



*Module 5: School Competencies and Curriculum*

**Guide to the Interdisciplinary  
Modular Project**

Tell me a story  
To change the world

## Index

1. Introduction and Regulations of the Interdisciplinary Modular Project (IMP) .....	3
1.1. Introduction to the IMP.....	3
1.2. IMP Regulations .....	3
1.3. Who Should Complete the IMP? .....	4
2. Competencies and Learning Outcomes .....	5
2.1. Basic Competencies of the Module.....	5
3. Context .....	7
3.1. Agenda 2030 for Sustainable Development.....	7
3.2. Tell Me a Story to Change the World .....	8
4. Development of the IMP .....	9
4.1. Project Phases .....	9
4.2 Presentation of the final project .....	15
5. IMP Evaluation .....	16
5.1. On assessment .....	16
5.2. Aspects to be taken into account in the evaluation.....	17
5.3 Report Control List: .....	17
6. References.....	20
7. APPENDICES .....	21

## 1. Introduction and Regulations of the Interdisciplinary Modular Project (IMP)

### 1.1. Introduction to the IMP

Module 5, *School Competencies and Curriculum*, is undertaken in the first semester of the third year of the Degree in Early Childhood Education.

The Interdisciplinary Modular Project (IMP) to be developed in this module is titled “Tell Me a Story to Change the World” and is worth 1.8 ECTS (due to the special structure of the 10-week module). This project involves explaining and justifying how interdisciplinarity and the Sustainable Development Goals (SDGs) can be addressed in Early Childhood Education through a story or illustrated album<sup>1</sup>. This interdisciplinarity should consider the subjects taught in the first semester of the third year:

- Plastic Arts and Visual Culture in Early Childhood Education II (6 ECTS)
- Psychomotor Development II (6 ECTS)
- Teaching Native and Foreign Languages (*Teaching Native Languages* Module, 5 ECTS)

The students will need 45 hours of work to complete the IMP. In-class IMPe will be 18 hours, and 27 hours will be spent outside the classroom. Each subject in this semester will dedicate 6 hours, which constitutes 10% of its time. Consequently, the IMP grade will account for 10% of the subject's grade<sup>2</sup>. For students not subject to the IMP, the subject grade will be 100% without the IMP percentage.

### 1.2. IMP Regulations

According to Article 7 of Decree 75/2023, of May 30, which establishes the curriculum for Early Childhood Education and defines these teachings in the Autonomous Community of the Basque Country (BOPV of June 9, 2023), Early Childhood Education will contribute to the development of certain basic disciplinary competencies in children:

- a) Understanding one's own body and others', as well as what can be done with it, and learning to respect differences.
- b) Observing and exploring their family, natural, and social environment.
- c) Progressively acquiring autonomy in their usual activities.

---

<sup>1</sup> Stories and/or picture books will be the resources with which students will design the didactic proposal. The stories are texts with a narrative structure. The stories chosen for this work must be illustrated and accompanied by pictures. Illustrated albums or picture books can also be chosen to carry out the teaching proposal. The illustrations may or may not be accompanied by text. Whatever the format, the resource chosen will be one that encourages interaction with the children.

<sup>2</sup> In the case of the subject Teaching Native and Foreign Languages, as it is an annual subject, the value of the IMP will be 10% of the grade corresponding to the module of the subject in question during the first four-month period

- d) Developing emotional and affective capacities and beginning to regulate them.
- e) Relating equally with others and progressively acquiring basic patterns of coexistence and social interaction, as well as practicing empathy and peaceful, non-violent conflict resolution.
- f) Developing communicative skills in different languages and forms of expression.
- g) Developing linguistic communication skills in the two official languages, promoting the use of Basque.
- h) Beginning to learn logical-mathematical skills, movements, gestures, and rhythms, and starting to read and write.
- i) Promoting, applying, and developing social norms that overcome stereotypes and promote equality.

To work on these competencies, it is necessary to select the contents and resources that Early Childhood Education children will learn at each school stage and the activities they will undertake. In the third year of the Degree in Early Childhood Education, special attention will be given to basic educational resources for the comprehensive training of students, and for this, stories will be worked on in the IMP of module 5.

### 1.3. Who Should Complete the IMP?

All students must complete the IMP if they are enrolled in the three subjects of module 5, except in the following situations:

- Students enrolled in one or two subjects of module 5.
- Students who must simultaneously take two modules (due to having validated or pending subjects) will only complete the IMP of the module with the most pending subjects. If the number of subjects in both modules is the same, the IMP will be taken in the higher-level module.
- Given the modular nature of the degree and the interdisciplinary content of the work, if a student cannot participate in the continuing assessment system for justified reasons, they must submit a proposal related to the IMP, which will be submitted in writing and defended orally on the date determined for each module.
- Students in this situation should contact the module coordinator (or degree coordinator) as soon as possible, who will provide the necessary information, such as the teacher to whom the work should be submitted and with whom the date and place for its defense will be agreed; this teacher will not act as a tutor for the student. To resolve doubts, the student should contact the teacher of the corresponding area.
- What would be justified reasons for not participating in the successive evaluation system?
  - o Work-related reasons
  - o Having dependents
  - o Disability of 33% or higher

- Being a high-level athlete, traveling, or engaging in an artistic or cultural activity requiring significant dedication
- Compatibility with other higher studies (compatibility with a political, union, associative, or NGO role, among others)

In case of doubt, consult the document “Modules. Frequently Asked Questions”: [Modules. Frequently Asked Questions]:

(<https://www.ehu.eus/documents/2955630/10132805/MODULOS.+Preguntas+frecuentes.+20190416def.pdf>)

## 2. Competencies and Learning Outcomes

### 2.1. Basic Competencies of the Module

Based on the catalogue of transversal competencies of the UPV/EHU (2019)<sup>3</sup>, the transversal competencies to be worked on in this IMP are understood as actions to be performed by the students in response to this complex situation or task. Although many competencies from that catalogue will be worked on in this module, we will focus on the following five: critical thinking, innovation, social commitment, communication, and teamwork (See Table 1)-

Table 1:

TRANSVERSAL COMPETENCIES	LEARNING OUTCOMES
<p><b>Critical Thinking</b> PK05. Students interpret information obtained from different sources, evaluating its relevance and scope from a critical point of view, taking into account the assigned SDGs</p>	<p>- Students identify suitable stories for the selected stage for Early Childhood Education and the SDGs related to them and justifies their appropriateness. - Students justify their choices based on both bibliographic sources and a critical pedagogical perspective.</p>
<p><b>Innovation</b> BE11. Students transfer concepts and procedures from other areas to a knowledge area, making the necessary changes and adaptations.</p>	<p>- The student can justify from an interdisciplinary perspective both the choice of the story and the didactic proposal. - The student coherently makes the connections between subjects.</p>
<p><b>Social Commitment</b> GK10. The students make interdisciplinary proposals to address problems related to sustainable human development</p>	<p>- Taking the story as a starting point, the student can create an interdisciplinary didactic proposal centered on the assigned SDG.</p>

<sup>3</sup> UPV/EHU (2019). *Catalogue of transversal competencies*. Available here: [https://www.ehu.eus/documents/1432750/12757375/Cat%C3%A1logo+of+Transversal+competences\\_ cas.pdf](https://www.ehu.eus/documents/1432750/12757375/Cat%C3%A1logo+of+Transversal+competences_ cas.pdf)

<p><b>Communication and Plurilingualism</b> KO06. The student communicates ideas and arguments comprehensibly and according to the formal criteria established</p>	<ul style="list-style-type: none"> <li>- The student correctly and coherently justifies both the selection of the story and the didactic proposal.</li> <li>- The written work meets the formal writing criteria for academic work.</li> </ul>
<p><b>Communication and Plurilingualism</b> KO08. The student demonstrates verbal and non-verbal expression adapted to a specific audience in a public oral presentation in both the official and the foreign languages.</p>	<ul style="list-style-type: none"> <li>- The student is capable of communicating with an appropriate tone and voice rhythm.</li> <li>- The student controls her body posture and maintains eye contact with the audience.</li> <li>- The resources used support the speech</li> </ul>
<p><b>Teamwork</b> TL11-TL13. The student shares reflections and arguments for a joint evaluation of the process carried out by the team and the results obtained. The student collaborates with other groups in building proposals.</p>	<ul style="list-style-type: none"> <li>- The student is able to collaborate and share ideas both within her work group and with members of another work group.</li> </ul>

In addition to the transversal competencies, this IMP will also work on different competencies from the knowledge areas of the module to be able to respond in an integral manner to the problem situation to be presented (See Table 2).

Table 2:

SPECIFIC COMPETENCIES	LEARNING OUTCOMES
<p><b>Plastic Arts</b> BG1. Identification of artistic education activities that use creative strategies. Design of action projects adapted to Early Childhood Education based on updated curricular research.</p>	<ul style="list-style-type: none"> <li>- The student is able to create plastic-visual artifacts oriented towards Early Childhood Education, demonstrating the ability to put ideas into practice through reflection on the subject and aesthetics.</li> <li>- The student is able to identify the aesthetic and structural characteristics that build the illustrated album and work on them in their productions.</li> </ul>
<p><b>Psychomotor Development</b> BG2. To understand children's play as a creator of their own attitudes, values, and norms and to use it as a didactic resource for democracy and responsibility. To design didactic proposals for the areas of experience of the stage, reflecting on the associated problems and challenges, taking into account the educational needs of students, gender equality, cultural diversity, and human rights</p>	<ul style="list-style-type: none"> <li>- The student is able to generate motor proposals based on experience, considering both the characteristics of the stage and the children's developmental level</li> <li>- The student analyzes how motor competence can be worked on through stories, relating it to the subject content through coherent argumentation.</li> </ul>
<p><b>Language Teaching</b> BG3. To know the resources that enable the development of different communicative competencies. To apply them appropriately to specific situations, according to the didactic</p>	<p>The student is able to present activities from the perspective of language work:</p> <ul style="list-style-type: none"> <li>- The student shows the expected results</li> <li>- The student plans appropriate strategies to achieve the expected results.</li> </ul>

objectives in the field of communicative competencies development.	<ul style="list-style-type: none"> <li>- The student adapts the proposal to the educational environment described.</li> <li>- The students establishes connections with the current curricular decree</li> </ul>
--	--

### 3. Context

#### 3.1. Agenda 2030 for Sustainable Development<sup>4</sup>

This agenda is a plan of action for people, planet, and prosperity. It also aims to strengthen universal peace within a broader concept of freedom. We know that ending poverty in all its forms and dimensions, including extreme poverty, is the greatest global challenge and an essential requirement for sustainable development. The goals and targets are integrated and indivisible and balance the three dimensions of sustainable development: economic, social, and environmental. These goals and targets will stimulate actions in areas of critical importance for humanity and the planet over the next 15 years.

##### *People*

The aim is to end poverty and hunger in all their forms and dimensions and ensure that all human beings can fulfil their potential with dignity and equality in a healthy environment.

##### *Planet*

The aim is to protect the planet from degradation through sustainable consumption and production, sustainable management of natural resources and urgent action on climate change, so that it can support the needs of the present and future generations.

##### *Prosperity*

The aim is to ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social, and technological progress occurs in harmony with nature.

##### *Peace*

The aim is to foster peaceful, just, and inclusive societies free from fear and violence. There can be no sustainable development without peace, and no peace without sustainable development.

---

<sup>4</sup> [https://www.unescoetxea.org/documentos/2030\\_Agenda\\_desarrollo\\_sostenible.pdf](https://www.unescoetxea.org/documentos/2030_Agenda_desarrollo_sostenible.pdf)

## 3.2. Tell Me a Story to Change the World

In this module, students are required to design a didactic proposal to work on the SDGs through a story. This proposal will integrate the three subjects: Language Didactics, Psychomotor Development, and Plastic Arts and Visual Culture.

Education for Sustainable Development (ESD) is a key tool for achieving the Sustainable Development Goals (SDGs) proposed by the United Nations. In this regard, the UNESCO Guide (2017)<sup>5</sup> published the basic competencies for working on the SDGs and the learning outcomes associated with each Sustainable Development Goal. Based on this proposal, several SDGs have been selected in this interdisciplinary project that are suitable for the pedagogical use of stories and/or illustrated albums.

### 3.2.1. SCENARIO

#### **Are you capable of promoting sustainable development in Early Childhood Education through stories?**

This year, you have been assigned a new class, and before the school year begins, you visited the school to prepare the classroom and materials. As you approach the bookshelf, you are surprised to find that all the books are outdated, stereotyped, and worn out. Aware of the importance of stories in the second cycle of Early Childhood Education, you express your concern to the school administration. The principal informs you that the school is part of an innovative project related to sustainability and, fortunately, there is funding available to purchase new materials. However, there are several requirements for requesting new materials:

- They must be stories and/or illustrated albums that are of interest for working on the SDGs, and from them, you must create an innovative didactic project. You will use what you have learned in the subjects of Language Teaching, Psychomotor Development, and Plastic Arts and Visual Culture, proposing to work in an integrated manner on the Early Childhood Education competencies related to these areas.
- In addition to working on the competencies in these areas, your didactic proposal must obligatorily address the SDGs: Health and Well-being, Quality Education, and Linguistic and Cultural Diversity.
- The theme of the story, which will be the starting point of the proposal, must address one of the SDGs from the block presented in the next section, in addition to the aforementioned SDGs.
- You have 10 weeks to complete the project, and at the end, you will present it to the faculty and the working groups that participated in this project.

---

<sup>5</sup> UNESCO (2017). Educación para los Objetivos de Desarrollo Sostenible. Disponible en [https://web.unican.es/unidades/igualdad/SiteAssets/guia-de-recursos/responsabilidad-social-universitaria/EdS\\_ODS.pdf](https://web.unican.es/unidades/igualdad/SiteAssets/guia-de-recursos/responsabilidad-social-universitaria/EdS_ODS.pdf)



### 3.2.2. BASIC SDGs<sup>6</sup>

#### **GOOD HEALTH AND WELL-BEING (SDG 3)**

Ensure healthy lives and promote well-being for all at all ages.

#### **QUALITY EDUCATION (SDG 4)**

Ensure inclusive, equitable, and quality education and promote lifelong learning opportunities for all.

#### **LINGUISTIC AND CULTURAL DIVERSITY (SDG 17+1)**

Achieve the integration of local languages into educational systems. Ensure the presence of minority languages in all types of written, audiovisual, or new technology media.

To work on the themes of the illustrated albums, see Table 3.

Table 3:

<b>TOPICS</b>
GENDER EQUALITY (SDG 5) Achieve gender equality and empower all women and girls.
RESPONSIBLE CONSUMPTION AND PRODUCTION (SDG 12) Ensure sustainable consumption and production patterns.
LIFE BELOW WATER (SDG 14) Conserve and sustainably use the oceans, seas, and marine resources for sustainable development

## 4. Development of the IMP

### 4.1. Project Phases

#### 4.1.1. Group Creation

The students will be in charge of the organization of the work groups and communication of their configuration to the coordinator. Each GA will have a maximum of 6 groups, each consisting of 5-7 people. When forming the groups, each participant must assume a specific role to oversee the work:

---

<sup>6</sup> <https://www.bizkaiatalent.eus/eu/objetivos-desarrollo-sostenible/>

1. Responsible for linguistic correctness, references correction, and document format
2. Responsible for the SDGs focus
3. Responsible for the interdisciplinary approach
4. Responsible for linking the three subjects and Decree 75/2023
5. Responsible for the inclusive approach

#### *4.1.2. Theoretical Framework: Selection and Justification of the Story*

In this initial work phase, you must search for, select, and justify an illustrated album aimed at Early Childhood Education children. The chosen story or illustrated album must be published in printed form. The selection process for the story or illustrated album to be used for the didactic proposal will be conducted as follows: each student in the group must select 5 illustrated albums which will be shown to the working group and a final selection will be made among them. To follow this process, the first and second tables of Annex 1 will be completed. For the search, it is recommended to visit libraries (UPV/EHU, public libraries).

Among the books found by the group members, the students will consider a specific Early Childhood Education school and classroom to justify the suitability of the story to develop the proposal. The story or illustrated album must be used to work on one of the SDGs from Table 3. Additionally, to justify its choice, the competencies and content covered in this semester's subjects will be considered, forming the theoretical framework of the final report.

The illustrated album is seen as a material that allows working on critical thinking and the SDGs, and the multiple possibilities it offers will be taken into account for its selection and justification. The didactic proposal can deal with the complete story, part of the story, a scene, or any other aspect of the story.

The first part of the written report will therefore aim to justify the choice of the story or illustrated album. The following guiding questions can help students to make this justification. Remember that this section will not have a question-answer format, but will follow the usual formal structure of the theoretical framework.

- Why are we going to work with this illustrated album? What characteristics make it suitable?
- What other illustrated albums did we consider and why did we discard them?
- What is the purpose of its use? Does it convey any special message or idea?
- How does it contribute to child development?
- What relationship do we establish between the illustrated album and the SDG we want to work on?
- Is it suitable for working on the three subjects of the module? How does it relate to the specific content of each subject (i.e., the theory taught in class)?
- Why do we believe it is suitable for the children's age? Justify.
- How does it adapt to the characteristics of Early Childhood Education students?
- What problems do we foresee? How do we address these problems?
- What types of activities or didactic actions do you think of?

Citations will be made following the 7th edition of the APA standards.

### 4.1.3. Proposal and Justification

Using the chosen illustrated album, in the second part of the work, a didactic proposal must be developed to be carried out in a specific Early Childhood Education classroom, considering the concepts worked on in the three subjects. The story will be the starting point of the proposal, which aims to be innovative, with unlimited possibilities for the work. However, the group must precisely explain and justify their proposal to work with the story in the classroom.

The proposal design will consider interdisciplinarity. The chosen story, the SDGs to be worked on, and the specific characteristics of the Early Childhood Education classroom must be coherent. The main objective of the proposal (what is intended to be achieved), the methodology (how it will be carried out, what materials or resources will be used, how the students will be grouped), ways to encourage student participation, and tools to evaluate the progress made will be clearly and precisely expressed. Additionally, possible adaptations to the different ages/stages of Early Childhood Education children must be considered. In other words, if another teacher reads the proposal, she should be able to carry it out.

The didactic proposal should contain the following information:

- (Hypothetical) characteristics of the Early Childhood Education student group: age, number, context (school's characteristics)
- Timeline
- Activity sequence
- Objectives of the activities and competencies to be worked on
- Materials
- Detailed description of the activities
- Evaluation
- Adaptations for students with specific needs

Remember that the proposal must be interdisciplinary and cannot propose isolated actions or activities, i.e., proposing activities that address a single subject. Each activity must work on at least two of the three competencies listed in Decree 75/2023: artistic competence, motor competence, and linguistic and literary competence for communication, along with the assigned SDGs.

The didactic proposal will consist of a minimum of five activities. The activity sequence must be coherent with the selected story and the SDGs. Besides the didactic proposal, all the activities that compose it must justify the use of the three subjects (cited according to the 7th edition of the APA standards (2021)).

### 4.1.4. WORK SCHEDULE

Given the short duration of this quarter, the time for evaluation comes without us realising it. Experience has shown us that it is better to complete the tasks day by day, so it is suggested that the teaching team follows the next timetable.

Keeping to the schedule will help you keep your work up to date and avoid last-minute problems. Please note that tutorials and deliveries are graded. See table 4.

Table 4:

WEEK	Students' responsibility	Tutorials and deliveries	Teaching staff's responsibility
1	CONSTITUTION OF THE GROUPS	<p>Groupings and names of the groups.</p> <p>The last day of the presentation will be communicated to the module coordinator.</p>	<p><b>Teaching staff:</b></p> <p>Each subject will dedicate 2 hours to the presentation of the IMP. Each subject will explain the contents necessary for the selection of the illustrated album.</p> <p><b>Coordinator:</b></p> <p>Assign tutors to groups and set the date for the first tutorial meeting.</p>
2	SEARCH FOR ILLUSTRATED ALBUMS	<p>1ST TUTORIAL MEETING</p> <p>All groups will meet with their tutor. 2-3 spokespersons from each group will attend the meeting. Spokespersons from each group will rotate from one tutorial meeting to another</p> <p>- The theme of the meeting is the selection of the illustrated album.</p> <p>- Each group should bring appendix 1 completed (except for the final table).</p>	
3	SELECTION AND JUSTIFICATION OF PICTURE BOOKS		<p><b>Language Teaching [2 hours IMP]</b></p> <ul style="list-style-type: none"> <li>- 1. Answering questions about the content of the IMP (intra-group work)</li> <li>- 2. Time to present the development of your group work in randomly formed groups. (inter-group work).</li> <li>- 3. Fill in a post-inter-group report (appendix 2) reflecting on what they have learnt from other groups (intra-group work).</li> </ul>

4	SELECTION AND JUSTIFICATION OF PICTURE BOOKS	<p><u>FOLLOW-UP:</u></p> <p>Draft: selection and justification of the illustrated album.</p> <p>Students must certify that they have completed appendices 1 and 2.</p> <p>A draft may be requested but will not be assessed.</p>	
5	SELECTION AND JUSTIFICATION OF PICTURE BOOKS / DESIGN OF THE TEACHING PROPOSAL	<p><u>2nd TUTORIAL MEETING:</u></p> <p>All groups will meet with their tutor and 2-3 spokespersons from each group will attend the meeting.</p> <p>Appendices 1 and 2 will be discussed.</p> <p>Improvements to be made to the report will be identified.</p>	<p><b>Psychomotor Development [2 hours IMP]</b></p> <ul style="list-style-type: none"> <li>- 1. Answering questions about the content of the IMP (intra-group work)</li> <li>- 2. Time to present the development of your group work in randomly formed groups. (inter-group work).</li> <li>- 3. Fill in a post-inter-group report (appendix 3) reflecting on what they have learnt from other groups (intra-group work).</li> </ul>
6	DESIGN OF THE TEACHING PROPOSAL	<p><b>1<sup>st</sup> SUBMISSION OF THE REPORT:</b></p> <ul style="list-style-type: none"> <li>- Correction of the selection and justification of the illustrated album</li> <li>- Appendices 1, 2 and 3</li> <li>- Drafting of the teaching proposal to share with the teacher and classmates in the plastic arts session.</li> </ul>	
7	DESIGN OF THE TEACHING PROPOSAL		<p><b>Plastic Arts [2 hours IMP]</b></p> <ul style="list-style-type: none"> <li>- 1. Answering questions about the content of the IMP (intra-group work)</li> <li>- 2. Time to present the development of your group work in randomly formed groups. (inter-group work).</li> <li>- 3. Fill in a post-inter-group report (appendix 4) reflecting on what they have learnt from other groups (intra-group work).</li> </ul>
8	DESIGN OF THE TEACHING PROPOSAL	<p><b>2nd SUBMISSION OF THE REPORT</b></p>	

		<ul style="list-style-type: none"> <li>- First part of the report fully corrected and draft teaching proposal.</li> <li>- Appendix 4</li> </ul>	
9	DESIGN OF THE TEACHING PROPOSAL / PREPARATION OF THE ORAL PRESENTATION	<p><b>3rd TUTORIAL MEETING:</b></p> <ul style="list-style-type: none"> <li>- All groups will meet with their tutor and 2-3 spokespersons from each group will attend the meeting.</li> <li>- The design of the teaching proposal and the presentation of the final project will be discussed.</li> <li>- Appendices 3 and 4.</li> <li>- Improvements to be made to the report will be identified.</li> </ul>	
10	ORAL PRESENTATION	<b>FINAL SUBMISSION of the written report.</b>	<p><b>Each subject will devote 2 hours to the presentation of the IMP</b></p> <p>Students will watch each other's presentations and give feedback to the presenting groups after the previous sessions, e.g. how these groups have improved their work since the first weeks, what they have learnt from their presentation.</p>

#### *4.1.5. TUTORIALS AND SUBMISSIONS (IN CHRONOLOGICAL ORDER)*

In order to ensure the correct development of the work, three tutorials will be held during the assessment period. In addition, 2 intermediate submissions must be made.

The tutorials will be held together with the other groups accompanied by the tutor. The main objective is to encourage discussion and collaborative work between the different groups so that the learning process of designing a teaching proposal is meaningful.

In all tutoring sessions, a sub-group of each IMP group will be responsible for the work to be done in that session. This sub-group will be composed of 2 or 3 members and will actively participate in the session corresponding to it (follow-up of the work to be done, speaking on behalf of the group in the meeting). The sub-groups will vary from meeting to meeting. The aim is to involve all the members of the group and to increase their involvement in the TIM.

For the 1st tutorial (2nd week)

One day before the tutorial, each group will share a complete list of their stories and/or illustrated books with the other groups. The list should include the five final books and the reasons why they were selected. For the tutorial, you will have to read the lists of the other groups that will take part in the tutorial. (Tables 1 and 2 in Appendix 1).

To encourage discussion between the different groups, each group will prepare, for example, five questions about picture albums: Why did you choose them? How do they relate to the themes? How do they relate to the SDGs? (Table 3 in Appendix 1)

After this session, each group will fill in Table 4 in Appendix 1 where they will have to reflect on what happened in this meeting and in particular on the questions asked by the other group.

It is essential that the tutor for week 4 receive both the reasoned choice of the story and Appendices 1 and 2.

#### For the 2nd tutorial (week 5):

The aim of this tutorial is for each group to share the choice of their picture album and the reasons for this choice. It will also focus on the improvements needed in each group's work. Finally, the content of Appendices 1 and 2 will be discussed.

#### 1st SUBMISSION 1 (6th week):

Selection and justification of the illustrated album, corrected, together with Appendix 3. It is also advisable to make a sketch of the didactic proposal to share with the teacher and colleagues during the Plastic Arts session.

#### 2nd SUBMISSION (week 8):

The first section of the report fully corrected and the final draft of the proposal should be sent together with Appendix 4.

#### For the 3rd tutorial (week 9):

The design of the didactic proposal and the presentation of the work will be discussed. Appendices 3 and 4 will be shared and the focus of the meeting will be on improving the work.

## 4.2 Presentation of the final project

Students will present the final project in two ways:

- Orally:

There will be a group presentation in the last week of the course. This will take 2 hours (one day of class) per subject. You will need to explain the history and rationale of your choice, the proposal and its justification. The formal presentation of the final project will take about 10 to 15 minutes. In addition, each group will have a further 15-20 minutes to carry out the activities they have designed (one or two) with their classmates. Finally, students will be asked individually to make a small evaluation of their role in the group, explaining what they have learnt and what difficulties they have encountered.

- Written report

The written report is due on the same day as the group presentation. The report should not exceed 20 pages, not including appendices. The report should contain the following sections

- Selection and justification of the story (theoretical framework).
- Teaching proposal and its justification.
- Final group reflection. This reflection will take into account the steps taken in the process:
  - o Tutorials carried out
  - o Inter-group vs. intra-group work
  - o Moments of contrast

The paper should include a cover page, an index and a list of references (APA 7th edition, 2021). In addition, the appendices should include the minutes of the group's meetings and any other documents the group deems appropriate.

## 5. IMP Evaluation

### 5.1. On assessment

The value of this project will be 10% in the rating of each subject. The evaluation of this IMP will be maintained until the extraordinary call (June-July). The student who does not pass the IMP must redo the proposal related to the MIP, submit it in writing and defend it orally on the date specified for this purpose in each module.

Depending on the subject, passing the IMP is a prerequisite for passing the subject. To check if you are in this situation, please consult the programme or guide for each subject.

The evaluation of the TIM is continuous and is carried out as follows

- Written Report Assessment (50%)
- Assessment of the oral presentation (25%)
- Participation in class and tutorials (25%)
  - o Students argue their work in class and tutorials.
  - o Students show an active commitment to teamwork throughout the process

Students who opt for the non-continuous assessment of the IMP will be assessed as follows



- Written Report Assessment (50%)
- Assessment of the oral presentation (50%).

The teacher who will supervise the work of these groups will be assigned in the last week of the quarter

## 5.2. Aspects to be taken into account in the evaluation.

### 5.2.1 LINGUISTIC COMPETENCE

It is essential to use the language correctly. If the errors are very obvious or if the text is incomprehensible - because it has been translated from another language or because it is incorrectly expressed in that language - the work will not be marked until the student or the group has made the appropriate corrections. The following aspects will be considered:

- Coherence, cohesion, appropriateness and accuracy.
- Understanding of speech.
- Vocabulary and spelling.
- Ergatives and concordance

### 5.2.2. PLAGIARISM

You cannot copy or imitate someone else's work and submit it as your own. Students must know and apply the APA7 standards (2021). If plagiarism is suspected, the entire report will be rejected and the TIM will be suspended.

## 5.3 Report Control List:

INDICATORS	YES	NO	NOTES	PERCENTAGE
<b>JUSTIFICATION</b>				30
The suitability of the selected stories has been justified, taking into account the SDGs to be worked on.				
The choice of the story is justified in terms of interdisciplinarity: - Selection of books with images (at the level of representation) that are not stereotyped. - The story or illustrated book chosen contains important paratextual elements relating to the story (format, front and back cover, typography, troquels, folds, guards, graphic techniques, pop-ups). - The story allows the child to exercise his/her motor skills.				

<ul style="list-style-type: none"> <li>- The students identify the movements that appear in the story with the appropriate technical words to help work on the child's body plan.</li> <li>- Pupils identify the content that can be worked on in the linguistic field with the story.</li> </ul>				
The characteristics of the childhood education group have been defined				
The argumentation for the selection is based on both bibliographical sources and a critical pedagogical perspective.				
<b>TEACHING PROPOSAL</b>				40
It has five or more activities				
<p>The objectives of the activities and the competences to be worked on are indicated.</p> <ul style="list-style-type: none"> <li>- The competences worked on in each activity are adapted to the children of the school in which the intervention is to be carried out.</li> <li>- The competences to be worked on are based on the curriculum.</li> <li>- Each activity involves two or more subject specific competences.</li> </ul>				
<p>An interdisciplinary proposal has been designed to address issues related to sustainable human development.</p> <ul style="list-style-type: none"> <li>- Seeking/creating different forms of representation</li> <li>- Encourage the use of several graphic techniques, encourage the use of several techniques</li> <li>- Part of paratextual elements to assimilate the story</li> <li>- The motor skills are worked on in the proposal and is playful.</li> <li>- The approach to work on language is shown: the expected results are indicated, the appropriate strategies for promoting the dynamics are defined for the chosen pedagogical environment.</li> </ul>				
<p>The descriptions of the activities are exhaustive.</p> <ul style="list-style-type: none"> <li>- The instructions to be given to the learner are defined.</li> <li>- The questions to be asked to carry out the activity have been designed.</li> <li>- The materials to be used are identified.</li> <li>- The way of grouping the learners is indicated.</li> </ul>				

The tools, criteria and performance indicators for evaluating the proposal have been defined.				
<b>FINAL REFLECTION IN GROUP</b>				15
Reflection on the itineraries for the development of the work: - Tutorials carried out - Groupings - Moments of sharing - Strengths - Weaknesses.				
<b>FORMAT</b>				15
The student expresses the ideas of his justification and proposal with correctness and coherence. The work conforms to the formal criteria of academic writing.				
APA 7 standards are correctly applied				

The teacher will assess individual learners in this section (repeat the following table for each of the participants):

<b>INDICATOR</b>	YES	NO	NOTES	PERCENTAGE
The student can collaborate and exchange ideas both within their team and with members of another working group				
The student can deliver a presentation at the appropriate tone and pace.				
The student controls his/her posture, looks at the audience.				
The resources used support the discourse - The presentation is aesthetically and formally well thought out - The presentation is in line with the aesthetics of the story.				

## 6. References

*Behinola* aldizkaria.

- Blake, Q., Eccleshare, J. (2010). *1001 libros infantiles que hay que leer antes de crecer*.  
Grijalbo. Bryant, S. (1993). *El arte de contar cuentos*. Nova Terra.
- Colomer, T. (2010). *Introducción a la literatura infantil y juvenil actual*. Síntesis.
- Consejo Pano, Elena (2014). El discurso peritextual en el libro ilustrado infantil y juvenil. *Álabe* 10. DOI 10.15645/Alabe.2014.10.6
- Díaz, F. (2007). *Leer y mirar el libro álbum: ¿Un género en construcción?*  
Norma. Durán, T. (2002). *Leer antes de leer*. Anaya.
- Durán, T. (2009). *Álbumes y otras lecturas*. Octaedro.
- Galarraga, H., eta Alonso, I. (2018). Elkarrekintza didaktikoa eta album ilustratua hezkuntza literariorako giltzarri. Ezagutzak elkarrekin eraikitzen. *UZTARO* 106, 5-2. DOI 10.26876/uztaro.106.2018.1
- Hoster, B., eta Lobato, M.J. (2007). Iniciación a la competencia literaria y artística a través del álbum ilustrado. *Lenguaje y textos*, 26, 119-134.
- Vizcarra-Morales, M. T. (2007). *Garapen psikomotorra haur hezkuntzan (0-6 urte)*. Universidad del País Vasco, Servicio Editorial= Euskal Herriko Unibertsitatea, Argitalpen Zerbitzua.

### **Digital references of interest:**

- <https://educacionambiental26.com/competencia-ecosocial/>  
<https://educacionecosocial.com/2020/06/05/competencia-ecosocial-que-por-que-y-para-que/> <https://link.springer.com/article/10.1007/s11625-011-0132-6>  
[https://web.unican.es/unidades/igualdad/SiteAssets/guia-de-recursos/responsabilidad-social-universitaria/EdS\\_ODS.pdf](https://web.unican.es/unidades/igualdad/SiteAssets/guia-de-recursos/responsabilidad-social-universitaria/EdS_ODS.pdf)  
<https://www.bizkaialalent.eus/eu/objetivos-desarrollo-sostenible/> <https://www.tefeccoo.es/2020/06/05/competencia-ecosocial-para-la-sostenibilidad/>  
<https://unesdoc.unesco.org/ark:/48223/pf0000252423>

## 7. APPENDICES

**Appendix 1.** For the first tutorial. List of books and preliminary selection, reflection on the procedure.

### 1.1. LIST OF PICTURE BOOKS:

Ask each team member to enter the following information about the picture books they have found in this table:

	TITLE	AUTHOR	YEAR	PUBLISHER	DIDACTIC USE	PUPIL WHO HAS CARRIED OUT THE SEARCH
0.	<i>La ola</i>	Suzy Lee	2008	Barbara Fiore		
1						
2						
...						
35						

### 1. 2. PRELIMINARY PICTURE BOOK SELECTION LIST:

After **selecting five picture books** derived from the list above, enter the following information in the table below:

Title	Justification for the selection of the book

### 1.3. QUESTIONS FOR THE OTHER GROUPS

Once you have read the list of picture books created by another group, write five questions in this table, which will be addressed to each group. The questions will be about their choice of books and the answers will also be written in the table.

Name of the group:

Questions	Answers


#### 1.4. REFLECTION BASED ON THE ANSWERS TO THE QUESTIONS

The reflection will be 250-300 words.

*Supporting questions:*

- What did you learn from this meeting?
- What did you find interesting about the questions asked?
- How did this dynamic help you (in choosing the book, in justifying it, in understanding the IMP)?
- Which story did you choose for your work and why?









## **Appendix 5. Self-assessment questions for justification**

### 5.1. Has the choice of story been adequately justified?

- Why will this book work? What features make this book suitable? What other stories have we considered and why have we excluded them?
- What is the purpose of using the story? Does it convey a particular message or idea?
- How does it contribute to the children's development?
- Is it suitable for working with the three subjects of the module? How does it relate to the specific content of each subject?
- How is it adapted to the needs of the group?
- Why do you think it is appropriate for the age of the children? Justify
- What problems do you foresee? How will you deal with them?
- Didactic activities or actions: can you think of any activity at a glance?

### 5.2. Academic writing, sources, quotations and references

- Formal and appropriate writing is used
- Vocabulary is rich and terms related to the topic are used.
- Spelling and grammar are correct
- Sources of information used are reliable: published books and articles, websites or blogs written by experts, official websites of institutions.
  
- References used to support ideas follow APA7 format (paraphrase or use verbatim).
- List of references follows APA7 standards: in alphabetical order, articles, books, book chapters are distinguished.