



COURSE DATA

DATA SUBJECT

Code: 36306
Name: Multidisciplinary Workshop on Self-Knowledge and Personal Autonomy
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	Second quarter, First quarter
1304 - Degree in Preschool Education	Facultat de Formació del Professorat	4	Second quarter, First quarter
1324 - Degree in Preschool Education (Ontinyent)	Facultat de Formació del Professorat	3	
1324 - Degree in Preschool Education (Ontinyent)	Facultat de Formació del Professorat	4	

SUBJECT-MATTER

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

COORDINATION

LIZANDRA MORA JORGE
 CAURIN ALONSO CARLOS
 TIJERAS IBORRA AMPARO

SUMMARY



The *Multidisciplinary Workshop in the area of Self-Awareness and Personal Autonomy* is an optional, four-month course (6 credits) that students can take in their third or fourth year of the Early Childhood Education degree programme.

The aim of the course is to help students in the Early Childhood Education degree programme develop skills related to the processes of observation, analysis, research and evaluation of existing curriculum materials for this stage, as well as the design, development and evaluation of teaching resources and projects for application in the field of nursery school education for children aged 0 to 6, especially in relation to the area of 'Harmonious Growth' (formerly Self-Awareness and Personal Autonomy)

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

Third- and fourth-year students are expected to have mastered the skills and knowledge related to the subjects covered in the Bachelor's Degree in Early Childhood Education, as follows:

- Childhood, Health and Nutrition.
- Organisation of school space, materials and teaching skills in Early Childhood Education.
- Observation and innovation in Early Childhood Education classroom practice.
- Natural Sciences for Teachers.
- Play workshop in Early Childhood Education (third year).

COMPETENCES / LEARNING OUTCOMES

1304 - Degree in Preschool Education

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.

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.The Multidisciplinary Workshop on Knowledge and Experiences from the area: Growth in Harmony (formerly Self-Knowledge and Personal Autonomy) in relation to the curricula of the first and second cycles of Early Childhood Education

Meaning and educational value of workshops in educational projects in the Early Childhood Education stage.

Analysis of the objectives and content and their distribution throughout the stage, associated with the blocks of the Growth in Harmony area:

Construction of identity and autonomy in relation to oneself and in relation to others (physical and social environment) in:

- The body and its progressive control
- Affective development and balance
- Healthy lifestyle habits to take care of oneself and the environment
- Socio-emotional interaction in the environment. Life with others.

Linking with other areas of the curriculum. The workshop as a globalising resource.

2.Analysis, research and evaluation of curriculum materials related to the area of Growth in Harmony

Basic principles and tools for the analysis and validation of projects, resources and activities used in classrooms and early childhood education centres, associated with the area of Growth in Harmony.

Application to specific cases of teaching proposals obtained through various sources: practices in centres, publishers, the internet...

3.Design and development of curriculum materials related to the area of Growth in Harmony

Design, development, sharing and evaluation of resources, proposals and educational projects related to the area of Growth in Harmony.



ICT as an educational resource in the implementation of educational 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 activities (both in-person and online) to be carried out will be diverse. The following are some examples of activities that may be carried out:

CLASSROOM ACTIVITIES (40%):

- Theoretical-practical classes in which the course content will be covered, debates will be held, and activities will be carried out using different teaching resources: participatory lectures, seminars, workshops, working groups, etc.
- Group work aimed at highlighting the importance of cooperative learning and consolidating individual learning. These projects may be defended individually or collectively and may be done in the classroom or in tutorials and seminars with small audiences.
- Individual or group tutorials that will be used to coordinate students in individual and group tasks, as well as to evaluate both individual progress and teaching activities and methodology.

NON-CLASSROOM ACTIVITIES (60%):



- Study and independent work. The teaching model as a researcher in the classroom focuses student activity on formulating relevant questions, searching for information, analysis, elaboration and subsequent communication.

EVALUATION

Both the objectives and competencies common to the subjects of the degree and those specific to the course will be assessed.

Assessment will be continuous and comprehensive, guiding and formative in nature, and will analyse individual and collective learning processes.

Information to demonstrate learning will be collected mainly through:

- Regular monitoring of students' progress, both in the classroom and in individual and group tutorials.
- Assessment of assigned work, including analysis and evaluation of comments on work produced by third parties.
- Assessment of individual and group participation, both in the classroom and in tasks outside the classroom.
- Oral and written tests.

Contribution of each activity to the final grade:

- Continuous assessment activities (50%):

Activities proposed in class throughout the course that involve the active participation of students (debate, talk, workshop, seminar, dynamic) and/or the submission of a document, text or similar completion. As this is a workshop course, the sessions are theoretical-practical, with the classroom dynamic being experiential, so if students are not present in the classroom, they will not be able to participate in the proposed activities. In this regard, up to a maximum of 25%, to be determined by the teacher, may not be recoverable.

- Group work (50%):

Various team activities, which will be detailed in the virtual classroom as the course progresses.

Students must pass each section in order to pass the course. If they do not pass the course on the first



attempt, the marks for the sections they have already passed will be saved, but they may be asked to complete additional activities.

Plagiarism or misuse of artificial intelligence tools may be penalised in accordance with Article 15 of the University of Valencia's assessment and grading regulations.

The student assessment process may include the preparation of a report on the degree of individual learning acquisition.

Second attempt assessment: in order to comply with the criteria established by ANECA and to ensure that students who failed or did not sit the first exam and who have not been able to complete/submit continuous assessment activities considered non-recoverable by the teacher are given the opportunity to pass the course, they will be entitled to take a final exam worth a maximum of 80% of the total mark for the course on the same day as the official exam.

The specification of the above principles in the form of criteria, percentages and specific assessment practices must be included in the teacher's programme for their group and, in any case, be made known to students before the start of classes.

REFERENCES

- 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. -CASTELLANOS, N. (2021). El espejo del cerebro (vol.27). La huerta grande.
- 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.
- DECRETO 100/2022, de 29 de julio, del Consell, por el cual se establece la ordenación y el currículo de Educación Infantil
- 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.
- FERNÁNDEZ, E.; QUER, L.; SECURÚN, R.M. (2009): Rincón a rincón. Actividades para trabajar con niños de 3 a 8 años. 2a ed. Barcelona, Octaedro.
- GÓMEZ-ARTIGA, A.; VIGUER, P.; CANTERO, M.J. (coords.) (2003): Intervención temprana. Desarrollo óptimo de 0 a 6 años. Madrid, Pirámide.
- 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.
- PALOU, S. (2004): Sentir y crecer. El crecimiento emocional en la infancia. Propuestas educativas. Barcelona, Graó.
- PUJOL, E.; BISQUERRA, R.; ARBAT, C. (2014). El gran libro de las emociones. Parramón. -PUJOL, M.A.; VIZCAÍNO, M.I. (2001): Manual para educación infantil. Bilbao, WoltersKluwer España, S.A
- 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.