

SUBJECT TEACHING GUIDE

G494 - Learning and Psychological Development II

Degree in Early Childhood Education
First Degree in Nursery Education Teaching

Academic year 2023-2024

1. IDENTIFYING DATA					
Degree	Degree in Early Childhood Education First Degree in Nursery Education Teaching			Type and Year	Compulsory. Year 2 Compulsory. Year 2
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	G494 - Learning and Psychological Development II				
Number of ECTS credits allocated	6	Term	Semester based (1)		
Web	https://moodle.unican.es/login/index.php				
Language of instruction	Spanish	English Friendly	No	Mode of delivery	Face-to-face

Department	DPTO. EDUCACION
Name of lecturer	RUTH VILLALON MOLINA
E-mail	ruth.villalon@unican.es
Office	Edificio Interfacultativo. Planta: + 3. DESPACHO RUTH VILLALON MOLINA (367)
Other lecturers	IRIANA SANTOS GONZALEZ

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 readings on learning and psychological development in 0-6 years.
- Know how to derive and build on the speeches, readings and knowledge of this subject, specific psychoeducational guidelines for teaching in early childhood 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 myths and stereotypes from what it is verified and rigorous knowledge.
- Know the major milestones in the evolutionary sequence in the various aspects of psychological development in 0-6 years and apply this knowledge to the analysis of attitudes, tasks and educational and school resources.
- To design learning tasks and educational activities aimed at promoting student learning and psychological development .
- Know the relationship between school failure, motivation and self-esteem and, consequently, on school learning and psychological development as a whole.
- Understand the appropriate attitudes, strategies, teaching techniques and activities to promote coexistence in the classroom.
- Know how to critically analyze documents, materials and educational resources of the school aimed at children 0-6 years taking into account the 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 in discussion groups on the characteristic elements of the XXI century that influence both school learning and psychological development.
- Understand and critically evaluate TV programs aimed at children 0-6 years from the scientific knowledge on the impact that television can have on students' learning and psychological development.
- Know how to design educational situations in the classroom in order to work with children this impact.
- Learn to identify in the family and the school context toxic factors or mismatch elements that can negatively influence the processes of learning and development.
- Learn to identify in the school and the families promoter elements of school learning as well as psychological development.
- Understand and analyze the impact of life cycle events during childhood on learning and development that can alter 0-6 school learning and psychological development (divorce, death, abuse, etc.).
- To communicate to families, with simple and rigorous at the same time language, the 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 advise 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 in kindergarten.

4. OBJECTIVES

1. Develop the skills to understand factors and contexts of learning and psychological development, questioning myths and prejudices that do not come from rigorous knowledge about reality and exerting permanent self-critical analysis.
2. Understand the nature of psychological knowledge and reflect on the contents of this field, particularly on the characteristics of modern society that influence learning and psychological development of children 0-6 years in various contexts.
3. Understand the complexity of psychological development and reflect on it, and specifically on the value and richness of individual psychological differences.
4. In connection with the above objective, draw from this course information and knowledge that is relevant to understanding the teaching job as a profession not only technical but also ethical. This means understanding individual psychobiological and psychological differences as legitimate and try to avoid that differences became a source of discrimination .
5. Understand and know how to communicate to families the major milestones and sequences of psychological development in children 0-6 years and also the basic learning processes involved and the determinants of them.
6. Implement work procedures that allow search, critical selection and proper structuring of relevant information, both individually and in groups, specially in relation to scientific information.
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 to professional work with children 0-6 years and their contribution to teacher training.
9. Improve oral communication skills, reading comprehension and writing expression.
10. Know how to learn to behave in the classroom, keeping a respectful and ethical attitude in each and every one of the situations (presentations of teachers and peers, individual work and group work).

6. SUBJECT PROGRAM	
CONTENTS	
1	PART 1: ANALYSIS OF SCHOOL, FAMILY AND CULTURAL CONTEXTS as promoters or not of learning and psychological development. IMPLICATIONS FOR CHILDHOOD EDUCATION. LESSON 1. Contextual factors that influence learning and psychological development. Contribution of different contexts (family, school, community) to these processes of change. The influence of different ICT screens.
2	PART 1: ANALYSIS OF SCHOOL, FAMILY AND CULTURAL CONTEXTS as promoters or not of learning and psychological development. IMPLICATIONS FOR CHILDHOOD EDUCATION. LESSON 2. Biological factors that affect learning and psychological development. Culture and development. Temperamental differences. Differences in sexual identity and gender identity. Sexuality in childhood.
3	PART 2. LEARNING PROCESSES INVOLVED IN SCHOOL, FAMILY AND SOCIAL CONTEXT. Developmental sequence of the various aspects of psychological development in 0-6 years. IMPLICATIONS FOR CHILDHOOD EDUCATION. LESSON 3. LEARNING, DEVELOPMENT AND PROCESSING OF LINGUISTIC INFORMATION. Oral language development. The development of language skills in a nursery classroom. General psychoeducational guidelines.
4	PART 2. LEARNING PROCESSES INVOLVED IN SCHOOL, FAMILY AND SOCIAL CONTEXT. Developmental sequence of the various aspects of psychological development in 0-6 years. IMPLICATIONS FOR CHILDHOOD EDUCATION. LESSON 4. LEARNING, DEVELOPMENT AND SOCIAL AND RECREATIONAL PROCESSES. The role of peer group learning and psychological development. Sociometric status. Bullying. Social development. Children's friendships. Cooperative learning and coexistence in the classroom. Children's game. Evolution of game through infancy. Learning, development and game.
5	PART 2. LEARNING PROCESSES INVOLVED IN SCHOOL, FAMILY AND SOCIAL CONTEXT. Developmental sequence of the various aspects of psychological development in 0-6 years. IMPLICATIONS FOR CHILDHOOD EDUCATION. LESSON 5: Learning, development and motivational and emotional processes. The role of motivation in learning and development. Types of motivation. Family and teacher attitudes and strategies to promote motivation for learning. Development and self-knowledge. Attitudes and teaching strategies to promote a healthy self-esteem.
6	PART 2. LEARNING PROCESSES INVOLVED IN SCHOOL, FAMILY AND SOCIAL CONTEXT. Developmental sequence of the various aspects of psychological development in 0-6 years. IMPLICATIONS FOR CHILDHOOD EDUCATION. LESSON 6. LEARNING, DEVELOPMENT AND MORALITY. Moral development. Learning attitudes and values. Moral education. The coexistence in the classroom.

7. ASSESSMENT METHODS AND CRITERIA				
Description	Type	Final Eval.	Reassessn	%
Written exam: multiple choice test	Written exam	Yes	Yes	45,00
Complementary classroom activity	Others	No	Yes	5,00
Practical assignment: written works on practical issues	Work	No	Yes	50,00
TOTAL				100,00
Observations				
<p>- This subject will have mandatory tasks, complementary tasks and exam. To pass the subject three requirements must be met simultaneously: a) passing the exam; b) passing the practical assignment; and c) obtain an approved as an weighted average of the three assessment methods: all practical assignments, the complementary assignment, and the exam.</p> <p>- The test will be an objective test consisting of multiple-choice questions, 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 lectures and compulsory tasks, some of which are gradable.</p> <p>- If the subject is passed in the regular examens, there will be no possibility to take the exam or turn in assignments again to increase the grade in the later special exams.</p> <p>- The evaluation criteria applicable to the tasks will take into account rigor, depth, relevance and appropriateness of content included. In addition, the degree of the organization of the content and the adequacy of the written to the canons of Spanish expression at the university level.</p> <p>- In regard to the fraudulent conduct (plagiarism) of the evaluation tests or works, the rating will follow the provisions of Article 32 of the Rules of evaluation processes at the University of Cantabria: 'The fraudulent conduct of tests or activities evaluation will directly implies 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 to lessons, they will follow the same assessment methods, but they will be able to require to be evaluated on the same day the exam will be (see Part-time students).</p>				
Observations for part-time students				
<p>- Partial tuition students who do not attend class regularly must perform examinations and deliver the various works of the subject on the date stipulated by the Faculty for official examinations; They are exempt, therefore, of presence, but not of performing the various activities planned for evaluation. Those who assiduously attend class will benefit from the same system of continuous assessment than other students.</p> <p>- Students with partial tuition who want to undergo a single assessment process (i.e., present the works coinciding with the official exams), must apply for it to the coordinator professor of the subject during the first two weeks of lectures.</p>				

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

- 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.
- Berger, K. S. (2016). *Psicología del desarrollo: infancia y adolescencia*. Madrid: Ed. Médica Panamericana.
- Córdoba, A.I., Descals, A. y Gil, M.D. (2006). *Psicología del Desarrollo en la Edad Escolar*. Madrid: Pirámide.
- Daphna J. y Vikhanski, L (2020). *Mosaico de género. Más allá del mito del cerebro masculino y femenino*. Kairós.
- Delgado, B. (2008) (Coord). *Psicología del Desarrollo. Volumen II: Desde la infancia a la vejez*. Madrid: MacGraw-Hill-UNED.
- Delval, J. (2006). *El desarrollo humano*. Madrid: Siglo XXI (7ª edición).
- Elkonin, D.B. (2003). *Psicología del juego*. Madrid: Antonio Machado Libros.
- Feldman, R. S. (2007). *Desarrollo en la infancia (4ª ed.)*. Madrid: Pearson.
- Fernández Lópiz, E. (2000). *Explicaciones sobre el desarrollo humano*. Madrid: Pirámide.
- Flavell, J. H. (1982). *La Psicología evolutiva de Jean Piaget*. Madrid: Paidós.
- García Madruga, J. A., Gutiérrez Martínez, F., y Carriedo, N. (2002) (Eds.) *Psicología Evolutiva II: Desarrollo Cognitivo y Lingüístico*. Madrid: UNED.
- Giménez-Dasí, M. y Mariscal, S. (2008) (Coords). *Psicología del Desarrollo*. Madrid: MacGraw-Hill-UNED.
- Granizo González, L., Luna Chao, M., & Martínez Álvarez, I. (2020). *Psicología de la educación para docentes de infantil y primaria*. Editorial CEF.
- Mariscal, S. y Giménez-Dasí, S. (2017). *Desarrollo temprano. Cognición, afectos y relaciones sociales (0-6 años)*. Colección: Didáctica y Desarrollo. Madrid: Ediciones Paraninfo, SA.
- Golombok, S. (2006). *Modelos de familia: ¿qué es lo que de verdad cuenta?* Barcelona: Graó.
- González, E. (2000) (Coord.). *Psicología del ciclo vital*. Madrid: CCS.
- González, E. Y Bueno, J.A. (2004). *Psicología de la educación y del desarrollo en la edad escolar*. Madrid: CCS.
- López, F., Etxebarria, I., Fuentes, M.J. y Ortiz, M.J. (coord.) (1999). *Desarrollo afectivo y social*. Madrid: Pirámide.
- López, F. (coord.) (2007). *La Escuela Infantil: Observatorio privilegiado de las desigualdades*. Barcelona: Graó.
- Martín Bravo, C. y Navarro Guzmán, J.I. (2015). *Psicología evolutiva en Educación Infantil y Primaria*. Madrid: Pirámide.
- Martín, C. y Navarro, J.I. (2009). *Psicología del desarrollo para docentes*. Madrid: Pirámide.
- Moral Sánchez, A. del (1994). *Aprendizaje y desarrollo motor*. Madrid: Servicio de Publicaciones de la Universidad de Alcalá de Henares.
- Muñoz García, A. (coord.) (2010). *Psicología del desarrollo en la etapa de Educación Infantil*. Madrid: Pirámide.
- Palacios, J., Marchesi, A. y Coll, C. (Comp.) (2001). *Desarrollo psicológico y educación*. Madrid: Alianza Editorial.
- Paniagua, G. y Palacios, J. (2005). *Educación Infantil. Respuesta educativa a la diversidad*. Madrid: Alianza.
- Papalia, D. E. (2005). *Psicología del desarrollo*. Madrid: McGraw-Hill.
- Perinat, A. (2003). *Psicología del desarrollo: un enfoque sistémico*. Barcelona: Edicions de la Universitat Oberta de Catalunya.
- 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.
- Romera y Ortega-Ruiz (2018). *Psicología de la educación infantil*. Barcelona: Graó.
- Sánchez-Canovas, J. y Sánchez, M.P. (1999). *Psicología de la diversidad humana*. Madrid: Centro de Estudios Ramón Areces.
- 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.
- Schaffer, R.H. (1994). *Decisiones sobre la infancia*. Madrid: Aprendizaje/Visor.
- Shaffer, D.R. (1999). *Psicología del Desarrollo. Infancia y Adolescencia*. Madrid: Thomson.
- Shaffer, D.R. (2000). *Desarrollo social y de la personalidad*. Madrid: Thomson.
- Trianes, M.V. Y Gallardo, J.N. (2004). *Psicología de la educación y del desarrollo en contextos escolares*. Madrid: Pirámide.
- Vasta, R., Haití, M. y Millar, S.A. (2001). *Psicología Infantil*. Madrid: Ariel.
- Woolfolk, A. (2006). *Psicología educativa*. Madrid: Pearson.

