IDENTIFICATION DETAILS

Degree: Child Education

Field of Knowledge: Social and Legal Science

Faculty/School: Education and Humanities

Course: Degree Project

Type: Degree Project

ECTS credits: 6

Year: 4

Code: 7340

Teaching period: Eighth semester

Area: Teaching Practice Including End-of-Degree Project

Module: Work Placement

Teaching type: Classroom-based

Language: Spanish

Total number of student study hours: 150

SUBJECT DESCRIPTION

SKILLS

Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks.
Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study.

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues.

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience.

Students must have developed the learning skills needed to undertake further study with a high degree of independence.

General Skills

To be familiar with the goals, syllabus content and assessment criteria of early childhood education.

To provide guidance to parents in relation to family education when children are aged 0-6 years and to master social skills in the dealings and relationships with the family of each pupil and with the families as a whole.

To reflect on classroom practices to innovate and improve teaching duties. To acquire habits and skills for independent, cooperative learning and to foster this learning process among pupils.

To understand the role, possibilities and limits of education in today’s society and the core skills that affect early childhood education schools and professionals. To be familiar with quality improvement models implemented in schools.

To develop analytical, synthetic, reflective, critical, theoretical and practical thought.

To acquire and commit oneself to ethical values.

To develop abilities for interpersonal and intercultural communication.

To be familiar with and master traits of efficient self-motivation, personal self-assessment, focus on personal achievement and personal leadership techniques.

To design and regulate learning areas in contexts of diversity, taking into consideration the specific educational needs of pupils, gender equality, egalitarianism and respect for human rights.

To promote coexistence inside and outside the classroom and promote the peaceful resolution of conflicts. To be able to systematically observe learning and coexistence contexts and to be able to reflect on them.

To be able to reflect in-group on the acceptance of norms and respect for others. To foster the independence and uniqueness of each pupil as key factors in the education of emotions, feelings and values in early childhood.

To be familiar with the evolution of language in early childhood, to be able to identify possible dysfunctions and help to ensure their smooth resolution. To effectively address language learning situations in multicultural and multilingual contexts. To express oneself orally and in writing and to master the use of different expression techniques.

To be aware of the educational implications of information and communication technologies, particularly television, during early childhood.

To be familiar with the foundations of child dietetics and hygiene. To learn the basics of early childcare and the foundations and developments making it possible to understand the psychological, learning and personality construction processes during early childhood.

To be familiar with the organisation of kindergartens and the diversity of actions carried out in them. To accept that the practice of teaching must be improved and adapted to scientific, educational and social changes throughout one's life.

Specific skills

To gain a practical understanding of the classroom and know how to manage said context.

To be familiar with and apply interaction and communication processes in the classroom and master the social
skills and abilities needed to foster an atmosphere that encourages learning and coexistence.
To control and monitor the educational process and, in particular, the teaching-learning process by mastering the necessary techniques and strategies.
To tie theory and practice in with the reality of the classroom and centre.
To take part in teaching activities and to learn best practices, acting and reflecting from a practical standpoint.
To take part in improvement proposals in the various fields of action that may be established in a centre.
To regulate interaction and group communication processes among pupils aged 0-3 and 3-6 years.
To be familiar with the means for cooperating with the various educational community and social environment sectors.
The skills from this and the other modules will be illustrated in the End of Degree Project that encapsulates the skills acquired from all the courses described.

Adquirir un conocimiento práctico del aula y de la gestión de la misma.
Conocer y aplicar los procesos de interacción y comunicación en el aula y dominar las destrezas y habilidades sociales necesarias para fomentar un clima que facilite el aprendizaje y la convivencia.
Controlar y hacer el seguimiento del proceso educativo y en particular el de enseñanza-aprendizaje mediante el dominio de las técnicas y estrategias necesarias.
Relacionar teoría y práctica con la realidad del aula y del centro.
Participar en la actividad docente y aprender a saber hacer, actuando y reflexionando desde la práctica.
Participar en las propuestas de mejora en los distintos ámbitos de actuación que se puedan establecer en un centro.
Regular los procesos de interacción y comunicación en grupos de estudiantes 0-3 años y de 3-6 años.
Conocer formas de colaboración con los distintos sectores de la comunidad educativa y del entorno social.
Estas competencias junto con las propias del resto de materias, quedarán reflejadas en el Trabajo Fin de Grado que compendia la formación adquirida a lo largo de las enseñanzas descritas.

**DISTRIBUTION OF WORK TIME**

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<thead>
<tr>
<th>CLASSROOM-BASED ACTIVITY</th>
<th>INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY</th>
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<tbody>
<tr>
<td>25 hours</td>
<td>125 hours</td>
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