

Chapter 91

Analysis of Psychomotricity in Digital Didactic Materials in Early Childhood

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ABSTRACT

This article is part of the research project titled “Digital Teaching Materials in Early Childhood Education: Analysis and Proposals for Use at School and at Home (INFANCI@ DIGIT@L).” The fundamental objective was to analyse the technical and pedagogical characteristics of the digital teaching resources and materials (DDM) aimed at boys and girls in the second cycle of early childhood education (period 3-6 years) as. Here the authors analyse the supply of digital educational resources offered on institutional platforms. Specifically, this text focuses on materials that may be useful for the psychomotor development of early school-age children. Ad hoc elaborated matrices were used in which the information related to the identification and location of the resource, typology, available languages, area, theme, and recommended levels of implementation. The results indicate the reduced offer of digital resources designed for this purpose. It is concluded that the need to continue exploring the specific offer for minors is due to the importance of psychomotor development at these ages.

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INTRODUCTION

From an early age, most children in our country interact with different didactic materials within the family and school context. These are educational resources that represent important socialising agents and that connect them with the social environment during their childhood. Likewise, many of these technological resources are part of the leisure time of minors and their consumption continues to occupy a significant amount of that time. In the development of this chapter we present a paper on the Analysis of psychomotricity in Early Childhood Education contextualized in a study conducted over four years (2018-2022), entitled: “Digital didactic materials in Early Childhood Education. Analysis and proposals for their use at school and home (Infanci@ Digit@l)”. In the course of our research project we seek to explore and analyse the technical and pedagogical characteristics of digital didactic resources and materials (DDM) aimed at children in the second cycle of Early Childhood Education (3-6 year old period) as well as the uses and practices developed with them both in the school and family context. The questions guiding the development of this project have been the following: What are the main technical-pedagogical features of the DDM in the second cycle of Early Childhood Education? To what extent do the DDM rely on and enable the development of game-based teaching-learning methodologies? What views do Early Childhood Education teachers have about these digital materials and resources? What views and opinions do the families of these children have about the DDM? What are the practices for use of DDM by students both in the school context of the classroom and in their home environment?

To address and answer these questions, we have planned four studies with different objectives and methodologies, but complementary to each other and carried out simultaneously in three Autonomous Communities: The Canary Islands, Galicia and Valencia: Study 1: Analysis of the platforms or portals that offer DDM for the second cycle of Early Childhood Education in the Spanish context; Study 2: Identification of the views and opinions about the DDM held by the teachers of this cycle, as well as the adult tutors of the students; Study 3: Conducting several case studies; Study 4: Creation of a guide or protocol for teachers and families with recommendations for good practices in the use of the DDM in the classroom and at home.

As for the digital didactic materials taken into account, we have started by considering under this terminology (Area, 2017): Digital objects, digital textbooks, apps, online tools and platforms, intelligent adaptive learning environments, tangible didactic materials, and digital didactic materials. In the case of this chapter we will focus mainly on issues related to Study I in which we proceeded through the adaptation of an instrument for the analysis of digital didactic materials to analyse the technical-pedagogical characteristics of a sample of several hundred people in the Spanish educational context. For a better understanding of the particularities of the analysis guide, please consult Cepeda, Gallardo y Rodríguez (2017). One of the dimensions taken into account in the analysis of the study focused on the analysis and consideration of psychomotricity in digital educational resources for Early Childhood Education.

Content analysis of the materials was used for the methodology developed in this study. We consider content analysis as the appropriate qualitative methodology to analyse the characteristics of digital didactic materials. We start from the idea conveyed by Bardin (2004, p. 29) that “content analysis is a set of communicative analysis techniques using systematic and objective procedures to describe the contents of messages”.

In the following section of the study we specify the way in which we have understood Psychomotricity within the framework of our analysis and the main results and conclusions of the study carried out.

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