



DEGREE CURRICULUM

# **PSYCHOLOGICAL PROCESSES AND PERSONALITY DEVELOPMENT (0-6)**

Coordination: VERDU SURROCA, NOEMI

Academic year 2023-24

Subject's general information

<b>Subject name</b>	PSYCHOLOGICAL PROCESSES AND PERSONALITY DEVELOPMENT (0-6)			
<b>Code</b>	100702			
<b>Semester</b>	2nd Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in Pre-School Education	3	COMMON/CORE	Attendance-based
	Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training	3	COMMON/CORE	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	1.8		4.2
	<b>Number of groups</b>	3		3
<b>Coordination</b>	VERDU SURROCA, NOEMI			
<b>Department</b>	PSYCHOLOGY, SOCIOLOGY AND SOCIAL WORK			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	English, Catalan and Spanish			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
JOVE ORTIZ, MARIA	maria.jove@udl.cat	2,2	
JOVE ORTIZ, MARIA	maria.jove@udl.cat	,9	
SALLA MATEU, ANNA	anna.salla@udl.cat	1,8	
SALLA MATEU, ANNA	anna.salla@udl.cat	1,8	
VERDU SURROCA, NOEMI	noemi.verdu@udl.cat	7,2	You can ask me for a tutorial if you need it, and then we agree to the day, the hour and the place.
VERDU SURROCA, NOEMI	noemi.verdu@udl.cat	4,1	You can ask me for a tutorial if you need it, and then we agree to the day, the hour and the place.

## Learning objectives

- Apply the features of early childhood education to the creation of educational situations in which this stage is regarded as preventive.
- Design intervention proposals based on mobilising cognitive processes that allow pupils in early childhood education to learn through interaction with others.
- Identify different organisational and didactic strategies that promote child development in this stage.
- Define and apply the various methodologies, strategies, resources, etc. to different dynamics and situations in early childhood (0-6 years).
- Express themselves adequately, both in oral and written formats.

## Competences

CG1 Correction in oral and written communication

CG3 Good command of Information and Communication Technologies (ICT) skills

CE2 Foster knowledge in early childhood, from a global and inclusive perspective of the different dimensions (psychological, educational,...) namely the cognitive, emotional, psychomotor and volitional dimensions.

CE8 Know the fundamentals of dietetic and child hygiene. Know the fundamentals, bases and developments of early intervention which allow understanding of psychologic, learning and personality building processes in early childhood.

## Subject contents

Unit 1. Early and educational intervention in childhood.

Unit 2. Psychological and pedagogical dimension of peer and adult interaction: socialization.

Unit 3. Cognitive abilities and the role of intelligence.

Unit 4. Educational and psychological intervention in heterogeneous environments: towards an inclusive education.

## Methodology

Methodology consists of different dynamics and strategies:

- Theoretical and practical class sessions in which there will be projects in the classroom and on the virtual campus. Flipped classroom methodology will be used on occasion.
- Readings, videos, TED talks, case studies, and forums, among others, will be done in classroom and also via virtual campus.

- Individual and/or group sessions to supervise subject development, to analyse contents in more detail and to follow up on project development.
- Some resources, strategies, dynamics, assessments, projects, among others, will be provided in English.

## Development plan

Methodology and development plan will be explained both in class and on the virtual campus.

## Evaluation

To pass the subject it is necessary to obtain a final mark of 5.

Continuous assessment will take place; this will allow lecturers to follow up on every student's learning process so that they can return feedback, orientation, supply extra resources and materials, among others. In order to develop continuous assessment, it is essential that students deliver tasks and projects on time, those which are delayed or incomplete won't be accepted.

There will be a final exam at the end of the semester.

### Assessment organization is the following:

#### Gestions Creatives

Maria Jové and Noemí Verdú

##### Theoretical part

- Classroom and on-line group tasks – 1 point (10%)
- Case study group project – 2 points (20%)
- On-line individual tasks (Quizzes and on-line forum) – 1 point (10%)
- Exam – 3 points (30%)

##### Practical part

- Classroom tasks and projects (in group) – 1.5 points (15%)
- Individual tasks – 1.5 points (15%)

#### Grup tarda i Doble Grau:

Anna Salla (30% of the subject)

- Classroom tasks and projects (in group) – 1.5 points (15%)
- Individual tasks – 1.5 points (15%)

Noemí Verdú (70% of the subject)

- Classroom and on-line group tasks – 1 point (10%)
- Case study group project – 2 points (20%)
- On-line individual tasks (Quizzes and on-line forum) – 1 point (10%)
- Exam – 3 points (30%)

#### ***The final mark will be the sum of all the tasks and projects, but keep in mind:***

To pass the subject, a minimum of 50% is required in the final exam

Both parts of the subject (30% and 70%) have to be passed with a minimum of 50%

Carrying out all the individual tasks is compulsory to pass the subject.

**Alternative assessment** consists of an exam at the end of the subject (50%), a case study project (30%) and two individual tasks (20%).

**Assessment for the students who are repeating** the subject consists of an exam at the end of the subject (50%), a case study project (20%) and four individual tasks (30%). A minimum of 50% in every part is required.

A maximum of 50% will be obtained in resiting tasks.

#### To bear in mind:

- Linguistic and formal accuracy in written tasks is an essential requirement. Projects and tasks with more than 5 orthographic mistakes or badly submitted will be given back to students.
- Tasks and projects must always have a well-cited bibliography according to APA style.
- All the students' pieces of work must be original: plagiarism is forbidden and it would entail not passing the subject. (or, "it results in a fail mark).

## Bibliography

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Guia de les altes capacitats [https://cv.udl.cat/access/lessonbuilder/item/1139943/group/100702-2021/materials-lessons/Gestions%20Creatives/M%C3%B2dul%201%20La%20intenciaci%C3%B3%20primerenca/altes\\_capacitats-1.pdf](https://cv.udl.cat/access/lessonbuilder/item/1139943/group/100702-2021/materials-lessons/Gestions%20Creatives/M%C3%B2dul%201%20La%20intenciaci%C3%B3%20primerenca/altes_capacitats-1.pdf)

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Huanhuan Ren; Chi Ma (2017) The Impact of Positive Discipline on English Enlightenment among 3-4-year old Preschoolers. *Advances in Social Science, Education and Humanities Research*, volume 92 136 This is an open access article under the CC BY-NC license (<http://creativecommons.org/licenses/by-nc/4.0/>). 2nd International Conference on Education, Social Science, Management and Sports (ICESMS 2016)

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- *Advances in Cognitive Psychology* <http://www.ac-psych.org/?id=2&rok=2007&issue=4>
- *Applied Cognitive Psychology* <http://www3.interscience.wiley.com/journal/4438/home?CRETRY=1&SRETRY=0>