

Guía docente / *Course Syllabus*

2018-19

1. Descripción de la Asignatura / *Course Description*

Asignatura <i>Course</i>	DESARROLLO PSICOLÓGICO EN EL CICLO VITAL (docencia en inglés)
Códigos <i>Code</i>	803101
Facultad <i>Faculty</i>	Facultad de Ciencias Sociales
Grados donde se imparte <i>Degrees it is part of</i>	Grado en Educación Social
Módulo al que pertenece <i>Module it belongs to</i>	Intervención en contextos socioeducativos
Materia a la que pertenece <i>Subject it belongs to</i>	Desarrollo psicológico en el ciclo vital
Departamento responsable <i>Department</i>	Antropología Social, Psicología Básica y Salud Pública
Curso <i>Year</i>	2º
Semestre <i>Tern</i>	2º
Créditos totales <i>total credits</i>	6
Carácter <i>Type of course</i>	Obligatoria
Idioma de impartición <i>Course language</i>	Inglés
Modelo de docencia <i>Teaching model</i>	A1

Clases presenciales del modelo de docencia A1 para cada estudiante: 31 horas de enseñanzas básicas (EB), 14 horas de enseñanzas prácticas y de desarrollo (EPD) y 0 horas de actividades dirigidas (AD). Hasta un 10% de la enseñanza presencial puede sustituirse por docencia a distancia (también presencial, pero posiblemente asincrónica), de acuerdo con la programación de la Asignatura publicada antes del comienzo del curso.

Number of classroom teaching hours of A1 teaching model for each student: 31 hours of general teaching (background), 14 hours of theory-into-practice (practical group tutoring and skill development) and 0 hours of guided academic activities. Up to 10% of face-to-face sessions can be substituted by online teaching, in accordance with the course schedule published before it begins.

2. Responsable de la Asignatura / *Course Coordinator*

Nombre <i>Name</i>	Beatriz Macías Gómez-Estern
Departamento <i>Department</i>	Antropología Social, Psicología Básica y Salud Pública
Área de conocimiento <i>Field of knowledge</i>	Psicología Básica
Categoría <i>Category</i>	Profesora Contratada Doctora
Número de despacho <i>Office number</i>	11/03/09
Teléfono <i>Phone</i>	954977505
Página web <i>Webpage</i>	https://www.upo.es/profesorado/bmacgom/
Correo electrónico <i>E-mail</i>	bmacgom@upo.es

3. Ubicación en el plan formativo / *Academic Context*

Breve descripción de la asignatura <i>Course description</i>	The class will be developed through a Service Learning methodology, combining participation as helpers in a Primary School working as a Community of Learners in a marginalized area of the city, where the students will work as participatory observants (EPDs); with class discussion of relevant academic texts on human development across cultures and learning processes happening in the field (EBs).
Objetivos (en términos de resultados del aprendizaje) <i>Learning objectives</i>	<ul style="list-style-type: none">- Understanding basic notions developed by Developmental Psychological discipline applied to Social intervention.- Understanding Developmental Psychology as an applied discipline.- Understanding psychosocial dimensions of mediation as a strategy for conflict resolution.- Understanding psychological dimension of social risk situations, in order to be able to identify and define them.- Being able to apply risk minimisation techniques for oneself, as well as for work colleagues.- Reacting to crisis situations from psychological perspective, establishing priorities and planning actions, designing evaluation for these actions.- Knowing the historical, social and cultural dimension of human developmental processes.- Knowing and understanding cognitive and affective processes that shape human development in a social environment.- Analysing cognitive, social and affective processes related to social and community processes.- Understanding developmental psychological and communicational processes in the social/educational worker-community relation for different social and educational intervention contexts.- Develop agency in the designing and performing of activities that enhance human and community development.

Prerrequisitos <i>Prerequisites</i>	None
Recomendaciones <i>Recommendations</i>	A B1 level in English is recommended
Aportaciones al plan formativo <i>Contributions to the educational plan</i>	Basic knowledge of human development processes and basic tools for the observation, interpretation and acting in social intervention processes with persons and communities.

4. Competencias / Skills

Competencias básicas de la Titulación que se desarrollan en la Asignatura <i>Basic skills of the Degree that are developed in this Course</i>	<p>CB3 - Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética</p> <p>CB4 - Que los estudiantes puedan transmitir información, ideas, problemas y soluciones a un público tanto especializado como no especializado</p> <p>CB5 - Que los estudiantes hayan desarrollado aquellas habilidades de aprendizaje necesarias para emprender estudios posteriores con un alto grado de autonomía</p>
Competencias generales de la Titulación que se desarrollan en la Asignatura <i>General skills of the Degree that are developed in this Course</i>	<p>CG1 - Desarrollar habilidades de resolución de problemas y toma de decisiones, lo que entraña ser capaz de identificar, analizar y definir los elementos significativos que constituyen un problema, sus causas e importancia desde diversos puntos de vista; de buscar alternativas de solución y resolverlo con criterio y de forma efectiva</p> <p>CG2 - Desarrollar habilidades de creatividad para modificar las cosas o pensarlas desde diferentes perspectivas, ampliando las posibilidades convencionales tanto de comprensión y de juicio como de aplicación en la resolución de problemas y toma de decisiones, referidos a las áreas de estudio o ámbitos de actuación propios</p> <p>CG3 - Desarrollar capacidad de crítica y autocrítica para examinar y enjuiciar algo o la propia actuación con criterios internos y/o externos, buscando el discernimiento preciso y claro en la adopción y defensa de una posición personal, tomando en consideración otros juicios con una actitud reflexiva de reconocimiento y respeto</p> <p>CG4 - Desarrollar apertura hacia al aprendizaje a lo largo de la vida, buscando y compartiendo información con el fin de favorecer su desarrollo personal y profesional, modificando de forma flexible los propios esquemas mentales y pautas de comportamiento para favorecer su mejora permanente, versatilidad y adaptación a situaciones nuevas o cambiantes</p>
Competencias transversales de la Titulación que se desarrollan en la Asignatura <i>Transversal skills of the Degree that are developed in this Course</i>	
Competencias específicas de la Titulación que se desarrollan en la Asignatura <i>Specific competences of the</i>	CE1 - Conocer y comprender de forma crítica las bases teóricas y metodológicas que desde perspectivas pedagógicas, sociológicas, psicológicas sustentan los procesos socioeducativos, así como los marcos legislativos que posibilitan, orientan y legitiman la acción del Educador y Educadora social.

<i>Degree that are developed in the Course</i>	<p>CE3 - Diagnosticar y analizar los factores y procesos que intervienen en la realidad sociocultural con el fin de facilitar la explicación de la complejidad socioeducativa y la promoción de la intervención.</p> <p>CE4 - Diseñar, planificar, gestionar y desarrollar diferentes recursos, así como evaluar planes, programas, proyectos y actividades de intervención socioeducativa, participación social y desarrollo en todos sus ámbitos.</p> <p>CE7 - Adquirir las habilidades, destrezas y actitudes para la intervención socioeducativa.</p>
<p>Competencias particulares de la asignatura, no incluidas en la memoria del título</p> <p><i>Specific skills of the Course, not included in the Degree's skills</i></p>	<p>CLASS THEORETICAL CONTENTS</p> <p>Theoretical contents will be developed using the following bibliography</p> <p>Main Reading</p> <p>Cole, M., Cole, S. R., & Lightfoot, C. (2005). The development of children. Macmillan.</p> <p>Section I. Introduction to the study of human development</p> <ul style="list-style-type: none"> -Basic concepts -Perspectives and approaches to the study of human development -Contexts and different influences in human development <p>Section II. Dimensions of psychological Development along life span.</p> <ul style="list-style-type: none"> -Physical development and its relationship with psychological development -Cognitive development, influences and changes -Psychosocial development, opportunities, challenges and risks.

5. Contenidos de la Asignatura: temario / *Course Content: Topics*

PARTE I	INTRODUCTION TO THE STUDY OF HUMAN DEVELOPMENT
1	Basic concepts
2	Perspectives and approaches to the study of human development
3	Contexts and different influences in human development
PARTE II	CONTEXTS AND DIFFERENT INFLUENCES IN HUMAN DEVELOPMENT
1	Physical development and its relationship with psychological development
2	Cognitive development, influences and changes
3	Psychosocial development, opportunities, challenges and risks

6. Metodología y recursos / *Methodology and Resources*

<p>Metodología general</p> <p><i>Methodology</i></p>	<p>The class will be developed through a Service Learning methodology, combining participation as helpers in a Primary School working as a Community of Learners in a marginalized area of the city, where the students will work as participatory observants (EPDs); with class discussion of relevant academic texts on psychological and learning processes happening in the field (EBs).</p>
<p>Enseñanzas básicas (EB)</p> <p><i>General teaching</i></p>	<p>In the theoretical classes (EBs) the students and professor will debate on the theoretical concepts displayed in the manual while</p>

	linking them to the specific practical student's experience when participating in a Service Learning project in schools at Poligono Sur neighborhood.
Enseñanzas prácticas y de desarrollo (EPD) <i>Theory-into-practice</i>	The practical part (EPDs). After the presentation session, where all the information will be provided, the practical part of this the class will consist on attending as "helpers-instructors" to classroom in schools at Poligono Sur for 6 two-hours sessions and submitting field notes where practical-theoretical links are developed.
Actividades académicas dirigidas (AD) <i>Guided academic activities</i>	There are not ADs

7. Criterios generales de evaluación / *Assessment*

Primera convocatoria ordinaria (convocatoria de curso) <i>First session</i>	<p>El 50% de la calificación procede de la evaluación continua. El 50% de la calificación procede del examen o prueba final. Aiming to provide a continuum evaluation as objective as possible, our evaluation system is organised the following way:</p> <ul style="list-style-type: none"> - 1. Theoretical part: Exam. This will count for the 50% of your grade. The exam will evaluate the theoretical knowledge learned in the class, as well as the ability of the student to apply these theoretical ideas to specific cases. The maximum punctuation that can be obtained in the exam is a 10, the minimum a 0. It will be composed of 30 multiple choice questions. You will need to answer correctly to 21 of the 30 question to pass the exam. A open ended question will also be provided in the exam. This question will only be read by the professor in cases of "borderline" punctuations, that is, when students have answered correctly 19 or 20 multiple choice questions. In these cases, when the open ended question is correctly answered, the student will pass the exam with a 5. This is the minimum punctuation required in the theoretical part to pass the subject. - In the case the class has less than 20 students enrolled, the professor will propose a different evaluating system for the theoretical part, consisting on a paper where practical experience and the theoretical concepts should be used for the analysis of a specific case related to the social intervention run in the practical part of the class. - This paper will be graded the following way: <ul style="list-style-type: none"> - - Written final Paper: 40% final grade - Class presentation of paper: 10% final grade - 2. Practical part. - The EPDs (Enseñanzas Prácticas y de Desarrollo-practical part) of this class will consist on the planning, participating and evaluating of the student's involvement in a community engaged Service Learning project run in different schools at Poligono Sur neighbourhood. The students will attend the schools to support class interactive activities providing help to teachers in English language children's' skills. Most children attending the schools participating in the project are part of disenfranchised and minorised communities. This activity will allow the students to: <ul style="list-style-type: none"> - Work first hand with disenfranchised communities - Collaborate in the children social and individual development, using the psychological discipline concepts to analyse individual and social processes happening in the class, school and community. - Analyse risk situations associated to cognitive processes through
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	<p>their own practical experience, being the analysis always informed by research and theoretical input.</p> <ul style="list-style-type: none"> - Be trained in ethnographic participatory research methods. This will be a crucial skill for them as future social workers that need to be aware and observant of the social reality around them. - Reflect on alternative teaching-learning and social innovation projects and how these influence participant's cognitive processes. The scheme for the student's participation in this project will be developed largely in the first EPD class scheduled in the main class timetable. For the rest of the course, the student's task will consist on attending the school's at Poligono Sur classes for 6 sessions of 2 hours each (total of 12 hours of practicum attendance). Students will write and submit a field-note (script will be provided) after each school participation session. The attendance to the schools plus the evaluation of these field notes will count as 50% of the student's final grade. - Participation and grading of the fieldnotes produced after each visit on site (6 visits). <p>1. Theoretical part: Exam. This will count for the 50% of your grade. The exam will evaluate the theoretical knowledge learned in the class, as well as the ability of the student to apply these theoretical ideas to specific cases. The maximum punctuation that can be obtained in the exam is a 10, the minimum a 0. It will be composed of 30 multiple choice questions. You will need to answer correctly to 21 of the 30 question to pass the exam. A open ended question will also be provided in the exam. This question will only be read by the professor in cases of "borderline" punctuations, that is, when students have answered correctly 19 or 20 multiple choice questions. In these cases, when the open ended question is correctly answered, the student will pass the exam with a 5. This is the minimum punctuation required in the theoretical part to pass the subject.</p> <ul style="list-style-type: none"> - In the case the class has less than 20 students enrolled, the professor will propose a different evaluating system for the theoretical part, consisting on a paper where practical experience and the theoretical concepts should be used for the analysis of a specific case related to the social intervention run in the practical part of the class. - This paper will be graded the following way: <ul style="list-style-type: none"> - - Write final Paper: 40% final grade - Class presentation of paper: 10% final grade
<p>Segunda convocatoria ordinaria (convocatoria de recuperación) <i>Second session (to re-sit the exam)</i></p>	<p>Test exam</p>
<p>Convocatoria extraordinaria de noviembre <i>Extraordinary November session</i></p>	<p>Se activa a petición del alumno siempre y cuando éste esté matriculado en todas las asignaturas que le resten para finalizar sus estudios de grado, tal y como establece la Normativa de Progreso y Permanencia de la Universidad.</p> <p>Se evaluará del total de los conocimientos y competencias que figuren en la guía docente del curso anterior, mediante el sistema de prueba única.</p> <p>Test exam</p>
<p>Criterios de evaluación de las enseñanzas básicas (EB) <i>General teaching assessment criteria</i></p>	<p>Durante la evaluación continua: Developed above Durante el examen o prueba final (1ª convocatoria): Developed above</p>

	Durante el examen o prueba final (2ª convocatoria): Developed above
<p> Criterios de evaluación de las enseñanzas prácticas y de desarrollo (EPD) <i>Theory-into-practice assessment criteria</i> </p>	<p> Durante la evaluación continua: Developed above Durante el examen o prueba final (1ª convocatoria): Developed above Durante el examen o prueba final (2ª convocatoria): Developed above </p>
<p> Criterios de evaluación de las actividades académicas dirigidas (AD) <i>Criteria of assessment of guided academic activities</i> </p>	<p> Durante la evaluación continua: No ADs Durante el examen o prueba final (1ª convocatoria): No ADs Durante el examen o prueba final (2ª convocatoria): No ADs </p>
<p> Puntuaciones mínimas necesarias para aprobar la Asignatura <i>Minimum passing grade</i> </p>	<p> 1ª convocatoria: 5 2ª convocatoria: 5 </p>
<p> Material permitido <i>Materials allowed</i> </p>	No class material is allowed in the exams
<p> Identificación en los exámenes <i>Identification during exams</i> </p>	<p> En cualquier momento de la realización de una prueba de evaluación los profesores podrán requerir la acreditación de la identidad de cualquier estudiante, mediante la exhibición de su carnet de estudiante, documento nacional de identidad, pasaporte u otro documento válido a juicio del examinador. Si no lo hiciese, el estudiante podrá continuar la prueba, que será calificada solo si la documentación es presentada en el plazo que el examinador establezca. </p>
<p> Observaciones adicionales <i>Additional remarks</i> </p>	None

Los estudiantes inmersos en un programa de movilidad o en un programa de deportistas de alto nivel, así como los afectados por razones laborales, de salud graves o por causas de fuerza mayor debidamente acreditadas, tendrán derecho a que en la convocatoria de curso se les evalúe mediante un sistema de evaluación de prueba única. Para ello, deberán comunicar la circunstancia al profesor responsable de la asignatura antes del fin del periodo docencia presencial.

Students enrolled in a mobility program or a program for high-level athletes, as well as students affected by work or serious health problems or reasons of force majeure duly accredited, will have the right to be evaluated during the first session through a single test evaluation system. To do this, they must report changes in their circumstances to the program coordinator before the end of the teaching period.

8. Bibliografía / Bibliography

	<ul style="list-style-type: none"> • Cole, M., Cole, S. R., & Lightfoot, C. (2005) “The development of children”, <i>Macmillan</i> , pp. 1-1000 • MACÍAS B., MARTÍNEZ, V. & VÁSQUEZ, O. (2014) ““Real Learning“ in Service Learning: Lessons from La Clase Mágica in the US and Spain,””, <i>International Journal for Research on Extended Education, Vol 2014-2, , pp. 63-78</i>
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