATION AND COMMUNICATION TECHNOLOGIES APPLIED TO EDUCATION

Block 1. The search for specialized information.
Documentary techniques. Sources of information.

Block 2. Education and ICTs.
ICTs in education. The early school classroom.
Education 2.0 and collaborative work.
Social networks in education.

Block 3. Multimedia in education.
Creation of multimedia resources.

Block 4. Ongoing training of teachers.
Introduction to the Personal Learning Environments.



5747 INFANT HEALTH AND NUTRITION

BLOCK 1.- HEALTH AND EDUCATION FOR HEALTH

TOPIC 1.- Health and education for health.

BLOCK 2 .- KNOWLEDGE AND CARE OF THE HUMAN BODY

TOPIC 2.- The human body: vital functions, apparatus and systems. The function of relation and interaction with the environment.

TOPIC 3.- Nutrition and children's eating habits.

TOPIC 4.- Hygiene and health.

BLOCK 3.- ALTERATIONS OF WELLBEING IN CHILDHOOD

TOPIC 5.- Alterations of physical and psychological development of the child.

5753 ORIENTATION AND TUTORING WITH FAMILIES

1. THE FAMILY SYSTEM:

Definition. Functions of the family. Family as a process: Evolutionary cycle. Family models. Family as a system: factors that define family structure and functioning. Educational styles.

2. FAMILY ORIENTATION:

Concepts and levels. Participation of Families in school. Suggestions for dealing with complicated families. Informational activities for families: interviews. Activities of involvement in educational activity. Schools for parents.

3. ORIENTATION OF TEACHING ACTIVITY:

Definition and functions of educational counselling. Spheres of educational orientation. Legislative framework. Tutoring. Department of Counselling and Educational and Psycho-pedagogical Guidance Teams. Models of Pupil Guidance. Information gathering techniques: Observation.



5754 HISTORICAL DEVELOPMENT OF INFANT EDUCATION AND CURRENT TRENDS

1. General aspects and history of Early Education.
2. Early Education in contemporary Spain I.
3. Early Education in contemporary Spain II.
4. Educational models in modern times I.
5. Educational models in modern times II.

5755 SOCIOLOGY OF EDUCATION

INTRODUCTION TO SOCIOLOGY

TOPIC 1. Sociology as a social science.

What is Sociology? The beginnings of sociological thought. Principal currents in sociology. Sociology of education. Main theoretical currents.

TOPIC 2. Fundamental sociological concepts

Socialization process; agents of primary and secondary socialization; socialization of gender; culture, social stratification, social mobility and social order.

SOCIOLOGY OF EDUCATION

TOPIC 3. Family and school.

Functions of the family. Basic concepts regarding the family. X-ray of the family in Spain; from the traditional family to family plurality. Evolution and analysis of the family in Spain from a statistical and socio-demographic perspective. Family and school: two worlds called on to work together. Factors that intervene in the family-school relation. Participation of families in school.

TOPIC 4. Inequalities in education: gender, social class, ethnic groups and disablement

The educational system as a scenario of unequal relations. Gender as a social construct.

Historical process from the segregated school to the mixed school. Towards a coeducational school. The inclusive school. Pupils and functional diversity.

School and social exclusion. Interculturality and education. Experiences of interculturality in early education.

TOPIC 5. Sociology of school organization.

The educational system as a social subsystem. Educational systems compared; the case of Finland. Pupils as a social group. Teachers as a social group. The feminization of the teaching profession.



TOPIC 6. Process of research in Sociology. Methodology and Principal tools. Sociology and scientific knowledge. The scientific method. The general process of research. Techniques of social research. Quantitative tools: the survey. Qualitative tools: in-depth interview, the discussion and observation group.

➤ 2nd year

5756 CURRICULUM AND DIDACTIC ASPECTS IN PRE PRIMARY EDUCATION

1. Didactics: The processes of teaching-learning dealt with by Didactics.
2. Approaches, theories and models of Didactics as a discipline of applied pedagogy.
3. The didactic and curricular process.
4. Curricular programming: concept and characteristics.
The Didactic Unit
Planning why, what, how and when to teach and evaluate.
Levels of curricular planning.
Programming organizers.
5. The didactical act. Didactical approaches or principles: how to teach.
Individualization principle.
Globalization or interconnectedness principle.
Working by projects.
Other didactical principles and strategies.
6. The researching teacher and intercultural and innovation perspectives.

5763 THE NATURAL ENVIRONMENT AND ITS DIDACTICS I

CONCEPTUAL BLOCK

TOPIC 1: Living beings and the natural environment in the early education curriculum

TOPIC 2: The concept of the living being for early education pupils and for university students

TOPIC 3: Living beings in the natural environment

TOPIC 4: The diversity of living beings

BLOCK OF PRACTICAL ACTIVITIES

- **Classroom practices**

"In relation with the contents studied"

- **Laboratory practices**

*They are the formative experimental complement in relation to the content studied: Living beings and the microscope, observation and identification of living beings in our environment.

* Excursions to the closest natural environment as a source of different didactical resources.

5764 SCIENTIFIC BASIC OF MATHEMATICS

Unit 1.

Elementary logic.

Mathematical logic. Propositions. Connectives. Truth tables. Tautologies.

Logical operations. Collections of objects. Binary relations. Correspondences and applications. Resolution of problems.

Unit 2.

Elementary arithmetical structures.

Natural numbers on the basis of the coordinability relation. Operations and properties. Divisibility in \mathbb{N} . Criteria of divisibility. problem resolution.

Unit 3.

Special structuring and geometrical knowledge.

Fundamental concepts of geometry. Study of polygons. Geometry in nature and in art.

**5758 SYSTEMATIC OBSERVATION AND RESEARCH IN EDUCATIONAL
CONTEXTS**

Thematic Unit 1: Observation.

1.1. Analysis of concepts: Observe-Observer-Observation.

Thematic Unit 2: Observation and evaluation

2.1. Objectives of observation.



2.2. Criteria of observation.

Thematic Unit 3: The observer and the object of observation

3.1. The observer.

3.2. The object of observation.

Thematic Unit 4: The problems of observation

Thematic Unit 5: Methods and instruments of observation

5.1 Methods and instruments of observation.

Thematic Unit 6: Systematic observation

6.1 Systematic observation.

Thematic Unit 7. Analysis of observations

7.1. Statistical treatment of observations: descriptive statistics and inferential statistics.

7.2. Experimental research: pre-experimental and quasi-experimental designs.

**5759 DIDACTICS OF THE ORAL AND WRITTEN LANGUAGE IN
INFANT EDUCATION**

Oral language:

Comprehension, expression and oral interaction.

Stages of development of oral language in the child.

Applying the communicative approach in the primary-school classroom.

Practical application in didactic units.

Written language:

Written comprehension, expression and interaction.

Stages in the acquisition of reading and writing skills from the constructivist approach.

Constructivism and the teaching of reading/writing in Early Education.

Practical application in didactical units.

5757 INTERCULTURAL EDUCATION FOR PEACE AND EQUALITY

UNIT 1. Introduction: the world we live in, globalization.

UNIT 2. Human rights, intercultural education and active citizenship.

UNIT 3. Education for peace and coexistence.

UNIT 4. Education for equality from respect for difference.



5769 THE NATURAL ENVIRONMENT AND ITS DIDACTICS II

BLOCK I: THE EARTH AND CHANGES IN THE NATURAL ENVIRONMENT.

TOPIC 1: The solar system.

TOPIC 2: The atmosphere.

TOPIC 3: The hydrosphere

TOPIC 4: The components of the earth.

BLOCK II: PRACTICAL PART.

Classroom practice: design and elaboration of a didactical project by inquiry for early education. Key ideas. Design of activities. Elaboration of materials. Sequencing of activities.

LABORATORY AND FIELD PRACTICES.

The experimental teaching complement in relation with the content studied.

5768 MATHEMATICS IN THE PRE PRIMARY CLASSROOM

Unit 1

Learning and mathematics. Construction of mathematical knowledge in Early Education.

Importance of Mathematics. Early Education Curriculum. Mathematical thought in Early Education. Evolution of logical-mathematical thought.

Curricular Materials in the teaching-learning process of mathematics.

Unit 2

Logical activity in Early Education.

Use of logical blocks. Activities for the Early Education classroom relating to basic mathematical procedures (classification, seriation, ordering and transformation).

Unit 3

Construction of natural numbers.

Diverse didactical strategies for understanding the concept of number, learning the rules of the system of positional numeration and introduction to the algorithms of calculation. Didactic material.

Unit 4

Children's representation of space.

Construction of space in Early Child Education.

Introduction to geometry.



Localization and orientation.
Didactic material.

5760 PSYCHOLOGY OF LEARNING IN EDUCATIONAL CONTEXTS

- THEORETICAL UNIT

Classical models of learning

- Acquisition and maintenance of emotional responses, habits, values.
Interpretation of social roles and the adjustment of behaviour to the surroundings.
Educational consequences for this stage.

Mental processes and psychological constructs

- Mental activity and learning. Processes involved and educational consequences for this stage.

Cognitive learning models

- Cognitive, socio-cognitive and situated perspectives offer explanations of vital and academic forms of learning. Derived educational approaches.

Ambience and relations in early child education

- Interpersonal relations in formal education. Relational aspects specific to early education. Educational consequences.

- UNITS OF APPLIED NATURE

Group work for Projects

The final goal will be the effective dissemination to the rest of the class of a professional content chosen by each group. For this purpose, a prior work in three phases will be carried out, guided by the tutor. Assessable evidence will be provided for each of these phases.

Critical topics in early child education

- Associated with the development of professional responsibility.

5762 EARLY LEARNING OF A FOREIGN LANGUAGE – ENGLISH

- The process of learning and teaching of a foreign language in Early Child Education.
- The FL in the Early Education curriculum.
- Resources for stimulating oral language in the learning of English in Early Child Education: stories, rhymes, mnemonics, games and songs



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- Selecting, planning and putting in practice lesson plans for English classes in Early Child Education.

5767 ATTENTION TO DIVERSITY

BLOCK I. CONCEPTUAL EVOLUTION AND LEGISLATIVE REGULATION OF ATTENTION TO DIVERSITY

Topic 1. Theoretical and legislative framework of attention to diversity.

Topic 2. Present-day conceptual framework of attention to diversity.

BLOCK II. SCHOOL AND CLASSROOM ORGANIZATION FROM THE PERSPECTIVE OF ATTENTION TO DIVERSITY.

Topic 3. School project and attention to diversity:

- Educational principles, school's aims and objectives.
- Criteria and procedures of coordination and collaboration.
- Curricular concretions and didactic programming.
- Guidance and tutoring.

Topic 4. Measures for responding to diversity in obligatory education

- Early attention.
- Ordinary measures.
- Concrete measures for pupils with specific needs for educational support, guidance and coexistence.
- Guidance, tutoring and support services

BLOCK III. EDUCATIONAL TREATMENT STRATEGIES FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Topic 5. Case studies (proposal for intervention).

➤ **3rd year**

5761 LEARNING DIFFICULTIES

THEMATIC BLOCK I

Basic concepts

THEMATIC BLOCK II

Reading and writing processes.

Learning to read and write: diagnosing and dealing with difficulties.

THEMATIC BLOCK III

Difficulties in learning to read.

Difficulties in learning to write.

Difficulties in learning mathematics.

5771 DEVELOPMENT OF MUSICAL EXPRESSION AND ITS DIDACTICS

1. Importance of music in Early Child Education

1.1. Educational value of music.

1.1.1. In relation con Early Child Education.

1.1.2. Music as language and medium of expression.

1.1.3. Musical expression and musical education.

1.1.4. Musical expression in the early stage of child education.

1.2. Development of musical expression.

1.2.1. Most important characteristics of musical development.

1.2.2. Relation between musical language and spoken language.

2. Didactics of musical expression. Application to the early child stage

2.1. Methods, approaches and systems of musical education

Characteristics of the principal methods of active musical education applicable to the early childhood stage.

2.2. Didactics of musical expression in early child education

2.2.1. Children in early education. Their relation with music

2.2.2. Basic psycho-pedagogical principles

2.2.3. Objectives

2.2.4. Contents

2.2.5. Methodology

2.2.6. Evaluation

2.2.7. Planning of musical class work

2.3. Integration of musical expression in classroom routines

2.3.1. How to integrate musical activities in the classroom

2.3.2. Analysis of blogs and various materials of musical expression in early child education.

3. Musical activities

3.1. Development of aural perception

Aims, contents, activities, general considerations related to the development of aural perception in early child education.

3.2. Rhythmic training

Aims, contents, activities, general considerations related to rhythmic training in early child education.

3.3. Voice and singing training

Aims, contents, activities, general considerations related to voice training and singing in early child education.

4. Basics of musical language

4.1. Music: conceptualization.

4.2. Sound

4.2.1. Parameters of sound

4.2.2. Relation of the parameters of sound with different expressive languages

4.2.3. Discrimination of the parameters of sound through listening to musical works and fragments.

4.3. Elements of music

4.3.1. Rhythm

4.3.2. Melody

4.3.3. Form

4.3.4. Harmony

4.3.5. Recognition of the function of each element in musical discourse.

4.4. The organization of sound in time

4.4.1. Rhythm and its elements

4.4.2. Structure and rhythmic reading

4.4.3. Rhythmic dictations

4.4.4. Beat.

4.5. Melodic elements of musical language

4.5.1. Conventional and non-conventional melodic notation

4.5.2. Stave, key, scales

4.5.3. Melodic dictations

4.6. Musical expressiveness

4.6.1. Agogics

4.6.2. Dynamics

4.6.3. Accentuation

4.6.4. Character

5772 PLASTIC EXPRESSION I

UNIT 1

1. VISUAL ARTS AND EDUCATION

Definition and basics of Art Education.

Visions on Art Education.

Methodological approaches and curriculum.

Didactical resources in classroom practice.

UNIT 2

2. ARTISTIC (PLASTIC) EDUCATION IN SCHOOL

Evolution of plastic expression in girls and boys. Basic elements of Visual Language and its syntax I. Models and stereotypes.

The visual arts classroom: material resources.

Situation of Art Education in the curricular context.

5773 PSYCHOMOTIVE DEVELOPMENT I

Basics of psychomotor growth and development. Generalities.

- Concept and dimension of the term “psychomotricity”.
- Psychomotor education.
- Importance of play in psychomotor development.
- Pedagogical and didactic aspects in psychomotor development.
- Planning, programming and evaluation of psychomotor education sessions.



5779 DIDACTICS OF SECOND LANGUAGES IN MULTILINGUAL CONTEXTS

Theoretical contents

- Introduction and general considerations
- Interculturality in the classroom
- Documents that guide the planning of the teaching/learning process: CEFR and the European Language Portfolio
- The communicative approach and its application to the classroom
- Resources for the Foreign Languages (FL) and Second Languages (SL) classroom.

Practical Contents

- Practical application

5784 LITERARY TRAINING: THEATRE AND DRAMATIZATION

Unit 1

Literary education in Early Child Education. Literary language.

Unit 2

Literary genres. Theatre: origin and evolution. Structural elements.

Unit 3

The theatre in Early Child Education: modalities and values. Theatricality and dramatic play. Practical activities for the classroom.

5787 SPANISH LANGUAGE

Phonology and phonetics

The Spanish phonological and phonetic system.

Morphology

Internal structure of words. Classes of words.

Syntax

The sentence. Concept and classification

- The nominal syntagma: its structure.
- The verbal syntagma.
- The compound sentence. Classification.

5786 ITC'S IN THE TEACHING OF SOCIAL SCIENCES

- 1.- The ICTs and the development of didactic digital competence in the teaching of the Social Sciences.
- 2.- Curricular integration of key competences in Early Child Education.
 - 2.1.- Social and civic competences
 - 2.2.- Conscience and cultural expressions
 - 2.3.- Digital competence.
- 3.- The Computer Corner: applications and digital didactic resources for the Social Science classroom.
- 4.- Strategies of collaborative/cooperative learning by digital discovery in Early Child Education: WebQuests.
 - 4.1- Concept of WebQuest.
 - 4.2.- Structure and typology of WebQuests.
 - 4.3.- Design of WebQuests for the teaching-learning of the social and cultural environment in Early Child Education.

5788 SOCIAL SKILLS WORKSHOP FOR PROFESSIONAL DEVELOPMENT IN INFANT EDUCATION

Introduction

Presentation and agreements on the program and the subject

First unit

Analysis of communicative situations: Reading of contexts and characters

Second unit

Observable elements of communication: non-verbal communication, non-verbal components

Observable elements of communication: Verbal communication, Paralinguistic components

Third unit

Internal elements that affect communication: internal dialogue

Cognitive and emotional components: automatic patterns, beliefs, lies...

Internal elements that affect communication: Emotional triggers

Fourth unit

Techniques of support to communication

Habitual and conflictive interactions. Effective procedures

5790 THE CHRISTIAN MESSAGE AND ITS DIDACTICS

Block I: Jesus Christ, complete revelation of God

Block II: The Holy Trinity

Block III: The Church

Block IV: Eschatology

➤ **4th year**

**5774 DIDACTICS OF INFANT LITERATURE AND PROMOTION OF
READING AND WRITING**

1. Introduction and general considerations

2. Stories of oral tradition

2.1. Tales of fantasy

2.2. Tales of animals

2.3. Formula tales

3. Nursery rhymes

4. Lullabies

5. Riddles

6. Tongue-twisters

7. Fables

8. Illustration

8.1 Comic strips

8.2 Picture books

9. Children' Theatre and Dramatization

10. Presentation of some of the Classic Authors of Children's Literature

11. Techniques for stimulating Reading and Writing

11.1. General Considerations

11.2. Dynamics

11.3 Internet Links on stimulating Reading and Writing and on Children's Literature

5775 SOCIAL SCIENCES AND ITS CURRICULAR DEVELOPMENT IN INFANT EDUCATION

Block 1.- The Social Sciences in the curriculum of Early Education: the Area of Knowledge of the Environment.

1.1.- Conceptual Approach of the Social Sciences

1.2.- The social medium as a source of research

1.3.- The environment as an integrating nucleus of objectives and contents of Early Child Education

1.4.- The area of Knowledge of the Environment in the curriculum of Early Child Education

1.5.- Evaluation in the area of Knowledge of the Environment

Block 2.- The perception of space and its didactic treatment in Early Education

2.1- The child at the Early Education stage and its comprehension of space.

Block 3.- Perception of time and its didactic treatment in Early Child Education

3.1.- The child at the Early Education stage and its comprehension of time

Block 4.- Social values and concepts and their didactic treatment in Early Education

4.1.- The child's representation of the social environment

4.2.- The child's development of social notions

4.3.- Social knowledge

Block 5.- Methods, strategies and didactic resources for the area of Knowledge of the Environment in Early Education

5776 FINAL DEGREE'S PROJECT

Possible Contents of the Final Degree Project

Elements that will make up the Final Degree Project

The Contents of the Final Degree Project, as well as the guidelines for its tutoring and execution can be consulted at: <http://www.ubu.es/titulaciones/es/gradoinfantil/informacion-academica/practicas-trabajo-fin-grado/trabajo-fin-grado-1>

Topics that may be the subject of research for the FDP

- Type A: Those directed at deepening knowledge of a subject or aspect of the work of a teacher at the earliest stages of education.
- Type B: Those aimed at studying the setting up of educational experiences of a well-founded and innovatory nature.
- Type C: Those aimed at evaluating the effects of the application of programs, the use of materials or the carrying out of innovatory educational experiences.

This research will be carried out from a starting point in one of the various methodological alternatives presented by current educational research.

In certain cases, the Final Degree Project Committee may accept some subject of research that does not conform exactly to the above-mentioned guidelines, on the condition that the student must enjoy the explicit support of a tutor and carry out a well-argued request to be evaluated by the committee.

5778 PSYCHOMOTIVE DEVELOPMENT II

- Tendencies and schools on psychomotor interventions and psychomotor development. Methodology.
- Dimension of play in psychomotor development in Primary /Children's Education and its strategies.
- Globalization of the curriculum in Primary /Children's Education via psychomotricity. Globalized Didactic Units, projects and mini-projects in psychomotor education.
- Play as an instrument in the process of integrating children with difficulties. Adapted play.
- Psychomotor development and its alterations. Observation and psychomotor evaluation.
- Planning and programming. Identifying and organizing contents. Curricular proposal.



5780 ENVIRONMENTAL EDUCATION

Investigation into various environmental problems
Design of environmental projects for Early Child Education

5783 PLASTIC EXPRESSION II

Art and Education. Contemporary artistic movements. Basic elements of Visual Language and its syntax.

Image and childhood (the influence of the image on the child).

5785 FUNDAMENTALS OF CHANCE AND INFORMATION AND TEACHING STRATEGIES

Statistics

General concepts

Population and sample. Frequencies. Random, discrete and continuous variables.

Graphic representation.

Measurements of central tendency.

Measurements of dispersion and asymmetry.

Regression and correlation.

Didactic orientations and problem solving.

Probability

Probability

Random experiments. Sample space. Events. Algebra of events.

Probability. Properties. Laplace's Rule.

Conditioned probability. Discrete distributions of probability, parameters.

Binomial distribution.

Continuous probability distributions. Normal distribution.

Didactic orientations and resolution of problems.

Computational treatment of data

Statistical application with Excel.

Applications of the spreadsheet.

Work environment and data input.

Ranks and cell references.



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Mathematical, logical and statistical functions.
Graphics.

5789 WORKSHOPS FOR NATURE STUDIES IN EARLY CHILDHOOD EDUCATION

Scientific inquiry workshops
Thinking and concept skills workshops
Scientific concepts applied to the early school classroom
Investigative projects applied to the early school classroom

5791 THE CHURCH, THE SACRAMENTS, MORALITY AND TEACHING

Block I: The Church, new People of God
Block II: Mary, Mother of God and our Mother
Block III: The sacraments and Church liturgy
Block IV: Evangelical morality, basis of Christian behaviour
Block V: The Mission
Block VI: Teachers of Catholic Religion