



DETAILS OF THE SUBJECT

Title: PSICOLOGÍA DE LA EDUCACIÓN

Code: 100742

Degree/Master: GRADO DE EDUCACIÓN INFANTIL

Year: 2

Name of the module to which it belongs: PROCESOS EDUCATIVOS, APRENDIZAJE Y DESARROLLO DE LA PERSONALIDAD (0-6 AÑOS)

Field: PSICOLOGÍA

Character: BASICA

Duration: SECOND TERM

ECTS Credits: 6

Classroom hours: 60

Face-to-face classroom percentage: 40%

Non-contact hours: 90

Online platform: moodle

TEACHER INFORMATION

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SPECIFICS OF THE SUBJECT

Prerequisites established in the study plan

None.

Recommendations

None specified.

SKILLS

CE2	To promote and make easier the learning in early childhood, from a globaliser and integrative point of view of the different cognitive, emotional, psychomotor and volitional dimensions.
CE3	To design and regulate learning spaces in contexts of diversity which deal with the singular educational needs of students, gender equality, equity and respect for Human Rights.
CE4	To foment harmonious relationships inside and outside the classroom and to tackle conflict resolution in a peaceful way. To know how to sistematically observe apprenticeship and coexistence contexts as well as to reflect about them.
CM1.1	To understand the educational and learning processes in the period from 0 to 6, in the family, social and school context.
CM1.5	To know how to promote the acquisition of habits around autonomy, freedom, curiosity, observation, experimentation, imitation, acceptance of rules and boundaries and symbolic and heuristic play.
CM1.6	To know the pedagogical dimension of interaction with peers and adults and to know how to promote the participation in collective activities, cooperative work and individual effort.

OBJECTIVES

Conceptual:

- To build an inclusive framework to facilitate the understanding of those factors involved in children's learning.
- To relate, in a significantly way, the acquired knowledge about the stage of child development with the main factors involved in learning.
- To understand school learning and skills development as contextual, constructive and mediated activities.
- To understand teaching and learning processes in early childhood education taking into account contextual, intrapersonal and interpersonal factors involved.

Procedural:

- To develop the appropriate skills for searching, analyzing and understanding information.
- To apply the acquired knowledge to respond to problems and professional challenges, transferring psychological knowledge to educational practice.
- To develop appropriate strategies for collaborative work.

Attitudinal:

- To discover the importance of psychological knowledge and its transfer to educational practice.
- To assess and take advantage from the teamwork.
- To awake the critical and compromised spirit with the improvement of educational intervention.

CONTENT

1. Theory contents

- Educational Psychology: main theoretical models.
- Intrapersonal factors involved in teaching / learning processes.
- Interpersonal factors involved in teaching / learning processes.

2. Practical contents

- Educational Psychology: main theoretical models.
- Intrapersonal factors involved in teaching / learning processes.
- Interpersonal factors involved in teaching / learning processes.

METHODOLOGY

General clarifications on the methodology and methodological adaptations for part-time students

They will be agreed with the teacher

Face-to-face activities

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	2	-	2
<i>Group work (cooperative)</i>	-	20	20
<i>Lectures</i>	28	-	28
<i>Tutorials</i>	5	5	10
Total hours:	35	25	60

Not on-site activities

Actividad	Total
<i>Finding information</i>	15
<i>Group work</i>	35
<i>Self-study</i>	40
Total hours:	90

WORK MATERIALS FOR STUDENTS

EVALUATION

Skills	Tools		
	Assignments and projects	Multiple choice exam	Text commentary
CE2	X	X	X
CE3	X	X	X
CE4	X	X	X
CM1.1	X	X	X
CM1.5	X	X	X
CM1.6	X	X	X
Total (100%)	30%	60%	10%
Minimum grade.(*)	5	5	5

(*) Minimum grade necessary to calculate the average

Minimum score to eliminate content and period of validity for partial qualifications: *Serán reservadas las calificaciones durante las dos convocatorias del curso matriculado.*

General clarifications on evaluation and methodological adaptation for part-time students:

They will be agreed with the teacher.

Value of attendance in the final grade: *Será requisito obligatorio en las sesiones establecidas por el profesor*

Qualifying criteria for obtaining honors: *Las máximas calificaciones, siempre que estén por encima de 9*

BIBLIOGRAPHY

1. Basic Bibliography:

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TRIANES, M. V. y GALLARDO, J. A. (Coords.) (2008). *Psicología de la educación y del desarrollo en contextos escolares*. Madrid: Pirámide.

2. Further reading:

BERGER, KS; THOMPSON, RA (1997). *Psicología del desarrollo: infancia y adolescencia*. Madrid: Médica Panamericana.

COLL, C. (2007). *Las competencias básicas en educación*. Madrid: Alianza.

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Enciclopedia de Educación Infantil, I. Málaga: Aljibe.

ORTEGA, R., ROMERA, E. M., MÉRIDA, R. y MONKS, C. (2009). Actividad e interacción entre iguales:

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POZO, J. I. y POSTIGO, Y. (2000). *Aprender a usar el conocimiento: una necesidad educativa creciente*. Barcelona: Edebé.

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Nuevas formas de pensar la enseñanza y el aprendizaje. Las concepciones de profesores y alumnos. Barcelona: Graó.

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COORDINATION CRITERIA

- Selection of common competencies

SCHEDULE

Period	Activity			
	Assessment activities	Group work (cooperative)	Lectures	Tutorials
1# Fortnight	0	2	3	1
2# Fortnight	0	2	3	1
3# Fortnight	0	4	3	2
4# Fortnight	0	2	3	1
5# Fortnight	0	2	4	1
6# Fortnight	0	2	4	2
7# Fortnight	0	4	4	1
8# Fortnight	2	2	4	1
Total hours:	2	20	28	10