



Universidad  
de Alcalá



Centro Universitario  
Cardenal Cisneros

# STUDY GUIDE

## Psychomotricity in Infant Education

**Degree in Infant Teacher Training  
Bilingual Programme  
C.U. Cardenal Cisneros  
Universidad de Alcalá**

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**Academic year 2023-24**  
3rd Year – 2<sup>nd</sup> Term

## STUDY GUIDE

Subject:	<b>Psychomotricity in Infant Education</b>
Code:	<b>510024</b>
Degree:	<b>Degree in Infant Teacher Training Bilingual Programme</b>
Department:	<b>Specific Didactics</b>
Character:	<b>Compulsory</b>
ECTS Credits:	<b>6</b>
Academic Year and Term:	<b>3<sup>rd</sup> course, 2<sup>nd</sup> term</b>
Lecturers:	<b>Augusto Jiménez de la Fuente Aitor Acha Domeño</b>
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Language:	<b>English</b>

### 1. PRESENTATION

In the classroom of infant education, nothing happens in an isolated way. All learning happens thanks to the relation between body and mind. The resources of games, songs, body language and movement help boys and girls to improve their physical development and assimilate abstract concepts that would be impossible to learn (or teach) without that dynamic part. Psychomotricity affords the possibility of an integral development.

#### **Necessary previous requirements to take this subject:**

Knowledge of basic evolutionary psychology obtained during the Degree studies

### The following areas will be studied during this subject:

- Origin and development of psychomotricity
- Production of curricular materials for infant level.
- Expression and communication through body and movement.
- Concept and development of perceptual and motor skills...
- Body-map. Coordination abilities.
- Concept and development of abilities and basic skills.
- Cross-curricular tasks based on sound, form, colour and movement.
- Neuropsychological fundamentals of psychomotricity.
- Games.
- Emotions.
- Course scheduling.

### SUBJECT DESCRIPTION

This subject is taken in the 2<sup>nd</sup> semester of the 2020-2021 year of the degree in Infant Education. It has a value of 6 ECTS credits.

The main objective of this subject is to give future teachers the intellectual grounding and practical strategies they will need to be effective teachers and instructors in their psychomotricity lessons.

This subject includes the following units: Introduction to Psychomotricity, Current perspectives, motor skills, experienced-based knowledge, environmental and interpersonal factors in the process of practising motor skills, games, activities, songs and other useful tool for an effective practise.

The whole subject is taught in English language, therefore a B2 level in English language is required to follow the subject successfully.

Assessment: individual tasks and activities, group projects (theoretical and practical), observation activities, practical classes and an exam.

## 2. COMPETENCIAS

### General Competencies:

#### (Tomadas de la memoria oficial de Grado en Infantil)

- Adquirir y comprender los conocimientos necesarios de las distintas áreas de estudio que conforman el título de tal forma que capaciten para la profesión de Maestro en Educación Infantil (Competencia transversal del título de Grado nº 4)
- Saber aplicar esos conocimientos al trabajo de una forma profesional, demostrando el dominio de las competencias mediante la elaboración y defensa de argumentos y resolución de problemas en dichas áreas de estudio. (Competencia transversal del Título de Grado nº 5)
- Ser capaz de interpretar datos relevantes de las distintas áreas de estudio y de emitir juicios que incluyan una reflexión sobre temas relevantes de índole socioeducativa, científica y ética. (Competencia transversal del Título de Grado nº 6)
- Ser capaces de transmitir de transmitir información, ideas, problemas y soluciones al personal especializado y vinculado con su formación, así como a personas cuya vinculación sea indirecta. (Competencia transversal del Título de Grado nº 7)
- Promover y facilitar los aprendizajes en la primera infancia, desde una perspectiva globalizadora e integradora de las diferentes dimensiones cognitiva, emocional, psicomotora y volitiva. (Competencia propia del Título de Grado nº 2)
- Reflexionar sobre las prácticas de aula para innovar y mejorar la labor docente. Adquirir hábitos y destrezas para el aprendizaje autónomo y cooperativo y promoverlo en los estudiantes (Competencia propia del Título de Grado nº 11)

### Specific Competencies:

1. To know the fundamentals of body language of the curriculum of this stage, as well as the theories about acquisition and development of the corresponding learning.
2. To know and use songs to promote auditory, rhythmic and vocal education.
3. To know how to use games as a didactic resource, as well as design learning activities based on playful principles.
4. To produce didactic proposals that fosters the perception and expression of motor abilities and creativity.
5. To promote awareness of artistic creation.
6. To know how to produce quality didactic materials, in digital format, for the development of the curriculum of infant education.
7. To programme a course adapted to the age and abilities of the children.

### 3. CONTENTS

#### Programme of Contents

Part/Units	Topics	Total number of hours, classes, credits and time dedicated
Unit 1. Psychomotor Education	<ul style="list-style-type: none"> <li>• The development of psychomotricity</li> <li>• What is psychomotricity?</li> <li>• Precursors/main theories</li> <li>• Methodology of the psychomotor practice</li> </ul>	7 hours of class
Unit 2. Course programme	<ul style="list-style-type: none"> <li>• Course scheduling</li> <li>• Session structure</li> <li>• Du structure</li> <li>• Methodology</li> </ul>	9 hours of class
Unit 3. Emotional and tonic processes	<ul style="list-style-type: none"> <li>• Reflexes</li> <li>• Voluntary movement</li> <li>• Tone.</li> <li>• Psychological identity: Affection</li> <li>• Look</li> <li>• Breathing</li> <li>• Relaxation</li> </ul>	12 hours of class
Unit 4. The elements of psychomotor development	<ul style="list-style-type: none"> <li>• Body-map</li> <li>• Posture</li> <li>• Balance</li> <li>• Coordination</li> <li>• Lateralisation</li> <li>• Basic physical abilities (displacements, jumping, turning, throwing)</li> <li>• Spatial-temporal perception</li> </ul>	12 hours of class
Unit 5. Neurological Fundamentals of Psychomotricity	<ul style="list-style-type: none"> <li>• Basic physical anatomy of the nervous system</li> <li>• Functional organisation of psychomotricity</li> <li>• Psychomotor developmental disorder</li> </ul>	5 hours of class

## 4. TEACHING-LEARNING METHODOLOGIES, TRAINING

### 4.1. Credit Distribution

<b>6 ECTS credits. Total number of hours: 150</b>	
<b>Number of hours of classroom attendance: 48 hours</b>	<b>30 hours of theory class 15 hours of practical class 3 hours of seminar</b>
<b>Number of hours of independent learning: 102 hours</b>	<b>102 hours of self-study</b>

### 4.2. Methodological strategies, material and didactic resources

#### Methodology

The subject will be practical and applied. During the theoretical explanations, the theory will be related with the educational practice and our main working method will be through games. The students' attitude must always be based on participation and interaction, as a way of internalizing and living, as future teachers, the experienced psychomotricity and body language.

The teaching-learning methodology will be based on the CLIL (*Content and Language Integrated Learning*) approach, whose main aim is to create a communicative atmosphere and to involve the students actively in high-order thinking processes. Thus, students will be improving their competence in the English language and, at the same time, learning the subject contents. In addition, they will be helped to reflect upon the "mechanics" of this approach, enabling them to transfer their learning experience to their teaching practice.

The contents will therefore be worked through the English language, and methodology will vary according to the type of grouping but will always be active and require the student's participation. The teacher will act as a facilitator of learning, providing resources and explanations, whilst the assistant teacher will support the linguistic area and enhance cooperative work.

#### Materials and resources

The resources that will be used for the learning process will be the following:

- A classroom with digital resources.
- Outdoor space or playground. Sport courts.
- Swimming pool with material for games.
- Multi-use classroom with the materials that we can find in it (Gymnastic benches, mats, balls, cones, pikes, ropes...).
- Among the personal resources in the area, we can find the people and their physical identity, agents of the psychomotor activity.

## 5. ASSESSMENT

### Assessment criteria

Assessment and grading for the subject will be established according to a set of assessment criteria. They are closely related with the specific competencies of the subject. They allow the teacher to give a value judgment on the basis of a description of the observed reality.

In this subject, the **assessment** criteria are:

- Knowledge of the basic fundamentals related with the subject of the curriculum of this stage as well as the theories about acquisition and development of the corresponding learning.
- Interest in learning and active participation.
- Elaboration, evaluation and reflection about the contents of the curriculum related with the subject.

### Relation between the specific competences and the assessment criteria

Competencies	Assessment Criteria
To know the fundamentals of body language of the curriculum of this stage, as well as the theories about acquisition and development of the corresponding learning	<ul style="list-style-type: none"> <li>• Knowledge of the basic fundamentals of the subject</li> <li>• Interest in learning and active participation</li> </ul>
To know and use songs to promote auditory, rhythmic and vocal education.	<ul style="list-style-type: none"> <li>• Design of original motor activities based on a playful design.</li> <li>• Interest in learning and active participation.</li> </ul>
To know how to use games as a didactic resource, as well as design learning activities based on playful principles...	<ul style="list-style-type: none"> <li>• Design of original motor activities based on a playful design.</li> <li>• Interest in learning and active participation</li> </ul>
To produce didactic proposals that foster the perception and expression of motor abilities and creativity.	<ul style="list-style-type: none"> <li>• Elaboration of different creative and original didactic proposals in relation with the fundamentals of the subject.</li> <li>• Interest in learning and active participation</li> </ul>
To promote awareness of artistic creation.	<ul style="list-style-type: none"> <li>• Design of original motor activities based on a playful design.</li> <li>• Interest in learning and active participation</li> </ul>
To know how to produce quality didactic materials, in digital format, for the development of the curriculum of infant education.	<ul style="list-style-type: none"> <li>• Elaboration of different creative and original didactic proposals in relation with the fundamentals of the subject.</li> <li>• Design of original motor activities based on a playful design.</li> <li>• Interest in learning and active participation.</li> </ul>

## Grading criteria

Assessment criteria	%
Knowledge of the basic fundamentals of the subject.	40%
Interest in learning and active participation.	20%
Elaboration of different creative and original didactic proposals in relation with the fundamentals of the subject.	40%

## Types of assessment:

### General assessment criteria:

#### Requirements for continuous assessment (ordinary examinations) and to develop the established competences.

- Attend classes and seminars. Assistance should be at least 80%.
- Complete and submit assigned activities, case studies, project and work on time.
- Actively participate in the teaching-learning process and group work.
- If the situation changes and we need to change to digital-teaching processes, the assistance to the videoconference should be at least 80%, check by connecting the camera.

Any student that fails to meet these requirements is not permitted to sit the exam and therefore, will be registered as having not taken the exam. The student's academic transcript will show *No Presentado* (Exam Not Taken) for this subject. The student will have the chance to sit the exam in the second extraordinary exam session. In this is the case, the student must speak with the subject teacher about which activities and work can be maintained, and which need to be redone or repeated before submission.

### What is the general rule?

The University of Alcalá de Henares in its regulations regarding the assessment process of learning passed on March 2011 points out that the usual and normal assessment for students will be continuous assessment and that there are some cases that allow a student to ask for the option of final assessment instead of a continuous one in the ordinary sitting. The causes that permit students to embrace final assessment are working or familiar obligations, health and disability.

The pupil has an ordinary assessment sitting in which he/she can opt for the continuous assessment or final assessment procedure, following the regulations of the UAH, and another extraordinary sitting where only the final exam counts. The students that do not pass the continuous assessment will have the right to a final assessment in an extraordinary sitting.

You can find further information on the web site:  
[http://www3.uah.es/ice/FP/documentos/Normativa\\_evaluacion.pdf](http://www3.uah.es/ice/FP/documentos/Normativa_evaluacion.pdf)



## What is the deadline for requesting the final assessment?

Once the subject has started you have two weeks to request the final assessment from the teacher. The teacher will give you an official document to fill in. This is within the ordinary sitting. If you do not request the final assessment you will be marked following the processes of the continuous assessment.

## Continuous assessment marking criteria.

### Continuous Assessment. Ordinary and extraordinary sitting

Tools of assessment	Individual work	Group work (tasks and projects)	Exam	%
<b>Assessment Criteria</b>				
Knowledge of the basic fundamentals of the subject.	x	x	x	40
Interest in learning and active participation.	x	x	x	20
Elaboration of different creative and original didactic proposals in relation with the fundamentals of the subject.	x	x	x	40
<b>%</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

### Final Assessment. Ordinary and Extraordinary sitting

Tools of assessment	Individual tasks and projects	Exam	%
<b>Assessment Criteria</b>			
Knowledge of the basic fundamentals of the subject.	X	X	50
Elaboration of different creative and original didactic proposals in relation with the fundamentals of the subject. (You need to do a project and prepare a summary of the contents)	X	X	50
<b>%</b>	<b>60</b>	<b>40</b>	<b>100</b>

To pass the subject, it is essential that the student demonstrate that they have achieved all the competencies included in this guide through the different instruments established for their measurement, reaching a minimum of 5 in each of them, except for the exam which will be 4. The student must take all the evaluation tests that are included in this guide as an essential requirement, both in the continuous evaluation process and in the final evaluation process, either in the ordinary or extraordinary session.

Students who decide for the final assessment, have two weeks after the beginning of the term to request for it. As soon as they get the approval, they need to get in contact with the teacher and ask for the task they need to do to pass the subject. The deadline for the tasks is the ordinary or extraordinary exam date.

During all assessment tasks, the guidelines established in the University of Alcalá Coexistence Regulations must be followed, as well as the possible implications of

irregularities committed during those tasks, including the consequences for committing academic fraud, according to the Disciplinary Regulations for Students of the University of Alcalá

## 6. BIBLIOGRAPHY

### Basic Bibliography

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## Electronic resources (websites valid at 23<sup>th</sup> of June of 2016)

You can find here links to pages and articles related to child motor skills

- <http://www.efdeportes.com/encuentra.htm?cx=partner-pub-7621742700180041%3Aagat9we-5w32&cof=FORID%3A10&ie=ISO-8859-1&q=psicomotricidad&sa=Buscar>

Web which speaks about the importance of Psychomotor Education with links to documents, research and experience.

- <http://www.educacioninfantil.com/displayarticle117.html>
- <http://www.ansares.com.ar/psicomotricidad.htm>
- Comunidad Virtual de Ciencia del Deporte (<http://cdeporte.rediris.es/>)
- Buscador de los profesionales del deporte: <http://www.sportsci.org/>
- Junta de Castilla y León:  
<http://www.educa.jcyl.es/profesorado/es/buscar?lookForType=0&searchGlobalInRootWeb=false&sortIndex=-1&simpleSearchPattern=psicomotricidad&search=>

Psychomotor associations.

- <http://psicomotricistas.es/>
- <http://www.apee.es/>
- <http://sid.usal.es/centrosyservicios/discapacidad/8499/4-1/asociacion-profesional-de-psicomotricistas-barcelona.aspx>

Videos of children practicing motor skills

[http://www.youtube.com/results?search=Search&resnum=0&oi=spell&search\\_query=Psychomotricity&spell=1&sa=X](http://www.youtube.com/results?search=Search&resnum=0&oi=spell&search_query=Psychomotricity&spell=1&sa=X)