

## SUBJECT TEACHING GUIDE

G549 - Learning and Psychological Development II

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

Academic year 2021-2022

1. IDENTIFYING DATA					
Degree	Double Degree in Teaching in Early Childhood Education and Primary Education			Type and Year	Compulsory. Year 2 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

Department	DPTO. EDUCACION
Name of lecturer	LORENA GONZALEZ SANCHEZ
E-mail	lorena.gonzalezsanchez@unican.es
Office	Edificio Interfacultativo. Planta: + 3. DESPACHO (348)
Other lecturers	MARIA ANGELES MELERO ZABAL JUAN AMODIA DE LA RIVA RUTH VILLALON MOLINA

### 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 asignments (See Section "Observations")	Work	No	Yes	60,00
TOTAL				100,00
<b>Observations</b>				
<p>This subject involves practical work and a final exam.</p> <ul style="list-style-type: none"> <li>- In order to pass the subject, three requirements must be met simultaneously: a) pass the exam; b) hand in all the compulsory practical assignments (whether or not they are assessable) in due time and form; and c) obtain a pass in all the assessable practical assignments. Notwithstanding the above, those who obtain between 4.5 and 5 in the exam (in the ordinary call) and have passed the practicals will have two options: a) obtain a maximum of 5 as the final mark (even if the arithmetical average with the evaluable practicals is higher); b) sit the extraordinary call. As in the ordinary exam, if in the extraordinary exam the mark obtained in the exam is again between 4.5 and 5, a maximum of 5 can be obtained in the final mark of the subject (even if the average with the evaluable tasks is higher); if it is lower than 4.5, the subject will be failed; if it is higher than 5, the arithmetic average with the evaluable practices will be taken.</li> <li>- The exam will consist of an objective test, composed of multiple-choice questions. In order to take this exam, students must be equipped with a pen or pencil, a tippex or eraser, and the necessary documentation.</li> <li>- Students will be required to complete a series of readings and homework assignments, some of which are will be assessable. The assessable practicals will require individual work and work in pairs and/or groups. The set of evaluable practices will account for 60% of this grade, while the percentage corresponding to the exam will be 40%.</li> <li>- If a student does not obtain the minimum grade required to pass an assessment test, the overall grade for the subject will be the lower of 4.9 and the weighted average of all the assessment tests.</li> <li>- The grade of the evaluable activities carried out during the training period can only be improved in the extraordinary period.</li> <li>- Those students who wish to request a single assessment in the extraordinary period must communicate this in writing to the person in charge of the subject. in writing to the person in charge of the subject at least fifteen days before the start of the extraordinary exam period.</li> <li>- The assessment criteria applicable to the practicals will take into account the rigour, depth, relevance and pertinence of the content included, as well as the organisation of the content included, as well as the organisation and structure of the content and formal issues. It is recalled here the agreements of the Faculty Board on the preparation of exams and/or assignments:</li> </ul> <p><b>SPELLING</b></p> <ul style="list-style-type: none"> <li>- Correct spelling (spelling, accentuation and punctuation), grammatical and lexical correctness in assignments and exams is a prerequisite for passing the course. is an essential condition for passing the subject.</li> </ul> <p><b>PLAGIARISM</b></p> <ul style="list-style-type: none"> <li>-With regard to the fraudulent performance (plagiarism) of the assessment tests, the provisions of Article 32 of the Regulations on Assessment Processes at the University of Cantabria: 'Fraudulent performance of the assessment tests or activities will result directly in a failing grade of '0' in the subject'.</li> </ul> <p><b>CITATION RULES</b></p> <ul style="list-style-type: none"> <li>- The Faculty assumes as citation criteria the APA Norms for all academic works .</li> </ul> <p>These criteria may be adjusted depending on the type of assignment to be assessed. At the beginning of each practical assignment, a document will be handed out detailing the instructions for carrying it out and its specific evaluation criteria.</p> <p>In case the faculty committee accepts a student's request to reschedule the exam due to a major reason, the exam will be open questions.</p>				
<b>Observations for part-time students</b>				

Part-time students who attend class regularly will be able to take part in the same continuous assessment system as the rest of the students.

- Part-time students who do not attend class regularly must take a final exam on the date stipulated by the Faculty for official exams. This will consist of an objective test whose content will be based on a dossier of readings whose references will be indicated at the beginning of the course. In this case, in order to pass the subject, it is essential to obtain a minimum grade of 5 out of 10.

- Students with partial enrolment who wish to undergo a single assessment process must apply to the teacher responsible for the subject during the first two weeks of class.

## 8. BIBLIOGRAPHY AND TEACHING MATERIALS

### BASIC

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- GARCÍA-MADRUGA, J.A. y DELVAL, J. (coords.) (2015). *Psicología del Desarrollo I*. Madrid: UNED.
- 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.
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- MARTÍN BRAVO, C. y NAVARRO GUZMÁN, J.I. (2015). *Psicología Evolutiva en Educación Infantil y Primaria*. Madrid: Pirámide.
- MUÑOZ GARCÍA, A. (coord.) (2010). *Psicología del desarrollo en la etapa de Educación Primaria*. Madrid: Pirámide
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- SANTROCK, J. W. (2006). *Psicología de la Educación (10ª ed.)*. Madrid: McGraw-Hill.
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