

GUÍA DOCENTE DE LA ASIGNATURA

(curso 2020/21)

Titulación	GRADO DE MAESTRO EN EDUCACIÓN INFANTIL
Plan de Estudios	ORDEN ECI/3854/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Infantil (BOE 29/12/2007). https://www.boe.es/boe/dias/2007/12/29/pdfs/A53735-53738.pdf

Asignatura	EDUCATIONAL PSYCHOLOGY	Créditos ECTS	6
Código	800281	Idioma	Inglés
Carácter	Troncal	Curso	1º
Módulo	Formación Básica		
Materia	Procesos Educativos, Aprendizaje y Desarrollo de la personalidad (0-6 años)		

EQUIPO DOCENTE		
Profesor	Email	URL
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1.- PRESENTACION

Learning and development are constantly interacting through the lifespan. Educational Psychology helps us to know how we learn. Thus, in this subject, we will focus on the teaching- learning process, analysing the basics and everything converging in it; motivational, personal and interactional factors, as well as cultural influences.

2.-COMPETENCIAS

Generales	CG2.Comprender los procesos de aprendizaje relativos al periodo 0-6 años.
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Transversales	CT1. Conocer la dimensión social y educativa de la interacción con los iguales y saber promover la participación en actividades colectivas, el trabajo cooperativo y la responsabilidad individual. CT4. Dominar estrategias de comunicación interpersonal en distintos contextos sociales y educativos. CT11. Adquirir un sentido ético de la profesión. CT13. Adquirir la capacidad de trabajo independiente, impulsando la organización y favoreciendo el aprendizaje autónomo. CT14. Aplicar el uso oral y escrito de una lengua extranjera en el desarrollo de la titulación (solo para grupos de modalidad Bilingüe – inglés).
Módulo	CM2.1 Relacionar el desarrollo evolutivo con las características y los procesos de aprendizaje en esta etapa, atendiendo en especial al aprendizaje de la lecto-escritura y estrategias para su desarrollo.
Materia	CM2.1.1 Identificar dificultades de aprendizaje, informarlas y colaborar en su tratamiento. CM2.1.2 Conocer las propuestas y desarrollos actuales basados en el aprendizaje de competencias CM2.1.3 Identificar y planificar la resolución de situaciones educativas que afectan a estudiantes con diferentes capacidades y distintos ritmos de aprendizaje.

3.- RESULTADOS DE APRENDIZAJE

The following aspects will be promoted:

- Active work and participation.
- Autonomous problem solving when required.
- The use of different information sources and proper citation following APA style.
- Communication of learned concepts, through individual or group expositions.
- Interaction in pairs or little groups.
- Applying concepts to simulated or real cases.
- Planning and strategic thinking.

REGARDING ENGLISH LANGUAGE SKILLS, CES Don Bosco has established a minimum level for the 1st year corresponding to CEFR B1. Students are therefore supposed to meet the following linguistic requirements:

Listening: Must understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. Can understand the main point of many audiovisual materials on current affairs or topics of interest when the delivery is relatively slow and clear.

Reading: Can understand texts that consist mainly of high frequency, everyday or job-related language. Can understand the description of events, feelings and wishes.

Speaking:

- Can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
- Can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions.
- Can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.

• **Writing:**

- Can write simple connected text on topics, which are familiar or of personal interest.

4.- CONTENIDOS

1. INTRODUCTION TO EDUCATIONAL PSYCHOLOGY : Concepts. Historical Scope.
2. LEARNING.CONCEPT AND THEORIES: Definition of learning. Behavioural, cognitive and social approaches to learning.
3. PSYCHOLOGICAL FACTORS IMPLIED IN LEARNING: THE MEANING OF LEARNING. Motivation. Academic goals. Causal Attribution, Teacher's expectations. The role of self-concept, self-esteem, and self-efficacy on motivation.
4. COGNITIVE PROCESSES AND STUDENTS' STYLES. Perception and attention. Memory. Intelligence. Cognitive Styles
5. PSYCHOLOGICAL FACTORS IMPLIED IN LEARNING: METACOGNITIVE PROCESSES. Learning to learn. Metacognition and metacognitive skills. Strategic thinking. Its development in the classroom.
6. INTERACTION IN THE CLASSROOM:
Ways to organise the classroom in order to achieve learning goals and results. Classroom arrangement structures: Individualistic, competitive and cooperative. Learning together: peer tutorials, collaborative work and cooperative work. Advantages of cooperative learning.

Las guías docentes contienen la previsión de actividades formativas y técnicas de evaluación previstas para cada materia en la Memoria Verificada, y se desarrollarán de acuerdo con las recomendaciones de las autoridades sanitarias durante el curso 2020/21. En el caso de necesidad de modificación, se hará pública una adenda que informe puntualmente a los estudiantes.

5.- METODOLOGÍA DOCENTE Y ACTIVIDADES DE APRENDIZAJE

The subject will include active methodologies such as Problem Based Learning, through real-life exercises to solve, Learning by discovery, associative analysis, Concept Maps or debates.

Learning Activities:

- EXPLANATION OF MAIN CONTENTS BY THE TEACHER
- PRACTICAL SESSIONS IN THE CLASSROOM, INDIVIDUAL OR IN GROUPS, TO DEVELOP ACTIVITIES PROPOSED BY THE TEACHER.(Research Projects, debates and practical cases)
- TUTORIAL CLASSES FOR LEARNING ACHIEVEMENT FOLLOW-UP
- INDEPENDENT STUDENT WORK IN ORDER TO CONSULT INFORMATION SOURCES, BIBLIOGRAPHY AND STUDY OF THE CONTENTS, USING IT IN ORDER TO FOSTER LEARNING GOALS, AS AN INSTRUMENT FOR CONSULTING, ON-LINE TUTORING AND WORK FORUM.

THESE LEARNING ACTIVITIES WILL BE ASSESSED THOUGH THEY MAY NOT ALWAYS BE GRADED. THEY WILL ALLOW THE TEACHER TO HAVE MORE INFORMATION ABOUT EACH STUDENT AND THEREFORE BE MORE OBJECTIVE WHEN PROPERLY GRADING.

Important warning about group activities: To obtain the group grade, it is a must not only to actively participate in one's group activities and explanations, but also to attend and respect other groups presentations or projects.

When a student is absent to the 50% or more of the group meetings, he/she will have to prepare the project on his/her own, as well as presenting it alone. He/she will not be graded more than 5.

IMPORTANT INFORMATION : The above mentioned activities will be adapted to an online environment and methodologies partly or completely in the event of extraordinary circumstances derived from potential sanitary issues due to COVID 19.

5.1.- Actividades formativas			
ACTIVIDAD/ TIPOLOGÍA	DESCRIPCIÓN GENERAL	COMPETENCIAS ASOCIADAS	ECTS ¹ (horas)
Exposición (presencial)	Exposición de los contenidos mediante presentación del profesor de los aspectos esenciales de las materias.	CM1.1.1; CM 1.1.2; CM1.1.3; CM1.2.4; CM 1.1.6; CM 1.2.1; CM 1.2.2; CM 2.1.2; CM2.1.4; CM 2.1.5; CM 2.1.8; CM 2.1.9	15% de la carga del módulo 172,5h/ECTS
Actividades prácticas (presencial)	Clases prácticas en el aula, laboratorio o seminario, individuales o en pequeño grupo, para la realización de actividades y resolución de problemas propuestos por el profesor.	CM 1.2.4; CM 1.1.5; CM 1.1.7; CM 2.1.1; CM 2.1.5; CM 2.1.6; CM 2.1.7	10% de la carga del módulo 115h/ECTS
Tutorías (presencial)	Trabajo de campo y realización de proyectos tutelados individuales o en pequeño grupo	CM 2.1.3; CM 2.1.7; CM 2.1.8	10% de la carga del módulo 115h/ECTS
Trabajos tutelados (no presencial)	Tutorías iniciales de proceso y finales para el seguimiento de los logros de aprendizaje	CM 2.1.6	2,5% de la carga del módulo 28,75h/ECTS
Estudio independiente (no presencial)	Trabajo independiente del alumno para la consulta de bibliografía y el estudio de los contenidos de las materias	CM1.1.1; CM 1.1.2; CM1.1.3; CM1.2.4; CM 1.1.6; CM 1.2.1; CM 1.2.2; CM 2.1.2; CM 2.1.4; CM 2.1.5; CM 2.1.8; CM 2.1.9; CM 2.1.6	60% de la carga del módulo 690h/ECTS
Campus Virtual (no presencial)	Utilización de las Tic para favorecer el aprendizaje, como instrumento de consulta, tutoría online y foro de trabajo	CM 2.1.8	2,5% de la carga del módulo 28,75h/ECTS

6.- EVALUACIÓN

6.1. Sistema de Evaluación

El sistema de calificación se realiza según los criterios descritos en el **RD1125/2003**

<https://www.boe.es/buscar/pdf/2003/BOE-A-2003-17643-consolidado.pdf>

6.2. Técnicas de Evaluación

TÉCNICA	TIPO DE PRUEBA	PONDERACIÓN
Pruebas escritas	A final exam, including both an objective test with multiple choice items and a short writing part to answer according to the concepts learnt during the semester (Full details will be disclosed to students previously in class). This exam is mandatory in order to pass the subject.	40%
Proyectos	Small groups will collaborate in at least two projects around a concept assigned by the teacher, and related to the subject's goals. The same ponderation will be applied for every project.(Full details will be disclosed to students previously in class)	20%

¹ Conforme el reparto de créditos ECTS que aparece en la memoria verificada en la materia a la que pertenece esta asignatura.

Debates y exposiciones	At least one debate/presentation about units of the subject, in which the quality of the exposition, along with general attitudes displayed will be taken into account.	10%
Casos prácticos	One practical case related to the contents of the subject will be addressed by each student individually.	20%
Otros	At least two essays about topics related to the subject. Both will count the same.(5% each)	10%

6.3.- Criterios de Evaluación

Para obtener la nota final aprobada, es necesario alcanzar al menos el 50% de la puntuación máxima en cada una de las técnicas de evaluación. Los trabajos se habrán de ajustar a los criterios introducidos en el nº 33 de la revista Educación y Futuro http://cesdonbosco.com/documentos/revistaeyf/EYF_33.pdf

El plagio en los trabajos y los intentos de engaño en los exámenes supondrá para el alumno la pérdida de la convocatoria en curso.

Alumnos de segundas y sucesivas matrículas.

1. The students must obtain at least the mark of five(5) in each of the assessment techniques in order to pass the subject.
2. If student should fail on the first exam, they will have a second exam call along the same academic year. Should they pass the exam, their marks on the rest of the assessment activities will be preserved, and therefore accounted for a weighted average, as the rest of the students of the subject.
3. Those students on second or subsequent matriculations (Different academic year) will take the same test with the rest of the students, and will have to make a research project on terms personally agreed with the teacher.

Any question or doubt about the contents of the subject must be asked to the teacher via e-mail or presently, during office hours.

Tratamiento de los errores ortográficos.

Correct written and spoken expression will be taken into account, especially considered to obtain higher grades.

Mistakes will be corrected by the teacher and will have an impact on the mark according to the language requirements above specified and the quality of the work, presentation, exercise or debate will be assessed as a whole and the corrections clearly informed to the student.

No projects will be accepted out of the agreed deadlines.

7.- DOCUMENTACIÓN Y RECURSOS

7.1.- Bibliografía Básica

- Bentham, S. (2005). *Psychology and Education*. New York : Routledge Modular Psychology Series.
- Castejón et Al (2010). *Psicología de la Educación*. Alicante : ECU.
- Miras, F. Salvador, M. Y Álvarez, J. (2001). *Psicología de la Educación y el Desarrollo en la Edad Escolar*. Granada: Grupo Editorial Universitario.
- Rodríguez Sánchez, S. (2015) *Psicología de la Educación para educación infantil y primaria*. Madrid: Pirámide

- Santrock, J.W. (2018) *Educational Psychology* (6th Ed.). New York: Mc Graw-Hill.
- Schunk, D.H. (2012). *Learning Theories: An Educational Perspective*. (6th edition). Boston : Pearson.
- Trianes, M.V. (2012). *Psicología del Desarrollo y de la Educación*. Madrid: Pirámide.
- VV.AA (2014). *Manual de Psicología de la Educación: para docentes de Educación Infantil y de Primaria*. Madrid: Pirámide.
- Wade, C., Tavris, C., & Swinkels, A. (2017). *Psychology*. Boston : Pearson.
- Woolfolk, A. (2018). *Educational Psychology*. 14th. Edition. Boston : Pearson.

7.2.- Otros recursos

Internet Research.

Films and documentaries.

Real materials built by the students as a result of project work.

Internet Research.

Students may work with different books and other web resources. They must always make reference to the consulted bibliography, using APA quotation style.

REVISADO Y CONFORME:

AMAIA GARCÍA APARICIO
Coordinador de grado.

FECHA: 17/09/2020