

SUBJECT TEACHING GUIDE

G292 - Learning and Psychological Development I

Double Degree in Teaching in Early Childhood Education and Primary Education
Degree in Early Childhood Education

Academic year 2020-2021

1. IDENTIFYING DATA					
Degree	Double Degree in Teaching in Early Childhood Education and Primary Education			Type and Year	Core. Year 1 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	ANDRES AVELINO FERNANDEZ FUERTES				
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Other lecturers	JOSE ANTONIO LABRA PEREZ CARLA GONZALEZ GARCIA				

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 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.
- Know how to identify, both in the school and in the family context, toxic elements or imbalances, which can negatively affect learning and development processes.
- Knowing how to identify in the school and family promoter elements of school learning as much psychological development.
- Know how to communicate to families, through simple and rigorous language, main 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

- Know the possibilities and limits of the psychological theories on which the curriculum and school intervention are supported and / or based.
- Understanding the complex interaction between the child, his/her 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 the cognitive, emotional and social developments of children aged 0-6 years old, related to learning processes both in the school and family contexts.
- 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	<p>WHAT IS LEARNING AND DEVELOPING? Definitions, types and characteristics. Relations between learning and development. Main scientific debates: nature, nurture and interactionism. Implications for Early Childhood Education.</p>
2	<p>WHAT CONTEXTS MUST BE CONSIDERED TO UNDERSTAND LEARNING/DEVELOPMENT? Relations between learning, development and their contexts: contextual-dialectical paradigm. Multiplicity of factors and processes involved: Bioecological Theory. Factors and processes of learning and psychological development in the family (parenting styles), the school (educational content and its teaching) and society (child abuse: detection and intervention).</p>
3	<p>LEARN AND DEVELOP AS SEXED BEINGS. Human sexuality. Developmental sequence of psychological development in 0-6 years: milestones of child sexual development. Models of sex education. Sexuality in the curriculum.</p>
4	<p>HOW TO DO THINGS IS LEARNED? Developmental sequence of psychological development in 0-6 years: psychomotor learning and development. Mechanistic paradigm: behaviorism and behavior modification. Criticisms and alternatives to behaviorism: humanism.</p>
5	<p>HOW ABOUT THINGS IS LEARNED? Organicist (Piaget) and contextual-dialectical (Vigotsky) paradigms. Sequence of psychological development in 0-6 years: cognitive development. Basic psychological processes. Intelligence: perspectives and development. Constructivism.</p>
6	<p>WHAT DRIVES TO LEARN? THE ROLE OF THE AFFECTIVE-MOTIVATIONAL. Sequence of psychological development in 0-6 years: development socio-affective (attachment). The emotional process: causal attributions. The motivational process: intrinsic and extrinsic motivation.</p>

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
TOTAL				100,00

Observations

GENERAL FEATURES:

- To pass the subject it is essential to obtain a minimum grade of 5 points out of 10, resulting from a sum of the exam and the assignments. As a precondition to this summation, it is necessary that the exam is passed (at least 2.5 points out of 5 possible).
- When the subject is not approved, because the minimum grade required in one or more parts of the assessment has not been reached, the final grade that the student will obtain will reflect their performance in the set of different assessment tests.
- Regarding the recovery of practical activities in the extraordinary call, these may be recovered if as a whole they do not reach the passing score (i.e., 2.5 points). It will be done through a specific exam related to what has been worked on, although it would also be possible to arbitrate some alternative procedure that should necessarily be communicated to the students at the beginning of the course (in the first weeks of class).
- Active participation in the hours allocated to practical activities is mandatory (i.e., preparation and presentation). In the first weeks of the subject an indicative calendar will be defined on them.
- The certificates justifying non-participation must be presented within 10 days from the date on which the event occurred.

ORTHOGRAPHY:

It is 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.

PLAGIARISM

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'.

CITATION RULES

APA Standards for all academic works (6th edition) are assumed as citation criteria:

- Avoid plagiarism in academic work: <https://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=81>
- How to cite bibliography in APA style: <https://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28>
- Tables and figures in works according to the APA: <https://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=130>

Observations for part-time students

- Part-time students, who do not attend class regularly, must take the exams and deliver the different assignments on the date stipulated by the Faculty for official exams; therefore, they are exempt from attendance, but not from carrying out the various evaluation activities planned. Those who regularly attend class will be able to use the same continuous assessment system as the rest of the students.
- Students with partial enrollment, who want to undergo a single assessment process (i.e., present the works coinciding with the official exams), must request it from the teacher responsible for the subject during the first two weeks of class.
- Other observations for all the students enrolled in the subject (see previous sections).

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

Alonso Tapia, J. (2005). *Motivar en la escuela, motivar en la familia*. Madrid: Morata.

Arruabarrena Madariaga, I. (2006). La desprotección infantil desde la escuela. En I. Arruabarrena Madariaga, *La protección infantil: el papel de la escuela* (pp. 29-58). Pamplona: Dirección General de Familia (Departamento de Bienestar Social, Deporte y Juventud, Gobierno de Navarra).

Ausubel, D.P., Novak, J.D. y Hanesian, H. (1983). *Psicología educativa. Un punto de vista cognoscitivo*. México: Trillas.

Barajas, C., De la Morena, M.L., Fuentes, M.J. y González Cuenca, A.M. (2004). *Perspectivas sobre el Desarrollo Psicológico: Teoría y Prácticas*. Madrid: Pirámide.

Bruner, J.S. (1997). *La educación, puerta de la cultura*. Madrid: Aprendizaje Visor.

Bruning, R.H., Schraw, G.J., Norby, M.N. y Royce, R.R. (2005). *Psicología cognitiva y de la instrucción*. Madrid: Pearson Educación.

Coll, C., Martín, E., Mauril, T. Miras, M., Onrubia, J., Sole, I. y Zabala, A. (1993). *El constructivismo en el aula*. Barcelona: Graó.

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Feldman, R. S. (2007). *Desarrollo en la infancia* (4ª ed.). Madrid: Pearson.

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Hernández Morales, G. y Jaramillo Guijarro, C. (2003). *La educación sexual de la primera infancia. Guía para madres, padres y profesorado de Educación Infantil*. Madrid: Ministerio de Educación, Cultura y Deporte.

Lameiras, M., Carrera, M. y Rodríguez, Y. (2016). Caso abierto: la educación sexual en España, una asignatura pendiente. En V. Gavidia (Comp.), *Los ocho ámbitos de la Educación para la Salud en la escuela* (pp. 197-210). Valencia: Tirant Humanidades.

López, F. (2009). *Las emociones en educación*. Madrid: Morata.

López, F. (2009). ¿De qué estamos hablando cuando decimos "Educación sexual"? En F. López, *La Educación sexual* (pp. 17-46). Madrid: Biblioteca Nueva.

López-Escribano, C., Aguado-Orea, J. y Solbes Canales, I. (2020). *Psicología de la Educación*. Madrid: Síntesis.

Martín, E. y Moreno Hernández, A. (2007). *Competencia para aprender a aprender*. Madrid: Alianza Editorial.

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: McGraw Hill.