

SUBJECT TEACHING GUIDE

G549 - Learning and Psychological Development II

Degree in Primary Education Teaching

Academic year 2019-2020

1. IDENTIFYING DATA					
Degree	Degree in Primary Education Teaching			Type and Year	Compulsory. Year 2
Faculty	School of Teacher Training				
Discipline	Subject Area: Learning and Development of Personality Basic Training Module				
Course unit title and code	G549 - Learning and Psychological Development II				
Number of ECTS credits allocated	6	Term	Semester based (1)		
Web					
Language of instruction	Spanish	English Friendly	No	Mode of delivery	Face-to-face

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3.1 LEARNING OUTCOMES

- Know how to deduct and build from the speeches, readings and knowledge of this subject, specific guidelines of psychoeducational nature for teaching in Primary Education.
- 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 major milestones in the evolutionary sequence in the various aspects of psychological development 6-12 and apply this knowledge to the analysis of the tasks and school and educational resources.
- Know how to design learning tasks and educational activities aimed at promoting student learning and psychological development.
- Know the impact that school failure has on self-esteem and, consequently, on school learning and psychological development, as a whole.
- Know the attitudes, strategies and teaching techniques and activities as appropriate procedures to promote coexistence in the classroom.
- Know how to critically analyze documents, materials and school and educational resources aimed at children from 6-12 years of scientific knowledge of this subject.
- Know 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.
- Understand and critically evaluate television programs and digital materials aimed at children aged 6-12, from scientific knowledge on the impact that they can have on student learning and psychological development.
- Know how to design educational situations in classrooms to work with primary school children these impacts.
- Know how to identify the school and family context toxic elements, or imbalances that may negatively influence the processes of learning and development.
- Know how to identify in the school and family promoter elements of school learning and psychological development.
- Understand and analyze the impact on learning and the development of life cycle events (divorce, death, abuse, etc.) that can affect student learning and psychological development during childhood.
- Know how to communicate to families, with simple and rigorous language, the evolutionary characteristics of the different stages of psychological development.
- Know how to offer families, in an attitude of respect and active listening, some simple educational guidelines that guide them in their educational role.
- Know the responsibility of teachers in identifying bullying and manage guidelines and resources on this issue that allow them to intervene in the educational context.
- Know the professional responsibility and attitudes of teachers who promote learning and development of children of Primary Education.

4. OBJECTIVES

1. Develop the skills to understand the factors and contexts of learning and psychological development, questioning the possible myths and prejudices that do not come from rigorous knowledge of reality and exercising a permanent self-critical analysis.
2. Understand the nature of psychological knowledge and reflect on the contents of that field and especially on the characteristics of modern society that influence learning and psychological development of children 6 to 12 in various contexts.
3. Understand the complexity of psychological development and reflect on it, and especially on the value and richness of individual psychological differences.
4. Extract of this subject information and knowledge that is relevant to understanding the teaching work as a profession not only technical but also ethics, which must aim to understanding of individual psychobiological and psychological differences and must avoid becoming a source of discrimination.
5. Understand and know how to communicate to families the main milestones and sequences of psychological development in children 6-12 year old and fundamental learning processes as well as the determinants of them.
6. Implement work procedures that allows searching, critical selection and proper structuring of relevant and pertinent information both individually and in groups.
7. Develop work habits that enable lifelong learning and learning throughout professional life autonomously in relation to the contents of this course.
8. Reflect on the value and applicability of the contents of this subject in professional work with children 6-12 years and their contribution to the training of teachers.
9. Improve the skills of oral communication, reading comprehension and writing.
10. Know or learn to behave in the classroom, keeping a respectful and ethical attitude in each and every one of the situations of the same (exhibitions of teachers and peers, individual work and group work).

6. COURSE ORGANIZATION

CONTENTS

1	Analysis of family and cultural context as promoters of learning and psychological development: biological and contextual factors that influence learning and psychological development; temperamental, sex, and gender differences. Implications for Primary Education.
2	Types and learning processes in the school, family and social context and evolutionary sequence of the various aspects of psychological development in 6-12 years (1): Learning, development, and processing of oral and written linguistic information. Implications for Primary Education.
3	Types and learning processes in the school, family and social context and evolutionary sequence of the various aspects of psychological development in 6-12 years (2): Learning, development, and playful, emotional and social processes; the self-knowledge (self-concept and self-esteem); cooperative learning. Implications for primary education.
4	Types and learning processes in the school, family and social context and evolutionary sequence of the various aspects of psychological development in 6-12 years (3): Learning, development, and morality; the coexistence in the classroom. Implications for primary education.

7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
Test (See Section "Observations")	Written exam	Yes	Yes	40,00
Practical asgnments (See Section "Observations")	Work	No	Yes	60,00
TOTAL				100,00
Observations				
<p>- For students who regularly attend lessons (Modality I), this subject will have mandatory tasks and examination. To pass the subject three requirements must be met simultaneously: a) passing the exam; b) provide all required tasks (whether or not evaluable); and c) obtain an approved as a weighted average of the three assessment methods: all practical assignments (60%) and the exam (40%).</p> <p>- Nevertheless, people who are between 4.5 and 5 in the exam (January) and have passed the evaluable tasks have two options: a) A maximum of 5 as the final grade (although the arithmetic score was highest); b) Be tested in extraordinary assessment period. As in January, in September if the grade obtained in the examination is again between 4,5 and 5, this student can get at most 5 in the final grade for the course (although the arithmetic score was highest); if it were less than 4.5, the subject is suspended; if it were higher than 5, the average rating is done with the evaluable practical assignments.</p> <p>- The test is an objective test consisting of multiple-choice questions that contain three or four possible answers, of which only one is correct. The correction formula is: Correct items - (Errors / Alternatives -1). For this test, students must be provided with a number 2 pencil, tippex and the personal identification documentation.</p> <p>- Students must carry out a series of compulsory tasks, some of which are gradable, and attend lessons.</p> <p>- If the subject is passed in January, there will be no possibility to take the exam or turn in assignments again to increase the grade in the extraordinary assessment period.</p> <p>- The evaluation criteria applicable to measurable tasks will take into account rigor, depth, relevance and appropriateness of content included, organization and structuring of content, and adequacy of the written to the canons of Spanish expression.</p> <p>- In regard to the fraudulent conduct (plagiarism) of the evaluation tests or works, the rating will follow the provisions of Article 54.1 of the Rules of evaluation processes at the University of Cantabria: 'The fraudulent conduct of tests or activities evaluation will directly imply the rating of '0' in the subject'.</p> <p>- The Faculty assumes criterion citation APA Standards for all academic work.</p> <p>These criteria are subject to adjustments based on the type of evaluable task. At the beginning of the course, a document in which the evaluation criteria for each are detailed be delivered.</p> <p>- People who by relevant causes and documentary justified do not regularly attend lessons (Modality II), they will get all the rating (100%) only through a final exam whose content will focus on a series of readings which references will be communicated at the beginning of the course. This exam will be an objective test (see part-time students).</p>				
Observations for part-time students				
<p>- Part-time students who undergo single evaluation get 100% of their qualification through a final exam. Its content will focus on a series of readings which references are indicated at the time of the beginning of the course. This exam is an objective test consisting of multiple-choice questions that contain three or four possible answers, of which only one is true. The correction formula is: Right items- (Errors / Alternatives-1).</p> <p>It will be necessary that students who choose this situation, inform the lecturer responsible for the subject in writing and the first three weeks of the course.</p>				

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

- BERGER, K. (2016): *Psicología del desarrollo: Infancia y Adolescencia*. Madrid: Ed. Médica Panamericana.
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- GARCÍA-MADRUGA, J., GUTIÉRREZ, F. y CARRIEDO, N. (2010). *Psicología Evolutiva II: Desarrollo cognitivo y lingüístico*. Madrid: UNED.
- CEREZO RAMÍREZ, F. (2015). *La violencia en las relaciones entre escolares. Claves para entender, evaluar e intervenir en bullying*. Barcelona: Horsori.
- GIMENEZ-DASÍ, M. y MARISCAL, S. (2008). *Psicología del desarrollo*. Madrid: McGraw-Hill.
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- MUÑOZ GARCÍA, A. (coord.) (2010). *Psicología del desarrollo en la etapa de Educación Infantil*. Madrid: Pirámide.
- PRADOS, M., SÁNCHEZ, V., SÁNCHEZ-QUEIJA, I., ALAMILLO, R., PERTEGAL, M., REINA, M., RIADO, P., ORTEGA, F., y MORA, J. (2014). *Manual de Psicología de la educación para docentes de Educación Infantil y Primaria*. Madrid: Pirámide.
- SANTROCK, J. W. (2006). *Psicología de la Educación (10ª ed.)*. Madrid: McGraw-Hill.
- SANTROCK, J. W. (2006). *Psicología del Desarrollo. El ciclo vital (10ª ed.)*. Madrid: McGraw-Hill.
- SHAFFER, D.R. (1999): *Psicología del Desarrollo. Infancia y Adolescencia*. Madrid: Thomson.
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