

TEACHING GUIDE

EMOTIONAL AND SOCIAL DEVELOPMENT

GRADO EN EDUCACIÓN INFANTIL (INGLÉS)

ACADEMIC YEAR 2026-27

Publication date: 26-06-2026



I.-Subject Identification

Type	FORMACIÓN BÁSICA
Teaching period	2 course, 1Q semester
Nº of credits	6
Language in which the subject is taught	English

II.-Presentation

This subject seeks to provide students with a deep understanding of what the development and learning of the child means, through the understanding of human development. It is essential for this that students know psychological concepts and, especially, concepts of evolutionary psychology which focuses in the processes of learning and socialization. To this end, it is not only intended that the students personally face works and classic authors in this field, but also that they themselves understand, through practice, the processes of learning and socialization. This is the reason why we will work a lot with methods such as classroom exposition, where learning and teaching complement each other. The student must achieve intellectual skills, necessary for both their own learning and teaching.

III.-Learning outcomes

CGP1. Teamwork
CGP5. Critical reasoning.
CGS1. Self-directed learning
CE1. Ability to understand the complexity of educational processes in general and of teaching-learning processes in particular.
CE5 Respect for cultural and personal differences of students and other members of the educational community.
CE6 Design and development of educational projects and programming units to adapt the curriculum to the socio-cultural context.
CE8 Commitment to enhancing pupils' academic achievement and their progress in school, within the framework of a holistic education.
CE9 Ability to collaborate with different sectors of the educational community and with the environment.
CE10 Analyse and understand the educational processes in the classroom and outside the classroom related to an age period between 0 and 6 years old.
CEGEI1 Know the curricular areas of Pre Primary Education, the interdisciplinary relationship between them, the assessment criteria and the body of didactic knowledge around the respective teaching and learning procedures.
CEGEI3 Create learning environments that favour empathy, social behaviour, autonomy and multicultural coexistence by systematically observing the social, family and school environment. (Contextual and social-natural perspective).
CEGEI4 Design and apply and evaluate didactic actions aimed at the development of physical, cognitive, socio-affective, motor and linguistic skills, knowing the biological, psychological, social and creative factors that determine learning. (early learning perspective and play methodology)
CEGEI6 Detect possible difficulties that pupils may present and to elaborate didactic strategies and curricular adaptations that take into account the diversity of students, promoting their educational and social inclusion. (Attention to diversity perspective)
CEGEI13 know how early childhood education schools work in order to integrate them into the educational work, reflecting on the action by means of own strategies. (Action-research in the practicum).
CEGEI17 Knowing the learning process of written language and its pedagogy.

- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.
- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.



IV.-Contents

IV.A.-Syllabus

I. Introduction to the social, emotional and personal development

1. The concept of "Development"

- What does "Development" mean? Its importance during the early years
- Introduction to emotions. The basis of emotions
- 2. Development theories and emotional development theories.
- Development stages and its characteristics.
- The development of one's own identity.
- Emotional development

3. Learning and development.

- Elements that influence development and child learning.
- Development and nature.
- Development and play.

II. Emotion and thinking. The affective and emotional system. The moral development and its prosocial conducts.

4. Emotions and knowledge.

- Emotions and learning.
- The emotional awareness.
- Development difficulties: Children aggressive behaviour.

5. Relationship with oneself and with others.

- The child and its relationship with the world.
- The child and its relationship with others. Emotional regulation and self-regulation in children. Moral development.

6. The child and its ways of expression.

- The body. Drawing.
- Free play
- Imitation

III. Socialization.

7: Speech and socialization.

- Peer relationships. Childhood friendships and imaginary friends.
- Fictional play.

8. Pedagogical theories, Emotional Development theories

- María Montessori, Giner de los Ríos, Andrew Meltzoff, Daniel Goleman, Charles Darwin, Edward Tronick, Carol Izard, Howard Gardner etc.

IV.B.-Training activities

Type	Title
Academic tutorials	Tests
Academic tutorials	Academic tutoring: Exchange of ideas and resolution of doubts
Academic tutorials	Development of skills and abilities related to the theoretical contents of the subject through practical classes
Academic tutorials	Seminars: Active participation of students, presentations, discussions,...
Academic tutorials	Acquisition of theoretical knowledge about the contents of the subject



V.-Student workload	
Theoretical sessions	50
Resolution of exercises, problems, case studies, etc.	5
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	3
Tests and/or exams	2
Academic tutorials	14
Related activities: conferences, seminars, etc.	4
Preparation of theoretical sessions and self-study	60
Preparation of practical tasks, exercises, case studies, projects, etc.	22
Preparation for tests and/or exams	20
Total student workload	180

VI.-Methodology and academic programme		
Type	Period	Content
Theoretical sessions	Week 2 to Week 15	[OS] Discussions and debates [DL] Discussions and debates [CP] Discussions and debates via the Aula Virtual
Theoretical sessions	Week 1 to Week 15	[OS] Theory classes [DL] Theory classes [CP] Theory classes via the Aula Virtual
Practical sessions	Week 1 to Week 15	[OS] Practice sessions [DL] Practice sessions [CP] Practice sessions via the Aula Virtual
Theoretical sessions	Week 1 to Week 15	[OS] Learning with technologies [DL] Learning with technologies [CP] Learning with technologies via the Aula Virtual
Academic tutorials	Week 2 to Week 15	[OS] Academic tutoring [DL] Academic tutoring [CP] Academic tutoring via the Aula Virtual
Seminars	Week 2 to Week 15	[DL] Seminar and workshop attendance, etc.
Academic tutorials	Week 1 to Week 15	Tutorías académicas, previa petición por el alumno en función del día y hora fijados por el profesor.

VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.

All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.

The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).

Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.

The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities

•Written multiple choice test (or another objective test).

This test is worth 60% of the final grade. It will be up to the lecturer's discretion whether or not to establish a reduction coefficient for failures. There will be a reassessable exam during the second call period. These exams have a minimum passing grade. Specifically, each must be passed with a minimum grade of 50%.

•Individual work (2 assignments).

This part is worth 20% of the final grade. It is re-assessed in second calls. This individual work will be reassessable during the second call period. The individual work has a minimum passing grade; specifically, each one must be passed with a minimum grade of 50%.

•Group work (2 assignments).

This part is worth 20% of the final grade. Group work will not be re-assessed in second calls. It has not a minimum passing grade.

In order to pass the course, it is mandatory to separately achieve at least 50% in each of the theoretical and practical sections. Students who do not pass the regular call period may retake the reassessable sections during the second call period.

Advance Call

The assessment method for the advance call will be the same as that applied in general, with the exception of the group work, which will become an individual assignment.

GENERAL ASPECTS TO TAKE INTO ACCOUNT:

1. PLAGIARISM:

The activities and assignments presented by the students must be original. When using fragments of other people's work, they must be properly cited. Cases of total or partial plagiarism will be penalized with the non-evaluation of the work nor the possibility of reevaluation. The unauthorized use of artificial intelligence tools in any activity, such as ChatGPT, will be penalized with grading 0 and the impossibility of reevaluation.

2. COEXISTENCE AND DISCIPLINE:

Students must meet assignment deadlines, comply with the URJC University Conduct Regulations (*Normativa de Convivencia Universitaria*), and use the forums respectfully. Likewise, students must comply with the rules established by the faculty for the proper development of the course.

VII.B. Assessment of students with academic exemption from class attendance



Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.

Subject with possibility of academic exemption: Yes.

VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.

VIII.-Teaching resources and materials

Basic bibliography

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- Diener, E., Davidson, R., Lyubomirsky, S., Pritchard, M., Gilbert, D., Belic, R., Shimizu, E. H., & Reid, F. (2011). Happy. Cinedigm.

Consultation bibliography

- Hyson, Marilou (2004). *The Emotional Development of Young Children: Building an Emotion-Centered Curriculum*. Teachers College Press.
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- Riley, Dave, Robert R. San Juan, and Joan Klinkner (2008). *Social & Emotional Development: Connecting Science and Practice in Early Childhood Settings*. Redleaf Press.
- Benson, Janette B., and Marshall M. Haith (2010). *Social and Emotional Development in Infancy and Early Childhood*. Academic Press.
- Asher, Steven R., and John M. Gottman (1981). The Development of Children's Friendships. CUP Archive.

IX.-Professors

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Department	Ciencias de la Educación

Campus	Madrid - Vicálvaro
Category	Profesor/a Ayudante Doctor/a
Academic degree	Doctor
Person responsible for the subject	Yes
Tutorial timetable	Para consultar las tutorías póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	1
Number of sexennia	0
No. of positive evaluations by Docencia	2