



Teachers' guide – summary sheet

**Initial Identification details:**

Title:	Degree in Childhood Education (Plan 2010)		
Faculty/School:	Legal & Social Sciences		
Course subject:	<b>Psychology of Education</b>		
Type (3):	Basic Teaching	Credits ECTS:	6
Year / Semester (4):	1st Year-1st Semester	Code (1):	7313
Subject (2):	Educational Processes, Learning and Personality Development (0 to 6 years)		
Module (2):	Basic Training		
Language (5):	Spanish		
Total number of hours undertaken by pupil (6):	150		

**Brief description of the course (7):**

This subject contributes to the basic training of future teachers by providing knowledge of both educational processes and the development involved in them. The knowledge and mastery of these processes and educational programs in which they are based, will generate a process of teaching and learning based on the natural evolution of the child /and from your environment.

**Prior knowledge (8):**

Capacity for work and a desire to learn.

**General objective (9):**

Acquire knowledge and skills required for implementation.

## Skills / Abilities:

General (10):

Promote and facilitate learning in early childhood, from a globalizing and inclusive perspective of the different dimensions: cognitive, emotional, psychomotor and volitional

Understanding the educational implications of information technology and communication, particularly of the television in early childhood

Reflecting on classroom practices, to innovate and improve teaching. Acquire habits and skills for independent and cooperative learning and promote this among the students.

Specific (10):

Understanding of educational processes and learning in the age group of 0-6, within the family, social and educational contexts.

Knowing the development of evolutionary psychology of children in periods from 0 to 3 and 3 to 6 years old.

Recognize the identity of the stage and its cognitive, psychomotor, communication, social, and emotional characteristics.

Knowing the pedagogical dimension of interaction with peers and adults and learn to promote participation in group activities, cooperative work and individual effort.

Understand that the daily dynamics in early childhood education is changing based on each student, each group and the situation; and know how to be flexible in the exercise of the teaching.

Brief index to subjects (12):

Thematic Block 1.- Theoretical and Historical Approach to Education Psychology  
Thematic block 2.- Developmental Psychology and Educational Psychology (0-6 years)  
Thematic block 3.- Psychology of Learning  
Thematic block 4.- Motivation, Intelligence and Aptitude  
Thematic block 5.- Characteristics and needs of the teacher in the process of teaching / learning  
Thematic block 6.- Performance and evaluation

**Teaching Activities** (13) (Approximate % as a function of total credits, considering solely those activities where the student's presence is required and that these represent between 30% and 40%)

Theory classes:	30%
Practical Classes:	40%
Workshops/Labs/Presentations:	25%
Others:	5%
Total:	100%

**Evaluation system:**

Examinations:	50%
Assistance and participation:	5%
Course work:	25%
Others:	20%
Total:	100%

### Specifics of evaluation (14):

The evaluation system will include: tests, activities and search exercises, documentation and research, likewise, we will practice in the classroom.

### Basic bibliography (15):

- Adell M. A. (2006). *Estrategias para mejorar el rendimiento académico de los adolescentes*. Edit. Psicología Pirámide.
- Galindo A. (2005). *Cómo sobrevivir en el aula. Guía emocional para docentes*. Icce.
- González, E., Bueno, J. A. (2004). *Psicología de la educación y del desarrollo en la edad escolar*. Madrid, Editorial CCS.
- Miran F., Salvador, M. y Álvarez, J. (2001). *Psicología de la educación y el desarrollo en edad escolar*. Madrid, Grupo Editorial Universitario.
- Palacios, J., Marchesi, A. y Coll, C. (2004). *Desarrollo psicológico y educación* (vol. 1, 2 y 3). Madrid, Psicología y Educación Alianza Editorial.
- UNED (2002). *Psicología del desarrollo y la educación* (Vol. 1 y 2). Madrid.

- (1) Code of the course
- (2) Description as per the Verified Memorandum
- (3) May be either: Basic Teaching, Obligatory, Optional, External Practices, or Final Degree Work.
- (4) May be either: First Year - 1st semester and (or) 2nd semester; Second Year - 3rd semester and (or) 4th semester; Third Year - 5th semester and (or) 6th semester; Fourth Year – 7th semester and (or) 8th semester.
- (5) The language in which the course will be taught
- (6) The total number of hours that the student will dedicate to the course. Being approximately twenty-five hours for each ECTS, accounting for all activities.
- (7) Between three and five phrases that summarize the description of the course.
- (8) Corresponds to those recommendations to aid taking the course. A brief recommendation is written. If they are not required, one specifies "those corresponding to the degree".
- (9) Set out the general objective of the course, writing a sole objective.
- (10) The skills as set out in the Verified Memorandum along with the abbreviations corresponding to each of them
- (11) One can add various other skills that are not in the Verified Memorandum and which the teacher deems relevant
- (12) The main thematic blocks of the course
- (13) In this case neither tutorials nor evaluations are included. Only those activities where the student is present.
- (14) Explain the process of evaluation that has been set out previously in percentages with three brief phrases
- (15) Three to ten references should be detailed.

