



Abriendo espacios para el descubrimiento en Educación Infantil: miradas del profesorado a través de la instalación sonora Tierra, mar y aire [

2024

text (article)

Analítica

This article presents the formative experience titled Tierra, mar y aire (Earth, sea and air) developed in the Degree in Early Childhood Education of the Universidade da Coruña, focused on the creation of a sound installation for its didactic exhibition before children from 2 to 3 years of age. The impact of this artistic-didactic approach among the teachers in training and other actors involved is examined through a descriptive-narrative focus. The quantitative and qualitative data, obtained through questionnaires and the analysis of individual memories of the creative process, endorse the interactive and socioemotional nature of a collaborative teaching process. It promotes an imaginative transfer of learning fostered from university classrooms. The exhibition allows to discern the adaptability and pedagogical validity of the sound installation in generating interest and motivation in children. It encourages experiential and interdisciplinary learning based on an accessible (and sustainable) approach to sonic experimentation. At the end of experience, teachers in training showed a renewed vocational spirit, highlighting the transversal possibilities of music education and emphasizing tenacity and collaboration in overcoming educational challenges. In this context, the importance of providing exploration and discovery spaces for children which involve genuine participation is emphasized, even if it means the loss of control on the teacher's side. Likewise, the relevance of advocating for disruptive dynamics during teacher training processes, which contribute to naturalizing teaching-learning processes typical of their exit profile, is highlighted.

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