

## SUBJECT TEACHING GUIDE

G301 - Learning and Psychological Development I

Degree in Primary Education Teaching

Academic year 2021-2022

1. IDENTIFYING DATA					
Degree	Degree in Primary Education Teaching			Type and Year	Core. Year 1
Faculty	School of Teacher Training				
Discipline	Subject Area: Learning and Development of Personality Basic Training Module				
Course unit title and code	G301 - 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				
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### 3.1 LEARNING OUTCOMES

- Review of previous ideas about intelligence, sexual, cultural and individual differences, nature and nurture, etc., in the light of scientific data, distinguishing myths and stereotypes from rigorous knowledge.
- Understanding and rigorous management of the subject-specific vocabulary and basic documentary sources.
- Understanding of speeches, readings and scientific information about learning and psychological development between 6-12 years old.
- Construction of specific socio-educational actions in primary schools, from these speeches, information and scientific readings.
- Understanding of major milestones of psychological development between 6-12 years old and applying that knowledge to the analysis of attitudes, activities and school and educational resources.
- Design of learning activities as well as actions that promote student learning and psychological development.
- Understanding the impact that school failure has self-esteem and, consequently, on school learning and psychological development as a whole.
- Knowledge of attitudes, strategies and educative resources, as well as techniques and procedures for promoting well-being in classroom.
- Critical analysis of documents, materials and educational resources for children and adolescents, from the scientific knowledge of the subjects.
- Management of the roles of peers in building knowledge and designing of learning tasks and its organization based on cooperative learning.
- Reflect individually (orally and written) and discuss as a group on the characteristic elements of the XXI century society that influence both school learning and psychological development.
- Understanding and critically evaluating TV spots aimed at children aged 6-12, from scientific knowledge on the impact that television can have on student learning and psychological development.
- Knowing how to design educational interventions to work this impact with children in primary school.
- Knowing how to identify the toxic elements or misadjustments in school and family context that may negatively influence the learning and development processes.
- Knowing how to identify promoter elements of school learning and psychological development in the school and family context.
- Understanding and analyzing the impact on learning and the life events development during childhood 6-12 that can disturb school learning and psychological development (divorce, death, child abuse, etc.).
- Knowing how to communicate to families the developmental characteristics of psychological development stages with simple and rigorous language.
- Knowing how to offer families, with respect attitudes and active listening, some simple guidelines to guide them in their educational role.
- Knowing the teachers responsibility in the of child maltreatment detection and its complaint.
- Meeting professional responsibility and teachers attitudes that promote learning and development of children in primary school.

### 4. OBJECTIVES

- Understanding how the children aged 6-12 years develop and learn.
- Knowing different educational interventions that promote positive learning for integral development.
- Being able to identify these developments, learnings and interventions, judge the fit between them and make proposals for improvement.
- Developing communication and cooperative work skills.

6. COURSE ORGANIZATION	
CONTENTS	
1	<p><b>WHAT IS LEARNING AND DEVELOPMENT?</b> Definitions, types and characteristics. Relations between learning and development. Multiplicity of factors and processes involved: Bio-ecological Theory. Main topics of scientific debate.</p>
2	<p><b>WHAT CONTEXTS SHOULD WE CONSIDER FOR UNDERSTANDING LEARNING / DEVELOPMENT?</b> Relations between learning and development contexts. Factors and processes of learning and psychological development in the family context (parenting styles, and siblings relationships ), school (educational contents and its teaching) and society (Child abuse: detection and intervention). Analysis of school, family and cultural context as promoters of learning and psychological development.</p>
3	<p><b>LEARNING AND DEVELOPMENT AS SEXED BEINGS: SEXUALITY IN THE 6-12 YEAR STAGE</b> Evolutionary sequence of psychological development aspects in 6-12 years: development and affective-sexual education in primary school.</p>
4	<p><b>HOW WE LEARN TO DO THINGS?</b> Developmental sequence of psychological development aspects in 6-12 years: learning and psychomotor development. Learning behaviors. Behavior modification. Reviews and alternatives to the behavioral model.</p>
5	<p><b>HOW DO WE LEARN ABOUT THINGS?</b> Developmental sequence of psychological development aspects in 6-12 years: cognitive development. Basic psychological processes. Intelligence: perspectives and development. Metacognition. Conceptual change.</p>
6	<p><b>WHAT DRIVES US TO LEARN? THE ROLE OF THE AFFECTIVE-MOTIVATIONAL DIMENSION</b> Developmental sequence of psychological development aspects in 6-12 years: cognitive development: The emotional process: self-esteem and causal attributions. The motivational process: intrinsic and extrinsic motivation; and motivational orientations.</p>

## 7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
Implementation and evaluation of an individual examination.	Written exam	Yes	Yes	50,00
Implementation and evaluation of practical work.	Work	No	Yes	50,00
<b>TOTAL</b>				<b>100,00</b>
<b>Observations</b>				
<p>- To pass the subject, it is an essential requirement to obtain a minimum grade of 5 points out of 10, resulting from a summation of both sections (i.e., exam and assignments). As a precondition to this summation, it is necessary that the exam is passed (at least 2.5 points out of 5 possible).</p> <p>- 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 quantitative grade that the student will obtain and, therefore, will appear in the minutes will reflect their performance in the set of the different evaluation tests.</p> <p>- With regard to the recovery of the practical activities in the extraordinary call, these may be recovered if as a whole they do not reach the passing score (the subject is suspended). 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 agreed by the teachers and students at the beginning of the course.</p> <p>- Attendance and 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.</p> <p>- The certificates justifying non-attendance must be presented within 10 days from the date the absence occurred.</p> <p>- Other observations for all the students enrolled in the subject:</p> <p><b>ORTHOGRAPHY:</b> We understand that university students have assumed linguistic abilities in relation to oral and written expression . Therefore, orthographic (spelling, accentuation and punctuation), grammar and lexical correction is essential and compulsory in the works and exams carried out as an essential condition to pass the subject.</p> <p><b>PLAGIARISM</b> Regarding the fraudulent performance (plagiarism) of the assessment tests, the qualification will be in accordance with the provisions of article 54.1 of the Regulations for assessment processes at the University of Cantabria: "The fraudulent performance of tests or activities of The evaluation will directly imply the suspense grade '0' in the subject' .</p> <p><b>CITATION RULES</b> Finally, the Board of the Center approved that the Faculty assumes the APA Standards for all academic assignments as citation criteria. Although these standards have different editions, as an initial reference we attach the following links to the BUC hoping that this will be of help and reference for their development:</p> <p>- <a href="https://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28">https://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28</a>  - <a href="https://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=81">https://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=81</a>  - <a href="https://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=130">https://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=130</a></p>				
<b>Observations for part-time students</b>				
<p>- 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, with the necessary adaptations. Those who regularly attend class will be able to use the same continuous assessment system as the rest of the students.</p> <p>- Part-time students, who want to undergo a single assessment process (ie, present the works coinciding with the official exams), must request it from the teacher responsible for the subject during the first two weeks of Learning and Psychological Development class I .</p> <p>- Other observations for all the students enrolled in the subject (see previous section).</p>				

## 8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

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