

26526 - Didactics: Spanish in Child Education

Información del Plan Docente

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| Academic Year | 2017/18 |
| Faculty / School | 107 - Facultad de Educación 202 - Facultad de Ciencias Humanas y de la Educación 301 - Facultad de Ciencias Sociales y Humanas |
| Degree | 301 - Degree in Nursery School Education 302 - Degree in Nursery School Education 303 - Degree in Nursery School Education |
| ECTS | 6.0 |
| Year | 3 |
| Semester | First semester |
| Subject Type | Compulsory |
| Module | --- |

1.General information

1.1.Introduction

1.2.Recommendations to take this course

1.3.Context and importance of this course in the degree

1.4.Activities and key dates

2.Learning goals

2.1.Learning goals

2.2.Importance of learning goals

3.Aims of the course and competences

3.1.Aims of the course

3.2.Competences

4.Assessment (1st and 2nd call)

4.1.Assessment tasks (description of tasks, marking system and assessment criteria)

5.Methodology, learning tasks, syllabus and resources

5.1.Methodological overview

The learning process designed for this subject is based on the following:

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The learning process designed for this subject is based on the teacher presenting and explaining in class the most relevant aspects that sustain children's linguistic education, such as didactic aspects, methodological approaches, evaluation guidelines, etc., for teaching the communication and linguistic skills needed for oral communication, and to help Children's Education students approach written communication.

The methodology includes several learning situations:

1. Reading and presenting documents and reference articles about theoretical themes as a basis of the practical part of the subject.
2. Activities to apply concepts, debates and discussions about observing and analysing the language of children studying Children's Education, and also with the curricular materials that correspond to the different learning situations and levels of the Spanish language in this stage.
3. Designing and planning by applying the learnt strategies with various teaching activities and resources, which are adapted to not only the different contexts in the speciality, but also to distinct methodologies.
4. Analysing and collectively commenting on the developed designs.

5.2.Learning tasks

The programme for students is to help them obtain the expected results and includes the following activities:

Face-to-face activities (60 hours):

1. The teacher presents its contents.
2. Final evaluation test.
3. Practical classes of the subject matter:

Face-to-face activities:

Some face-to-face activities to be undertaken include:

- Presenting and commenting on cases and tasks in class.
- Talks about the curriculum in this area.

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- Presenting books or articles related with teaching oral or written language.
- Talks about the reading-writing method, an evaluation test or a given didactic material.
- A child's oral or written language report with recordings.
- Presenting the typical didactic units of a given educational stage.
- Activities for reflections, comments, debates and applications using theoretical contents, legislation, technical procedures, scientific or academic texts, didactic resources, etc., in class.

Virtual activities (90 hours):

- Individual autonomous work: personal reading and studying scientific texts and legislation in the area to comment on and discuss in class.
- Reading and analysing a method, an evaluation test, didactic material, etc.
- Undertaking guided academic activities by applying the patterns that the teacher offers, to: prepare a didactic unit; record and analyse the oral/written language of children studying Children's Education.
- Studying and preparing for the exam.
- Volunteer activities: through their own initiative or guided by their teacher's suggestion, students can undertake voluntary activities or tasks in the knowledge area of the subject matter if they wish.

5.3.Syllabus

5.4.Course planning and calendar

The calendar of both the face-to-face sessions and assignment presentations are communicated over the Digital Teaching Ring (DTR) or in a written document delivered by the teacher.

5.5.Bibliography and recommended resources

[BB: Basic Bibliography / BC: Complementary Bibliography]

BB

Didáctica de la lengua en la educación infantil / Montserrat Bigas, Montserrat Correig (editoras) . Madrid : Síntesis, D.L.

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- BC** Cohen, Rachel. Aprendizaje precoz de la lectura : ¿a los 6 años es ya demasiado tarde? / Rachel Cohen ; [traducción de Concha Jacob Castillo] . [1a. ed., 5a, reimp.] Madrid : Cincel-Kapelusz, 1987
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- BC** Foucambert, Jean. Cómo ser lector : leer es comprender / Jean Foucambert ; prólogo de Josep Alcobé ; traducción de Nuria Fabrés . 1a ed. Barcelona : Laia, 1989
- BC** Jiménez González, Juan E.. Conciencia fonológica y aprendizaje de la lectura : teoría, evaluación e intervención / Juan E. Jiménez González, María del Rosario Ortiz González Madrid : Síntesis , D.L.1995
- BC** La lengua oral en la escuela : 10 experiencias didácticas / Juli Palou, Carmina Bosch, coords. ; Montserrat Carreras...[et. al.] . Barcelona : Graó, 2005
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