

## SUBJECT TEACHING GUIDE

### G292 - Learning and Psychological Development I

#### Double Degree in Teaching in Early Childhood Education and Primary Education First Degree in Nursery Education Teaching

Academic year 2024-2025

| 1. IDENTIFYING DATA              |  |                  |                    |                  |                              |
|----------------------------------|--|------------------|--------------------|------------------|------------------------------|
| Degree                           | Double Degree in Teaching in Early Childhood Education and Primary Education<br>First Degree in Nursery Education Teaching |                  |                    | Type and Year    | Core. Year 1<br>Core. Year 1 |
| Faculty                          | School of Teacher Training   |                  |                    |                  |                              |
| Discipline                       | Subject Area: Educational Processes, Learning and Personality Development (0-6 Years)<br>Basic Training Module             |                  |                    |                  |                              |
| Course unit title and code       | G292 - Learning and Psychological Development I  |                  |                    |                  |                              |
| Number of ECTS credits allocated | 6  | Term             | Semester based (2) |                  |                              |
| Knowledge Field                  |  |                  |                    |                  |                              |
| 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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| Office           | Edificio Interfacultativo. Planta: + 3. DESPACHO PROFESORES (323) |
| Other lecturers  | NOELIA FERNANDEZ ROUCO<br>JOSE ANTONIO LABRA PEREZ                |

**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. SUBJECT PROGRAM**

**CONTENTS**

|   |  |
|---|--|
| 1 | <p><b>WHAT IS LEARNING AND DEVELOPING?</b><br/>Definitions, types and characteristics. Relations between learning and development. Main scientific debates: nature, nurture and interactionism. Implications for Early Childhood Education.</p>  |
| 2 | <p><b>WHAT CONTEXTS MUST BE CONSIDERED TO UNDERSTAND LEARNING/DEVELOPMENT?</b><br/>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><b>LEARN AND DEVELOP AS SEXED BEINGS.</b><br/>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><b>HOW TO DO THINGS IS LEARNED?</b><br/>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><b>HOW ABOUT THINGS IS LEARNED?</b><br/>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><b>WHAT DRIVES TO LEARN? THE ROLE OF THE AFFECTIVE-MOTIVATIONAL.</b><br/>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 individual examination  | Written exam | Yes         | Yes       | 40,00         |
| Implementation and evaluation of different jobs and group practices throughout the course  | Work         | No          | Yes       | 60,00         |
| <b>TOTAL</b>   |              |             |           | <b>100,00</b> |
| <b>Observations</b>  |              |             |           |               |
| <p><b>GENERAL FEATURES:</b></p> <ul style="list-style-type: none"> <li>- 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).</li> <li>- 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 .</li> <li>- 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).</li> <li>- 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.</li> <li>- The certificates justifying non-participation must be presented within 10 days from the date on which the event occurred.</li> </ul> <p><b>ORTHOGRAPHY:</b></p> <p>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.</p> <p><b>PLAGIARISM</b></p> <p>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'.</p> <p><b>CITATION RULES</b></p> <p>APA Standards for all academic works (6th edition) are assumed as citation criteria:</p> <ul style="list-style-type: none"> <li>- Avoid plagiarism in academic work: <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></li> <li>- How to cite bibliography in APA style: <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></li> <li>- Tables and figures in works according to the APA: <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></li> </ul> |              |             |           |               |
| <b>Observations for part-time students</b>   |              |             |           |               |
| <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- Other observations for all the students enrolled in the subject (see previous sections).</li> </ul>   |              |             |           |               |

**8. BIBLIOGRAPHY AND TEACHING MATERIALS**

**BASIC**

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