

Academic Year/course: 2021/22

26506 - Psychology of Development II

Syllabus Information

Academic Year: 2021/22

Subject: 26506 - Psychology of Development II

Faculty / School: 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

Degree: 301 - Degree in Nursery School Education

302 - Degree in Nursery School Education

303 - Degree in Nursery School Education

ECTS: 6.0

Year: 1

Semester: Second semester

Subject Type: Basic Education

Module:

1. General information

1.1. Aims of the course

The intention of Psychology of Development II is for students to know the social, socio-cognitive, ludic, moral, emotional and personal characteristics of the learning stage from 0 to 6 years that they will teach. So they should accurately know the different areas in which the psychological development in this stage is described, the most relevant development achievements and milestones in it, as well as the explanations that psychology offers about behavioural changes so that it can be placed in the same role played by the school, family or peers in psychological development.

These proposals and objectives fall in line with the following Sustainable Development Goals (SGD) of the United Nations? Agenda 2030 (<https://www.un.org/sustainabledevelopment/es/>), insofar as acquiring the learning outcomes in this subject provides the qualification and competence to contribute to passing it to a certain point:

- SDG 4: Quality education. From the present-day to 2030, to considerably increase the number of youths and adults to acquire the necessary competences, particularly technical and professional competences, to find a job and decent work, and entrepreneurship. The aim is to substantially increase the supply of qualified teachers. It also intends to ensure that all students acquire the necessary theoretical and practical knowledge to promote sustainable development through knowledge of the implications of human rights during development, the importance of identity and gender equality during people?s integral development in a given context, evaluating the contribution of cultural diversity, among others.

1.2. Context and importance of this course in the degree

The Psychology of Development II subject forms part of the basic training for the Teacher Training Degrees and is taught during the first 4-monthly period of the first course of this degree along with other subjects of the same kind. The ultimate objective of teacher training is being able to design the teaching-learning processes that take place at school, put them into practice in a multicultural context and at different learning paces, and tutor families to jointly contribute to integral student development. In order to perform this task, future teachers will have the basic training that will include, on the one hand, knowledge about the education and family contexts and, on the other hand, the psychological basis of learning processes, which will come with the training provided by Psychology of Development I and II, which will, among others, permit, among others, the promotion of learning that adapts to students? development level, attend to all its areas from an integral perspective, generate pedagogical resources that derive from the characteristics of each stage and attend to the diversity found in classrooms.

1.3. Recommendations to take this course

Having been taught and passed the subject Psychology of Development I (taught during the first 4-month period of the same first course).

2. Learning goals

2.1. Competences

Having passed this subject, students will be more competent to:

GC 02 - Promote and facilitate that learned in Early Childhood Education from a globalising and integrating perspective of the different cognitive, emotional, psychomotor and volitional dimensions.

GC03 - Design and regulate learning spaces in diversity contexts that cover students? singular education needs, gender equality, and equity and respect for human rights.

GC04- Promote harmony inside and outside classrooms towards pacific conflict solving. Know how to systematically observe learning contexts and harmony, and how to reflect on them. Interpret education practices according to reference theoretical frameworks, reflect on them and act accordingly.

GC05- Reflect in groups on complying with rules and respecting others Promote each student?s autonomy and singularity as education factors of emotions, feelings and values in Early Childhood Education.

GC07 - Know the education implications of information and communication technologies (ICT), particularly television, for Early Childhood Education.

GC08 - Know the basics of infant diet and hygiene. Know the basics of early attention, and the bases/developments that allow psychological, learning and personality-building processes to be understood in Early Childhood Education.

GC10 - Understand the importance of teachers? work to be able to act as a mediator and guide of mothers/fathers in relation to family education during the 0-6-year-old period, and master social skills for dealing and mixing with the family of each student and with all the families on the whole.

GC11 - Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning, and promote this learning in students and teachers. Select the most suitable education resources for each situation.

BC1 - Students have demonstrated having acquired and understood knowledge in a study area that is in accordance with the general Secondary Education basis, and tends to be at a level that, if supported on advanced textbooks, also includes certain aspects that imply state-of-the-art knowledge from their study field.

BC2 - Students know how to apply their knowledge to their work or vocation professionally, and have acquired competences that tend to be demonstrated by preparing and defending arguments, and solving problems, in their study area.

BC3 - Students must have the capacity to collect and interpret relevant data (normally in their study area) to make judgements that include reflecting on relevant social, scientific or ethical themes.

BC4 - Students are able to transmit information, ideas, problems and solutions to specialised and non-specialised publics.

BC5 - Students have developed the necessary learning skills to conduct later studies with a high degree of autonomy.

TC01 - Integrate competences from different subject matters to guide the Final Graduation Project (FGP) and be able to apply knowledge to their professional practice.

TC02 - Understand learning as an overall, complex and significant fact by designing and developing situations that deal with student diversity and involve it in their learning and work.

TC03 - Manage and self-regulate the progress of learning by adapting to new situations and interrelating knowledge to prepare new knowledge.

TC04 ? Work in teams and be capable of playing different roles in groups

TC05 ? Use and apply ICT to learn, communicate and share knowledge in different contexts

TC06 ? Develop the capacity to communicate to be taught in one?s own language and in (an)other European language(s)

TC07 ? Face the duties and ethical dilemmas of the profession

TC08 - Seek, manage, process, analyse and communicate information efficiently, critically and creatively

TC09 ? Understand and reflect on the education practice in rural areas

TC10 - Develop, manage, process and analyse processes related to research applied to education.

SC01- Understand education and learning processes for the 0-6-year-old period in family, social and school contexts

SC02- Know developmental psychology developments of infancy for the 0-3- and 3-6-year-old periods

SC03- Know early attention foundations

SC04- Recognise the identity of the stage and its cognitive, psychomotor, communication, social and affective characteristics

SC05- Know how to promote acquiring habits towards autonomy, freedom, curiosity, observation, experimentation, imitation, adhering to rules and accepting limits, and symbolic and heuristic playing

SC06 ? Know not only the pedagogical dimension of interacting with peers and adults, but also how to promote participation in collective activities, cooperative work and individual effort.

2.2. Learning goals

To pass this subject, students should obtain the following outcomes:

1. Describe infant behaviour from the ages of 0-6 years in the following areas: social (family and peers), socio-cognitive, ludic, moral, emotional and personal (including gender-related development).
2. Explain how psychological development occurs in these areas in line with psychological theories from the development field by paying special attention to individual differences in it taking place without involving any problematic deviations.

3. Identify different development paces in specific areas: social, socio-cognitive, moral, emotional and personal.
4. Predict what psychological development will be like for a specific case (at a conventional pace or not) using general theories and the provided information.
5. Relate the action of each different stakeholders, family, school and peers to the development optimisation process.

2.3. Importance of learning goals

Understanding the relevance of the basic training block in the Early Childhood Education Teacher Training Degree is fundamental to situate teachers' action in it. This block provides more relevant conceptual bases to understand students' characteristics and to take an integral view of it. Thus from the perspective of the competences to be developed at school, it is essential to attempt to develop students' socio-cognitive, ludic, moral, emotional and personal capacities to a great extent.

3. Assessment (1st and 2nd call)

3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

Evaluation tests

Students' assessment will be summative, with activities that will be continuously evaluated during the teaching period and with a final test. As teaching will be given in large groups, this evaluation will be formed by individual and group qualifications, and/or of self-assessments. In more detail, the evaluation tests that students will do and their expected levels are as follows:

1. Activities to be evaluated that will be performed during official teaching:

Reports and practical activities to be evaluated: observations made of development, case solving, guided readings and monographic works, preparing audiovisual materials, etc., that offer samples of 0-6-year olds' development.

Performing these tasks implies the public presentation and debate with peers of the most relevant aspects of cases, materials or observations made. Two to five presentations will take place during the course and will correspond to group tasks. This involves each student making some interventions of this type.

Between **two and five tasks reports** will be done and can, in turn, be supplemented with parallel peer correction tasks of other colleagues' cases.

2. Final evaluation activity:

A final written individual test which is included in the centre's final tests planning. It will include questions about development or objective multichoice questions to evaluate specific practical-theoretical knowledge acquisition. It will include brief texts or cases.

3. Overall test and Second call

Those students who have not completed or performed the activities to be evaluated throughout the course, and substantially contribute to their mark, will be qualified to do so according to the evaluation norms set out by the Universidad de Zaragoza. This evaluation will be single written test that will include both theoretical and practical, and will be held on the official dates indicated by the centre. On the whole, this single test will verify having acquired similar competences to those of the students who followed a previous format.

4. Fifth and sixth calls

The students of the fifth and sixth calls will be evaluated by the same evaluation system as the other students. In any case, to be able to teach this subject and to accredit acquiring the competences in it, students will be able to opt for either of these two options:

1. Follow the teaching in the group-class registered for. The tribunal is in charge of following their evaluation process
2. Specify to the tribunal the type of evaluation to be made (global or the activities evaluated throughout the course with a final test) and the specific evaluation to be made under each condition.

Marking criteria

The final mark for this subject will be obtained by summing the scores obtained in the final test and the indicated activities to be evaluated by bearing in mind the following weighting criterion:

- Activities evaluated during the teaching period: 40%, (4 points out of 10 towards the final mark).

- Final test: 60%, (6 points out of 10 towards the final mark).

It is important to point out that given their training implications, spelling, syntax or lexical mistakes will be taken into account when evaluating the various tests.

For the activities evaluated during the course to be scored and computed as the final mark, they should be delivered on the dates indicated by teachers. These activities are designed to favour continuous learning and do not merely add to the final mark. For this section to be calculated for students, they should have completed at least 80% of the activities.

In order to pass this subject, it is necessary to have passed the final test and the activities evaluated during the teaching period.

Evaluation criteria

1) Reports and practical activities to be evaluated

The criteria are based on:

Having correctly identified the case theme or the material in question

Using the theoretical knowledge presented by the teachers or included in basic readings to answer the specific questions set out

Extending information about the theme autonomously by seeking and selecting that which could be relevant

Preparing written reports and/or other products in different formats by establishing a suitable sequence of ideas that are clearly and orderly presented by differentiating data, theoretical contributions and personal evaluations, and all this using comprehensible and coherent language with correct spelling

These tasks involve a public presentation and debating with peers. In this case, the considered criteria are:

The presentation's structure must be clear, logical, organised and specific

The presentation must be logically and essentially related to the subject's theoretical content

Identifying relevant theoretical aspects

Adapting the preparation and the presentation to facilitate the follow-up and understanding of its content

2) Final individual test and final overall evaluation test

The considered criteria are:

Using psychological terminology to describe behaviour if necessary

Identifying, understanding and suitably applying psychology of development theories, and the most relevant milestones of evolution of social, moral, emotional and personal development

Using organised and orderly discourse by preparing a clear and understandable text that adhere to spelling rules if necessary.

3) Other calls

All the calls of this subject are governed by the same criteria set out in this section depending on the evaluation test being done.

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

This subject is organised so that activities are combined in a large group with smaller groups. In the first case, teachers will globally present the general subject contents that will be worked on in more depth during group work sessions and in small groups.

4.2. Learning tasks

- Presentations in large groups given by the teacher, which include the key elements of the subject and illustrative videos of different development aspects.

- Group works that might impact the analyses of cases, texts, videos and other elements that illustrate development aspects. To present them, different formats can be used, such as large group work presentations, web resources, debates in groups, peer-correction formats, etc.

- The self-assessments of learning made at various time points, including an explanation of achievements made, which especially impact students' capacity to relate theory to practice.

4.3. Syllabus

- Introducing socio-personal development: an optimising perspective of Psychology of Development
- Social development: developing a devotion to and relations with carers in early years; education styles and personal development; peer relationships; development and play tasks with peers

- Social world in infants? minds: social knowledge; moral development; adopting perspectives
- Emotional development: recognising and expressing emotions; developing empathy; developing emotional self-control
- Personal development: developing autonomy; developing self-concept; developing gender identity; other personal development types

4.4. Course planning and calendar

The schedule of face-to-face sessions and work presentations during which works are to be presented is communicated in writing or by the Digital Teaching Ring (DTR) to start the subject?s teaching period.

The subject is set out in a mixed system with activities to be evaluated throughout the course and with the final test on the official dates set out by the centre. Both key activities and dates are communicated by the DTR when the subject starts to be taught or in a written document handed out by the teacher. The dates of the final exams can be consulted on the website of the different faculties where the degree is taught.

4.5. Bibliography and recommended resources

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=26506>