

## SUBJECT TEACHING GUIDE

G292 - Learning and Psychological Development I

Degree in Early Childhood Education

Academic year 2019-2020

1. IDENTIFYING DATA					
Degree	Degree in Early Childhood Education			Type and Year	Core. Year 1
Faculty	School of Teacher Training				
Discipline	Subject Area: Educational Processes, Learning and Personality Development (0-6 Years) Basic Training Module				
Course unit title and code	G292 - Learning and Psychological Development I				
Number of ECTS credits allocated	6	Term	Semester based (2)		
Web					
Language of instruction	Spanish	English Friendly	No	Mode of delivery	Face-to-face

Department	DPTO. EDUCACION				
Name of lecturer	ANGEL HERNANDEZ FERNANDEZ				
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Other lecturers	JOSE ANTONIO LABRA PEREZ				

### 3.1 LEARNING OUTCOMES

- Understand and manage with rigor and precision the specific vocabulary of this subject, as well as basic documentary sources.
- Know and understand speech, information and scientific lectures on learning and psychological development in 0-6 years.
- Knowing deduct and build from these speeches, information and readings, specific guidelines psychoeducational character for teaching in early childhood education.
- Subject to review previous ideas about intelligence, sexual, cultural and individual differences, weight of heredity and environment, etc., in the light of scientific data provided and constructed in this subject, distinguishing the myths and stereotypes of what is proven and rigorous knowledge.
- Know the main landmarks of the evolutionary sequence in the various aspects of psychological development 0-6 and apply this knowledge to the analysis of attitudes, work and school and educational resources.
- Know how to design learning tasks and educational activities aimed at promoting student learning and psychological development.
- Knowing the impact that school failure has on self-esteem and, consequently, on school learning and psychological development as a whole.
- Knowing both attitudes, teaching strategies and actions as techniques and procedures for promoting coexistence in the classroom.
- Knowing critically analyze documents, materials and school and educational resources aimed at children 0-6 years of scientific knowledge of this subject.
- Learn to manage the role of peers in the construction of knowledge for the development of learning tasks in the classroom and their organization based on cooperative learning
- Reflect individually (oral and written) and group discussion on the characteristic elements of the XXI century that influence both school learning and psychological development.
- Knowing how to identify the school and family context or misalignments toxic elements that may negatively influence the processes of learning and development.
- Knowing how to identify in the school and family promoter elements of school learning as much psychological development.
- Knowing how to communicate to families, with simple and rigorous at the same time language, the evolutionary characteristics of the different stages of psychological development
- Knowing how offer families, within an attitude of respect and active listening, some simple guidelines to guide them education in their educational role
- Knowing professional responsibility and attitudes that promote learning teachers and development of children in kindergarten.

### 4. OBJECTIVES

- Knowing the possibilities and limits of knowledge derived from psychological theories that are supported and / or based curriculum and school intervention
- Understanding the complex interaction between the child, the activity and the environmental context in which school practice develops.
- Mastering a relevant and basic information about the psychological aspects involved in education
- Knowing the characteristics of cognitive, emotional and social development of the stage, related to the learning process in the school and family context
- Understanding how constructive learning takes place, becoming aware of the importance of considering the cognitive, emotional and motivational, social and cultural factors in its construction.

## 6. COURSE ORGANIZATION

### CONTENTS

1	Theories and models of learning and psychological development. scientific debate main cores. around learning and development. implications for childhood education. relations between learning and development.
2	Analysis of school, family and cultural context as promoters or not learning and psychological development. Factors and learning processes and psychological development in the family, school
3	Evolutionary sequence of the various aspects of psychological development: Learning of conduct. Explanatory models and applications in the classroom.
4	Evolutionary sequence of the various aspects of psychological development: The cognitive dimension of learning and development
5	Evolutionary sequence of the various aspects of psychological development: Affective-motivational dimension learning and development

## 7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
Implementation and evaluation of different jobs and group practices throughout the course	Work	No	Yes	50,00
Implementation and evaluation of individual examination	Written exam	Yes	Yes	50,00
<b>TOTAL</b>				<b>100,00</b>
<b>Observations</b>				
<p><b>ORTHOGRAPHY:</b> We understand that university students have taken language skills in Regarding the oral and written expression. It is therefore essential and mandatory correction orthographic (spelling, accents and punctuation), grammatical and lexical in the work and examinations as an indispensable condition to pass the subject.</p> <p><b>PLAGIARISM</b> With regard to the fraudulent conduct (plagiarism) testing assessment, rating shall comply with the provisions of Article 54.1 of the Rules of processes Evaluation at the University of Cantabria: 'The fraudulent conduct of tests or evaluation activities directly involve the failing grade '0' in the subject'.</p> <p><b>CITATION RULES</b> Finally, the Board approved the Faculty Center assumes the citation criterion APA standards for all academic work. Even if those rules are different editions, as an initial reference you attach the link to the BUC is hoping support and reference for development: <a href="http://www.buc.unican.es/node/9388/">http://www.buc.unican.es/node/9388/</a></p>				
<b>Observations for part-time students</b>				
Part-time students can follow the regular assessment model attending class dates required to submit a job.				

## 8. BIBLIOGRAPHY AND TEACHING MATERIALS

### BASIC

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AUSUBEL, D. P., NOVAK, J.D. y HANESIAN, H. (1983) *Psicología educativa. Un punto de vista cognoscitivo*. México: Trillas.

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COLL, C., PALACIOS, J. y MARCHESI, A. (eds.) (2001) *Desarrollo psicológico y educación. 2. Psicología de la educación escolar*. Madrid: Alianza Editorial.

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MAYER, R. E. (2004) *Psicología de la Educación. Enseñar para un aprendizaje significativo*. Madrid: Pearson/Prentice Hall.

Papalia, D.E., Wendkos-Olds, S. y Duskin-Feldman, R. (2005). *Desarrollo Humano (9ª ed.)*. Madrid: McGraw Hill.

POZO, J. I. (2008) *Aprendices y maestros. La Psicología cognitiva del aprendizaje*. Madrid: Alianza

SANTROCK J. W. (2001) *Psicología de la Educación*. México: Mc Graw Hill