COURSE DATA

DATA SUBJECT

Code: 33628
Name: Multidisciplinary workshop on social sciences, social sciences and mathematics
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1304 - Degree in Preschool Education	Facultat de Formació del Professorat	3	First quarter, Second quarter
1304 - Degree in Preschool Education	Facultat de Formació del Professorat	4	First quarter, Second quarter
1324 - Degree in Preschool Education (Ontinyent)	Facultat de Formació del Professorat	3	First quarter
1324 - Degree in Preschool Education (Ontinyent)	Facultat de Formació del Professorat	4	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1304 - Degree in Preschool Education	Taller multidisciplinar del área El mundo físico, natural, social y cultural	ELECTIVES
1304 - Degree in Preschool Education	Taller multidisciplinar del área El mundo físico, natural, social y cultural	ELECTIVES
1324 - Degree in Preschool Education (Ontinyent)	Taller multidisciplinar del área: El medio físico, natural, social y cultural	ELECTIVES
1324 - Degree in Preschool Education (Ontinyent)	Taller multidisciplinar del área: El medio físico, natural, social y cultural	ELECTIVES

COORDINATION

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SUMMARY

This course aims to contribute to the development of key competencies in students enrolled in the Bachelor's Degree in Early Childhood Education. It focuses on enhancing their ability to observe, analyse, research, and evaluate existing curricular materials relevant to the 0¿6 age group, as well as to design, develop, and assess educational resources and didactic projects for practical application in early childhood education settings. Particular emphasis is placed on the area of "The physical, natural, social and cultural environment", alongside other related educational competencies.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

By the third and fourth years of the degree, students are expected to have acquired the competencies and knowledge from the following subjects within the Bachelor's Degree in Early Childhood Education:

- Organisation of School Space, Materials, and Teaching Skills in Early Childhood Education
- Observation and Innovation in Early Childhood Classroom Practice
- Natural Sciences for Teachers
- Play Workshop in Early Childhood Education (third-year course)

COMPETENCES / LEARNING OUTCOMES

1324 - Degree in Preschool Education (Ontinyent)

Acquire habits and skills for independent and cooperative learning.

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.

Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.

Consider research as the basis for educational innovation and career advancement.

Design, implement and evaluate classroom practices focused on project-based teaching and learning in

order to innovate and improve teaching.

Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.

Develop critical capacity to evaluate curriculum resources and materials.

Experiment with possibilities of joint action to promote socio-affective development and co-education.

Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.

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.

Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.

Know how to adapt the curriculum to the diversity of students when implementing educational projects.

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 the processes of interaction and communication in the classroom.

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.

Promote cooperative work and individual work and effort.

Promote educational projects in other contexts.

Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.

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.

Use information and communication technologies effectively as usual working tools.

DESCRIPTION OF CONTENTS

1. Theoretical and methodological foundations of project-based learning in the area "The physical, natural, social and cultural environment"

- Design and application of project-based learning based on the principles, objectives and contents of the education area curriculum.
- Analysis and assessment of materials, resources and projects which take as reference the area "The physical, natural, social and cultural environment" focused on Agenda 2030.
- The integration into the same process of experiences in the area "The physical, natural, social and cultural environment" using the possibilities.
- The exploration and research activity of the child and its reflection in the design, development and assessment of projects in the classroom.
- Information and communication technologies (ICT) as a teaching resource in carrying out multidisciplinary projects.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
Total hours	**60,00**

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	90,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	**90,00**

TEACHING METHODOLOGY

The course involves a variety of both face-to-face and independent learning activities. Examples of such activities include:

Face-to-Face Activities (40%):

- **Theoretical-practical sessions** focused on the course content, including debates and activities using various teaching methods such as lectures, seminars, workshops, and group work.

- **Group projects** aimed at fostering cooperative learning while also reinforcing individual responsibility. Presentations may be done individually or collectively, either in full-class sessions or in smaller groups during tutorials or seminars.

- **Individual or group tutorials** used to coordinate student work¿both individual and collaborative¿and to assess student progress, course activities, and the teaching methodology.

Independent Work (60%):

- **Individual study and assignments.** The course adopts a research-based teaching model, encouraging students to engage in reflective practice and active inquiry as the core of their learning process.

EVALUATION

Assessment will be continuous and comprehensive, with a formative and guiding character. It will analyse both individual and collective learning processes. Theoretical-practical activities will be taken into account, and both the general objectives and competencies common to all subjects, as well as the specific ones related to the course area, will be assessed.

The final grade, which represents the outcome of the assessment process, will reflect individual learning¿not only as the acquisition of knowledge, but as a process of intellectual and personal development that prepares students for their future teaching practice.

Evidence of learning will be collected primarily through the following assessment criteria:

- **Group development of a didactic proposal** (20%-30%)

- **Individual presentation of the didactic proposal** (10%)

- **Individual or group activities carried out throughout the course**, such as learning diaries, reflective writings, oral and/or written tests, reports, etc. (60%-70%). Active participation will be considered.

Voluntary assignments may help to refine the final grade.

Students who choose not to follow continuous assessment will be required to complete a **final exam**, which will cover the entire syllabus outlined in the course guide. This exam must be well-supported with

appropriate bibliographical references and will address all theoretical and practical learning content taught in the course.

The group didactic proposal and its presentation cannot be retaken in either the first or second exam period.

Plagiarism or the **inappropriate use of artificial intelligence tools** may result in academic penalties, as outlined in the university's regulations.

REFERENCES

Basic bibliography:

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Complementary bibliography:

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