



## Information about the subject

**Degree:** Bachelor of Arts Degree in Early Childhood Education

**Faculty:** Faculty of Teacher Training and Education Sciences

**Code:** 1411103 **Name:** Developmental Psychology

**Credits:** 6,00 **ECTS Year:** 1 **Semester:** 1

**Module:** Learning and personality development

**Subject Matter:** Educational processes, learning and personality development **Type:** Basic

Formation

**Department:** Inclusive Education and Socio-Community Development

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

### Lecturer/-s:

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## Module organization

### Learning and personality development

Subject Matter	ECTS	Subject	ECTS	Year/semester
Educational processes, learning and personality development	18,00	Developmental Psychology	6,00	1/1
		Psychology of Education	6,00	2/1
		Psychology of Language Development	6,00	1/2
Learning difficulties and developmental disorders	18,00	Care of Students with Specific Needs of Educational Support	6,00	3/1
		Specific Learning Difficulties	6,00	3/2
		Specific Needs of Educational Support	6,00	2/2

## Recommended knowledge



Developmental Psychology is a subject whose purposes are to make students reflect and to motivate their interest in the basic concepts, and theoretical/methodological frameworks which have developed through the history of Developmental Psychology as basic and applied discipline. Moreover, this subject attempts to emphasize the attitudes and aptitudes necessary for the professional performance of the student of Teacher-training. Basically, the main goals of the subject are:

1. To know about the main epistemological and methodological aspects of developmental Psychology .
2. To locate Developmental Psychology in the area of Psychology and Educational Sciences .
3. To know and compare with critical sense the theoretical contributions of eminent authors of Developmental Psychology.
4. To distinguish the most important aspects of the educational process and the human learning , in their different dimensions.
5. To reflect about interactions between development and education .

## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- |    |  |
|----|--|
| R1 | The student knows and analyzes, from different theoretical perspectives, the areas and characteristics of development.             |
| R2 | The student knows and identifies, through practical cases, the areas and characteristics of development.                           |
| R3 | The student knows and identifies, from different reference materials, the developmental characteristics of the 0-6 year old child. |



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
G2	To promote and facilitate learning in early childhood, from a globalizing and integrating perspective of the different cognitive, emotional, psychomotor and volitional dimensions.			X	
G3	To design and regulate learning spaces in contexts of diversity that address the unique educational needs of students, gender equality, equity and respect for human rights.		X		
G4	To promote coexistence in the classroom and outside it and address the peaceful resolution of conflicts. To know how to systematically observe learning and coexistence contexts and to know how to reflect on them.			X	
G5	To reflect as a group on the acceptance of rules and respect for others. Promote the autonomy and uniqueness of each student as factors in the education of emotions, feelings and values in early childhood.			X	
G6	To know the evolution of language in early childhood, know how to identify possible dysfunctions and ensure their correct evolution. To deal effectively with language learning situations in multicultural and multilingual contexts. Express themselves orally and in writing and master the use of different techniques of expression.				X
G8	To know the fundamentals of infant dietetics and hygiene. To know the fundamentals of early care and the bases and developments that allow understanding the psychological, learning and personality building processes in early childhood.		X		
G10	To act as a counselor for parents in relation to family education in the 0-6 period and to master social skills in dealing and relating with the family of each student and with the families as a whole.		X		
G11	To reflect on classroom practices to innovate and improve teaching. To acquire habits and skills for autonomous and cooperative learning and promote it in students.				X



SPECIFIC		Weighting			
		1	2	3	4
E3	To know the evolutionary particularities during childhood.				X
E4	To recognize the identity of the stage and its cognitive, communicative, social, affective and psychomotor characteristics, as a fundamental basis for the development of school skills and learning.				X
E5	To know the main evolutionary aspects of this period, in order to detect developmental difficulties and educational needs.		X		
E6	Knowing how to promote the acquisition of habits around autonomy, freedom, curiosity, observation, experimentation, imitation, acceptance of rules and limits, symbolic and heuristic play.				X



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	80,00%	Written test: Final summative or continuous theoretical and practical test (open questions, objective test questions, truncated exam, etc.). Preparation of fieldwork memorandums. Solution of case studies, single case, etc.
R1, R2, R3	10,00%	Oral presentation of group and individual work.
R1, R2, R3	10,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.

### Observations

The written test refers, on the one hand, to an objective test on the theoretical contents of the subject, together with practical cases, which will weigh 50% of the final grade; and, on the other hand, to carry out a group work of practical application of the subject, which will weight 30% in the final grade.

To pass the subject, it will be essential to obtain a grade equal to or greater than 5 out of 10 in the objective test. Fulfilling this requirement, the qualifications in the rest of the evaluation instruments will be considered.

All the evidence of the different works carried out by the students will be delivered through the Virtual Platform in the time and manner established by the teacher of the subject.



## CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 PARTICIPATIVE MASTERCLASS
- M2 CLASSROOM PRACTICES
- M5 WORK AT SEMINARS
- M6 PROBLEM-BASED LEARNING
- M7 GROUP TUTORING
- M8 INDIVIDUAL TUTORING
- M9 PROJECT-BASED LEARNING



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom. M1	R1, R2, R3	22,50	0,90
Group work sessions supervised by the teacher, case studies, diagnostic analyses, problems, field studies, computer classroom, visits, data searches, libraries, network, Internet, etc. Meaningful construction of knowledge through student interaction and activity. M2	R2, R3	13,70	0,55
Supervised monographic sessions with shared participation M5	R2, R3	5,50	0,22
Presentation in plenary. Application of interdisciplinary knowledge M9	R2, R3	6,80	0,27
Personalised attention in small groups. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, assignments, etc. M7, M8	R2, R3	6,83	0,27
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M8	R1, R2, R3	4,67	0,19
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>





## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M6, M9	R2, R3	36,70	1,47
Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M6, M9	R1, R2, R3	53,30	2,13
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
GUIDE I. Psychology and Developmental Psychology: conceptual, theoretical and methodological aspects	Content 1. Psychology. Developmental Psychology: definition, objective and learning method. Content 2. Theoretical contributions to Developmental Psychology.
GUIDE II. Psychical-psychomotor, sensory-perceptive and attention development.	Content 3. Antenatal development, birth and newborn. Content 4. Psychical-psychomotor development. Content 5. Sensory-perceptive development.
GUIDE III. Cognitive, communicative and linguistic development.	Content 6. The cognitive developmental theory of J. Piaget. Content 7. Current theories in the cognitive development Content 8. Communicative-linguistic development.
GUIDE IV. Affective-emotional, social and moral development.	Content 9. Personal, affective-emotional development. Content 10. Social and moral development.



## Temporary organization of learning:

Block of content	Number of sessions	Hours
GUIDE I. Psychology and Developmental Psychology: conceptual, theoretical and methodological aspects	8,00	16,00
GUIDE II. Psychical-psychomotor, sensory-perceptive and attention development.	6,00	12,00
GUIDE III. Cognitive, communicative and linguistic development.	8,00	16,00
GUIDE IV. Affective-emotional, social and moral development.	8,00	16,00

## References

- Berger, K. S. (2015). Psicología del desarrollo: infancia y adolescencia. Médica Panamericana.
- Berk, L. E. (2009). Desarrollo del niño y del adolescente. Prentice Hall.
- Córdoba, A. I., Gil, M D. y Descals, A. (2013). Psicología del desarrollo en la edad escolar. Pirámide.
- Navarro Guzmán, J. I. y Martín Bravo, C. (Coord.) (2015). Psicología del desarrollo para docentes. Pirámide.
- L'Ecuyer, C. (2012). Educar en el asombro. Plataforma Editorial.
- Muñoz García, A. (2013). Psicología del desarrollo en la etapa de educación infantil. Pirámide.
- Palacios, J., Marchesi, Á. y Coll, C. (Comp.) (2014). Desarrollo psicológico y educación: Psicología Evolutiva. Alianza.
- Papalia, D., Feldman, R. y Olds, S. (2009). Psicología del desarrollo. McGraw- Hill.
- Papalia, D. y Martorell, G. (2017). Desarrollo humano. McGraw-Hill.
- Santrock, J. W. (2003). Psicología del desarrollo en la infancia. McGraw-Hill.
- Santrock, J. W. (2010). Psicología del desarrollo: El ciclo vital. McGraw-Hill.
- Trianes, M. V. (Coord.) (2012). Psicología del desarrollo y de la educación. Pirámide.
- Vasta, R., Haith, M. M. y Miller, S. A. (2008). Psicología infantil. Ariel.