

## BASIC DETAILS:

|                                |   |                                     |                     |
|--------------------------------|---|-------------------------------------|---------------------|
| <b>Subject:</b>                | LEARNING AND PSYCHOMOTOR DEVELOPMENT (APRENDIZAJE Y DESARROLLO MOTOR) |                                     |                     |
| <b>Id.:</b>                    | 32563   |                                     |                     |
| <b>Programme:</b>              | GRADUADO EN EDUCACIÓN PRIMARIA. PLAN 2015 (BOE 17/08/2015)            |                                     |                     |
| <b>Module:</b>                 | MENCIÓN EDUCACIÓN FÍSICA  |                                     |                     |
| <b>Subject type:</b>           | OPTATIVA  |                                     |                     |
| <b>Year:</b>                   | 4   | <b>Teaching period:</b>             | Primer Cuatrimestre |
| <b>Credits:</b>                | 6   | <b>Total hours:</b>                 | 150                 |
| <b>Classroom activities:</b>   | 64  | <b>Individual study:</b>            | 86                  |
| <b>Main teaching language:</b> | Inglés  | <b>Secondary teaching language:</b> | Castellano          |
| <b>Lecturer:</b>               |   | <b>Email:</b>                       |                     |

## PRESENTATION:

This course, taken during the first semester of Year 4, is part of the itinerary of *Mención en Educación Física (módulo 14)*.

**Learning and Psychomotor Development** is closely related to *Psicomotricidad, Juego y Aprendizaje* a subject taken in Year 3 (Infant Education degree's students). Inherent to the evolutionary development of the child, movement acquires a significant importance as a facilitator of integrating and comprehensive learning.

Along this course, gaps between learning and psychomotor development are bridged by analysing specific teaching proposals as well as supportive tools and methods.

Upon successful completion of the course, students should be able to:

- be aware of essentials of psychomotor development as a source of learning.
- assess infant education psychomotor development programs critically.
- design an in-class psychomotor proposal by taking into account the particular aims to be achieved.

## PROFESSIONAL COMPETENCES ACQUIRED IN THE SUBJECT:

|   |     |   |
|---|-----|---|
| <b>General programme competences</b>    | G01 | Capacity to analyse and synthesise information from different sources.  |
|   | G03 | Capacity to organise, plan and self-assess the work undertaken.   |
|   | G04 | Capacity to apply information technologies critically and constructively as tools to promote learning.  |
|   | G05 | Capacity to work in a team and cooperate with other professionals from the same or a different sector.  |
|   | G06 | Capacity for oral or written interpersonal communication in Spanish to different audiences and using suitable means.  |
|   | G07 | Capacity to communicate in English at a minimum B2 level (per the Common European Framework of Reference for Languages) to adapt to the academic and professional requirements of the Degree.                   |
|   | G10 | Capacity to generate new ideas through initiative, innovation and creativity for effective adaptation to educational needs and the job market.  |
|   | G12 | Capacity to self-assess, nurturing learning, scientific research, practice based on evidence and scientific and social progress.  |
| <b>Specific programme competences</b>   | E13 | Foster group work and individual work and effort.   |
|   | E15 | Know how to tackle multicultural school situations.   |
|   | E74 | Capacity to know the importance of physical development and the possibilities offered by motor activities, plus their contribution to the rounded development of the child.                                     |
|   | E75 | Capacity to create didactic material for P.E. adapted to the areas and the individual characteristics of each pupil.  |
| <b>Regulated profession competences</b> | P01 | Know the curriculum areas of Primary Education, the interdisciplinary relationship between them, evaluation criteria and the body of didactic knowledge for the teaching and learning procedures, respectively. |
|   | P02 | Define, plan and assess teaching and learning processes, both individually and in collaboration with other teachers and professionals at the school.  |
|   | P03 | Effectively address language learning situations in multicultural and multilingual situations.  |
|   | P07 | Stimulate and value the effort, persistence and personal discipline of the pupils.  |

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|--------------------------|-----|--|
|                          | P09 | Work as a tutor and guide for the pupils and their families, attending to the particular educational needs of the pupils.                    |
|                          | P10 | Accept that teaching is a matter of getting better and adapting to scientific, pedagogical and social changes over the course of the career. |
|                          | P11 | Cooperate with the various sectors of the educational community and social milieu.   |
|                          | P12 | Take on the educational side of teaching and foment democratic education for an active citizenry.  |
|                          | P16 | Acquire the habits and skills to learn alone or with others and foster this among the pupils.  |
| <b>Learning outcomes</b> | R01 | Know the basics of psychomotor development as a learning source.   |
|                          | R02 | Critically assess the psychomotor development programmes available for primary education.  |
|                          | R03 | Design a classroom psychomotricity proposal considering the intended learning objectives.  |

## PRE-REQUISITES:

Given that Learning and Psychomotor Development is closely related to *Psicomotricidad, Juego y Aprendizaje*, subject taken in Year 1, it is desirable that students taking part in this course have successfully completed that subject, but this is not a MUST.

It is highly recommended that this course be taken in conjunction with the other courses within *Mención Educación Física* since several tasks are applicable to all these courses of this *Mención*.

This course is taught exclusively in English, therefore, in order to be able to follow the course properly, students should have preferably acquired a level of language proficiency in English of B2 within de CEFR, but not less than B1. If students do not meet the language requirements, they should consider enrolling in an English language course (<https://www.usj.es/es/be-international/ilm/formacion/ingles>).

In the event of attendance of Erasmus students, a B1 level of language proficiency in Spanish is desirable in order to follow properly Spanish content -workshops, seminars, readings,...

## SUBJECT PROGRAMME:

### Subject contents:

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| <b>1 - INTRODUCTION TO LEARNING AND PSYCHOMOTOR DEVELOPMENT</b>      |
| 1.1 - MOTOR BEHAVIOUR  |
| 1.2 - EVOLUTION OF THE STUDY OF LEARNING AND PSYCHOMOTOR DEVELOPMENT |
| 1.2.1 - FIRST STAGE: FROM THE BEGINNING TO COGNITIVISM               |
| 1.2.2 - DEVELOPMENT STAGE: FROM COGNITIVISM TO THE 80s               |
| 1.2.3 - LEARNING AND PSYCHOMOTOR DEVELOPMENT NOWADAYS                |
| <b>2 - KEY CONCEPTS IN LEARNING AND PSYCHOMOTOR DEVELOPMENT</b>      |
| 2.1 - INTRODUCTION TO THE DEVELOPMENT CONCEPT                        |
| 2.2 - STAGE OF DEVELOPMENT   |
| 2.3 - BEHAVIOURAL DOMAINS  |
| 2.4 - THE TERMINOLOGICAL PROBLEM                                     |
| 2.4.1 - GROWTH   |
| 2.4.2 - MATURATION   |
| 2.4.3 - ENVIRONMENT  |
| 2.4.4 - DEVELOPMENT  |
| 2.5 - THE RELATIONSHIP BETWEEN MATURATION AND LEARNING               |
| 2.6 - ENVIRONMENTAL FACTORS THAT INFLUENCE MOTOR DEVELOPMENT         |
| <b>3 - MOTOR DEVELOPMENT IN THE NEONATAL PERIOD</b>                  |
| 3.1 - GENERAL CHARACTERISTICS  |
| 3.2 - BEHAVIOUR ANALYSIS - MOTOR SKILLS AREA                         |
| 3.2.1 - REFLEX MOTOR SKILLS  |
| 3.2.2 - NON-REFLEX MOTOR SKILLS - Gross and Fine Motor Skills        |
| <b>4 - MOTOR DEVELOPMENT IN THE CHILD STAGE</b>                      |
| 4.1 - CHARACTERISTICS OF THE STAGE                                   |

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|---|
| 4.2 - BEHAVIOUR ANALYSIS IN RELATION TO   |
| 4.2.1 - COGNITIVE AREA  |
| 4.2.2 - SOCIAL AREA   |
| 4.2.3 - EMOTIONAL AREA  |
| 4.2.4 - MOTOR SKILLS AREA - Gross and Fine Motor Skills                             |
| 4.3 - THE SCHOOL IN THE CHILD PERIOD  |
| <b>5 - MOTOR DEVELOPMENT IN THE SCHOOL STAGE</b>                                    |
| 5.1 - CHARACTERISTICS OF THE STAGE  |
| 5.2 - BEHAVIOUR ANALYSIS IN RELATION TO   |
| 5.2.1 - COGNITIVE AREA  |
| 5.2.2 - SOCIAL AREA   |
| 5.2.3 - EMOTIONAL AREA  |
| 5.2.4 - MOTOR SKILLS AREA   |
| 5.3 - AIMS AND SCOPE OF ACTION IN THE SCHOOL STAGE                                  |
| <b>6 - THE MOTOR SKILL</b>  |
| 6.1 - CONCEPTUALISATION   |
| 6.2 - TYPOLOGY  |
| <b>7 - MOTOR SKILLS LEARNING</b>  |
| 7.1 - CONCEPTUALISATION   |
| 7.2 - CHARACTERISTICS OF THE LEARNING PROCESS                                       |
| 7.3 - LEARNING STAGES   |
| 7.3.1 - COGNITIVE OR EARLY STAGE  |
| 7.3.2 - ASSOCIATIVE OR INTERMEDIATE STAGE   |
| 7.3.3 - INDEPENDENT OR FINAL STAGE  |
| <b>8 - ESSENTIAL PSYCHOLOGICAL PROCESSES INVOLVED IN THE MOTOR LEARNING PROCESS</b> |
| 8.1 - MOTIVATION AND ACQUISITION OF MOTOR SKILLS                                    |
| 8.1.1 - GUIDANCE OF GOAL AND LEARNING   |
| 8.1.2 - GUIDANCE OF GOAL IN PHYSICAL EDUCATION AND SPORT                            |
| 8.1.3 - MOTIVATION STRATEGIES IN THE SCOPE OF THE MOTOR LEARNING                    |
| 8.2 - LEARNING TRANSFERENCE   |
| 8.2.1 - PROCESSES OF TRANSFERENCE AND MOTOR LEARNING                                |
| 8.2.2 - STRATEGIES TO IMPROVE THE LEARNING TRANSFERENCE                             |

Subject planning could be modified due unforeseen circumstances (group performance, availability of resources, changes to academic calendar etc.) and should not, therefore, be considered to be definitive.

## TEACHING AND LEARNING METHODOLOGIES AND ACTIVITIES:

### Teaching and learning methodologies and activities applied:

During this course a variety of teaching methods will be used including lectures, class discussions, role plays, simulations, small group work, and independent study. Furthermore, activities based on experiential learning methodology will be used.

An important requirement is to participate actively in class discussions and in your small groups, as well as on the practical activities. Your contribution is important and through your active participation we can all learn further from each other and about the topics analysed. It is through practice and experience we learn how to communicate in class and how to effectively manage a classroom.

One of the main requirements of this course is to complete the assigned readings for the week in order to comment and analyse them further in class. This will greatly enhance class discussion.

This course is based on constructivism, therefore, active engagement in class and participation is key.

Plagiarism is an illegal and unethical activity. A zero tolerance policy will be in operation. Plagiarism is the intentional or unintentional representation of someone else's work as your own. Everything you write should be yours or properly quoted by using APA quotation system.

#### **Scheduled activities:**

Master class. Explanation of theoretical content and concepts of the subject.

Co-operative group work

Group dynamics and methods based on experiential learning. Simulation of natural environments and real professional practice situations.

Discussions and opinions exchange based upon class content.

Analysis and problem-solving of practical cases raised by the lecturer.

Analysis of real cases (problem-based learning - PBL).

#### **Independent study activities:**

Research on subject-specific topics.

Both Spanish and English close-readings in relation to the subject.

Wide consultation and study of digital and audio-visual material.

Individual and group work preparation.

Development of own material.

Self-study and preparation of the subject.

#### **Student work load:**

| Teaching mode               | Teaching methods                                | Estimated hours |
|-----------------------------|---|-----------------|
| <b>Classroom activities</b> | Master classes                                  | 12              |
|                             | Other theory activities                         | 7               |
|                             | Practical work, exercises, problem-solving etc. | 20              |
|                             | Debates   | 3               |
|                             | Coursework presentations                        | 6               |
|                             | Workshops                                       | 12              |
|                             | Assessment activities                           | 4               |
| <b>Individual study</b>     | Tutorials                                       | 3               |
|                             | Individual study                                | 30              |
|                             | Individual coursework preparation               | 12              |
|                             | Group coursework preparation                    | 10              |
|                             | Research work                                   | 9               |
|                             | Compulsory reading                              | 5               |
|                             | Recommended reading                             | 5               |
|                             | Portfolio                                       | 12              |
| <b>Total hours:</b>         |   | 150             |

#### **ASSESSMENT SCHEME:**

##### **Calculation of final mark:**

|                      |    |   |
|----------------------|----|---|
| Final exam:          | 30 | % |
| Public Presentation: | 20 | % |

|              |     |   |
|--------------|-----|---|
| Portfolio :  | 50  | % |
| <b>TOTAL</b> | 100 | % |

\*Las observaciones específicas sobre el sistema de evaluación serán comunicadas por escrito a los alumnos al inicio de la materia.

## BIBLIOGRAPHY AND DOCUMENTATION:

### Basic bibliography:

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| TORRES LUQUE, Gema. Enseñanza y aprendizaje de la Educación Física en Educación Infantil. Madrid: Paraninfo Universidad, 2015.   |
| CANO DE LA CUERDA, Roberto y MARTÍNEZ, Rosa M. y MIANGOLARRA, Juan C. Control y aprendizaje motor: fundamentos, desarrollo y reeducación del movimiento humano. Madrid: Médica Panamericana, 2017. |
| SCHMIDT, Richard y LEE, Timothy D. Motor control and learning: a behavioral emphasis. Champaign, IL: Human Kinetics, 2011.   |
| Further readings and documents will be either handed in or uploaded to the PDU.  |
| DONNELLY, Frances C., MUELLER, Suzanne S., GALLAHUE, David L. Developmental Physical Education for All Children. Champaign, IL: Human Kinetics, 2017.  |
| GRANDA, Juan y ALEMANY, Inmaculada. Manual de aprendizaje y desarrollo motor: una perspectiva educativa. Barcelona: Paidós Ibérica, 2002.  |
| PELLICER, Irene. NeuroEF. La Revolución De La Educación Física Desde La Neurociencia. Barcelona: Inde, 2015.   |

### Recommended bibliography:

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| ARNAIZ, Pilar. Fundamentación de la práctica psicomotriz en B. Aucouturier. Madrid: Seco Olea, 1988.   |
| ARNAIZ, Pilar, RABADÁN, MARTA y VIVES, Iolanda. La psicomotricidad en la escuela: una práctica preventiva y educativa. Málaga: Aljibe, 2001. |
| BOLAÑOS, Diego F. Desarrollo motor, movimiento e interacción. Bogotá: Kineses, 2010.   |
| COBOS, Pilar. El desarrollo psicomotor y sus alteraciones. Madrid: Pirámide, 2007.   |
| CRATTY, Bryant J. Desarrollo perceptual y motor en los niños. Barcelona: Paidós, 1990.   |
| DA FONSECA, Vitor. Psicomotricidad. Paradigmas del estudio del cuerpo y de la motricidad humana. Sevilla: Trillas, 2006.                     |
| DESROSIERS, Pauline y TOUSIGNANT, Marielle. Psicomotricidad en el aula. Barcelona: INDE, 2005.   |
| JIMÉNEZ, José, ALONSO, Julia y JIMÉNEZ, Isabel. Psicomotricidad. Práctica I. Madrid: Tierra Hoy, 2003.                                       |
| LE BOULCH, Jean. La educación por el movimiento en la edad escolar. Barcelona: Paidós, 1996.   |
| LLORCA, Miguel y SÁNCHEZ, Josefina. Psicomotricidad y necesidades educativas especiales. Málaga: Aljibe, 2003.                               |
| RIGAL, Robert. Educación motriz y educación psicomotriz en preescolar y primaria. Barcelona: INDE, 2006.                                     |
| SCHINCA, Marta. Manual de Psicomotricidad, ritmo y expresión corporal. Barcelona: Praxis, 2003.  |

### Recommended websites:

|                                    |   |
|------------------------------------|---|
| Revista de Educación               | <a href="http://www.mecd.gob.es/revista-de-educacion/">http://www.mecd.gob.es/revista-de-educacion/</a>   |
| Revista de Investigación Educativa | <a href="http://www.revistas.um.es/rie">http://www.revistas.um.es/rie</a>   |
| Estudios sobre Educación           | <a href="http://www.unav.edu/publicaciones/revistas/index.php/estudios-sobre-educacion/index">http://www.unav.edu/publicaciones/revistas/index.php/estudios-sobre-educacion/index</a> |
| Revista Acción Motriz              | <a href="http://www.accionmotriz.com">http://www.accionmotriz.com</a>   |

\* Guía Docente sujeta a modificaciones