



## IDENTIFYING DATA

### Psychology: Educational psychology: Processes of childhood learning

Subject	Psychology: Educational psychology: Processes of childhood learning			
Code	P02G110V01205			
Study programme	(*)Grao en Educación Infantil			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Basic education	1st	2nd
Teaching language	Galician			
Department				
Coordinator	González González, Salvador Guillermo			
Lecturers	González González, Salvador Guillermo			
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Web				
General description	(*)Esta materia proporciona ao futuro docente un coñecemento detallado sobre o proceso de aprendizaxe dos seus alumnos/as e a forma de melloralo mediante procedementos de instrución axeitados.			

## Competencies

Code	
A2	(*)Promover e facilitar as aprendizaxes na primeira infancia, desde unha perspectiva globalizadora e integradora das diferentes dimensións cognitiva, emocional, psicomotora e volitiva
A4	(*)Fomentar a convivencia na aula e fóra dela e abordar a resolución pacífica de conflitos. Saber observar sistematicamente contextos de aprendizaxe e convivencia e saber reflexionar sobre eles
A5	(*)Reflexionar en grupo sobre a aceptación de normas e o respecto aos demais. Promover a autonomía e a singularidade de cada estudante como factores de educación das emocións, os sentimentos e os valores na primeira infancia
A6	(*)Coñecer a evolución da linguaxe na primeira infancia, saber identificar posibles disfuncións e velar pola súa correcta evolución. Abordar con eficacia situacións de aprendizaxe de linguas en contextos multiculturais e multilingües. Expresarse oralmente e por escrito e dominar o uso de diferentes técnicas de expresión
A7	(*)Coñecer as implicacións educativas das tecnoloxías da información e a comunicación e, en particular, da televisión na primeira infancia
A10	(*)Actuar como orientador de pais e nais en relación coa educación familiar no período 0-6 e dominar habilidades sociais no trato e relación coa familia de cada estudante e co conxunto das familias
B1	(*)Capacidade de análise e síntese
B2	(*)Capacidade de organización e planificación
B3	(*)Comunicación oral e escrita
B6	(*)Capacidade de xestión da información
B7	(*)Resolución de problemas
B8	(*)Toma de decisións
B9	(*)Traballo en equipo
B11	(*)Habilidades nas relacións interpersoais
B12	(*)Recoñecemento da diversidade e multiculturalidade
B15	(*)Aprendizaxe autónoma
B16	(*)Adaptación a novas situacións

## Learning aims

Expected results from this subject	Training and Learning Results
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(*)Identify and schedule the resolution of educative situations that affect the students with different capacities and distinct rhythms of learning.	A4	B1 B2 B8 B12
(*)Understand the processes of relative learning to the period 0-6 in the familiar context, social and school.	A4	B1 B2
(*)Know the processes of interaction and communication in the classroom of childish.	A2	B1
(*)Promote the work *cooperativo and the autonomous work that allow to design, schedule and evaluate processes of teaching and learning with other *docentes and professional.	A2 A7 A10	B6 B7 B8 B9 B11
(*)Know and apply methodologies and basic technicians of investigation in psychology of the education.	A10	B2 B8 B15 B16
(*)Create and keep nooses of communication with the family for *incidir effectively in the educative process.	A10	B11 B16
(*)Know the proposals and current developments based in the learning of competitions.	A2	B1 B2
(*)Design and materialize spaces of learning in contexts of diversity.		B11
(*)Promote in the group to acceptance of norms and it as regards the other.	A5	B11
(*)*Coñecer, design and apply technicians to identify dysfunctions in the learning.	A6	B1 B7 B8
(*)Know and design situations of susceptible learning to optimize: the development of aspects *perceptivo-motrices; the *linguaxe oral *receptiva and expressive; a *autoestima positive and emotional balance.	A2 A4 A5 A6	B3 B11

## Contents

Topic	
(*)1. @Paradigma and theoretical conceptions on *aaprendizaxe and the school learning.	(*)Contributions of the *condutismo to the explanation of the processes of learning. Learning by observation: the social theory cognitive. *Aportacións Of the *procesamento of the information To theory *sociocultural of *Vygotsky. The *teoría de *Bruner and the building of the knowledge To theory of the significant learning of *Ausubel. The conception *construtivista of the *aprendizaxe escolar.
(*)2. Contexts and @condicionante factors *daaprendizaxe in the childish age.	(*)Educative fields in the societies developed. The familiar context. Psychological and educating functions of the family. The interaction *familia-escola. Programs of training of parents. The school context. Characteristics of the educative practices pupils. Personal factors, contextual and *relacionais that favour the *apredizaxe in the school. *Oprofesor/lt: element key of the learning of the students/them. The student/it: agent, protagonist and manager of the learning. The contents. Other educative fields. The *mass take part how educative instruments.
(*)3. Processes of learning in the childish age.	(*)Nature, structure and theoretical formulations envelope to intelligence. Processes and cognitive strategies and *metacognitivas. Implications in the school learning. Evaluation and improvement of the cognitive skills.
(*)4. Affective processes and academic motivation in the childish age.	(*)*Autoconcepto: Training and relation with the academic performance. Emotions and school learning. The motivation of the *estudiante and the school learning. Strategies *motivacionais.
(*)5. Interaction *alumno-alumno and *profesor-alumno in the childish education.	(*)Styles of teaching and effectiveness *docente. Relations *profesor-alumno: representations, expectations and interaction. The *mediación *instrucional. Interaction between students and school learning.
(*)6. *TICs And learning in the childish stage.	(*)The use of the *TICs and the school learning. The use of the *TICs and the instruction.
(*)7. Methods and procedures of investigation in Psychology of the Education.	(*)Importance of the investigation in this discipline. Methods of Technical investigation of investigation.

## Planning

	Class hours	Hours outside the classroom	Total hours
Master Session	10	0	10
Presentations / exhibitions	10	20	30
Proceedings	25	50	75

\*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

<b>Methodologies</b>	
	Description
Master Session	(*)Exposición por parte do profesor dos contidos sobre a materia obxecto de estudo, bases teóricas e/ou directoras dun traballo, exercicio ou proxecto a desenvolver polo estudante.
Presentations / exhibitions	(*)Exposición, por grupos, diante do grupo mediano, e despois por escrito ao profesor, dos resultados da valoración de tres alumnos/as de educación infantil (3, 4 e 5 anos), utilizando probas adaptadas a este alumnado co obxecto de detectar posibles causas das dificultades de aprendizaxe que poida manifestar un alumno/a e actuar en consecuencia.
Proceedings	(*)Defensa de un tema en grupos de 4 ou 5 alumnos diante de outro grupo, coa avaliación dos demais compañeiros.

### **Personalized attention**

<b>Methodologies</b>	<b>Description</b>
Master Session	
Presentations / exhibitions	
Proceedings	
<b>Tests</b>	<b>Description</b>
Multiple choice tests	

### **Assessment**

	Description	Qualification
Master Session	(*)material básico da materia	20
Presentations / exhibitions	(*)traballos a presentar sobre temas practicos	30
Proceedings	(*)competición de debate entre grupos, coa calificación por equipo e por resultado na competición	30
Multiple choice tests	(*)proba tipo test con tres alternativas de resposta	20

### **Other comments on the Evaluation**

### **Sources of information**

### **Recommendations**