Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1161104 **Name:** Developmental Psychology

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

Module: Learning and development of the personality

Subject Matter: Psychology **Type:** Basic Formation

Field of knowledge: Social and Legal Science

Department: -

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

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Module organization

Learning and development of the personality

Subject Matter	ECTS	Subject	ECTS	Year/semester
Psychology	24,00	Care of Students with Needs of Educational Suppport	6,00	2/2
		Developmental Psychology	6,00	1/1
		Psychology of Education	6,00	1/2
		Specific Needs of Educational Support	6,00	2/1

Recommended knowledge

The subject Developmental Psychology is conceived with the general objective of making students reflect on and motivate their interest in the development of the fundamental concepts, theoretical and methodological frameworks that have been conceived in the field of Developmental Psychology throughout its history as a basic and applied discipline. In addition, the aim is to emphasise the attitudes and aptitudes necessary for the professional performance of the student teacher.

Basically, the generic objectives are articulated around these points:

1. To become familiar with the main epistemological and methodological aspects of Developmental Psychology.

2. To situate developmental psychology in the field of psychology and educational sciences .

3. Know and compare with a critical sense the theoretical contributions of eminent authors in Developmental Psychology.

4. Distinguish the most relevant aspects of the human evolutionary process, in its different dimensions.

5. Reflect on the 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 knows and identifies, through practical cases, the areas and characteristics of development.

R3   The student identifies, based on various reference materials, the evolutionary characteristics in children aged 6-12 years.

R4   The student acquires specific vocabulary of the subject.

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
CG2	Design, plan, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the school.		x		
CG5	Promote a positive coexistence inside and outside of the classroom, resolve discipline issues, and contribute to peaceful resolution of conflicts. Encourage and value effort, perseverance, and personal discipline in students.			x	
CG6	Know the organization of primary education schools and the diversity of actions involved in their functioning. Perforn tutoring and orientation with students and their families, addressing the singular educational needs of the students. Recognize that the exercise of the teaching function must go on improving and adapting to the scientific, pedagogical, and social changes throughout life.		x		
CG7	Know the organization of primary education schools and the diversity of actions involved in their functioning. Perforn tutoring and orientation with students and their families, addressing the singular educational needs of the students. Recognize that the exercise of the teaching function must go on improving and adapting to the scientific, pedagogical, and social changes throughout life.			x	
CG8	Maintain a critical and autonomous relationship with knowledge, values, and public and private social institutions.			x	
CG12	Understand the function, possibilities, and the limits of education in today's society and the fundamental competencies that affect primary education schools and their professionals. Know the models of quality improvement applied to educational institutions.			x	

SPECIFIC		Weighting			
		1	2	3	4

CE1	Understand learning processes related to the 6-12 age group in the family, social, and school context.	x		
CE2	Know the characteristics of these students, as well as the features of their motivational and social contexts.			x
CE70	Master the necessary knowledge to understand the personality development of these students and identify dysfunctions.		x	
CE75	Understand the repercussions that cognitive exceptionalities have on development to design an effective educational response.		x	

Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
	10,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
	20,00%	Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works).
	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
	40,00%	Written tests: Objective tests with short and extended responses.
	10,00%	Projects. Development and/or design works.

Observations

In order to pass the course, it will be essential to obtain a grade equal to or higher than 5 out of 10 in the written test. Once this requirement has been met, the marks in the rest of the assessment instruments will be taken into account.

On the other hand, it will also be necessary to demonstrate in all oral and written productions an advanced level of linguistic proficiency, equivalent to C1, as required in the Official Degree Report. Each spelling mistake will be penalised with 0.50 points in assignments and exams. Three missing accents will be equivalent to one spelling mistake.

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

Criteria for the awarding of Honours Grades: The Honours Grade, as a sign of academic exceptionality, will be awarded to the student who, in addition to obtaining a maximum grade in the above criteria, is considered by the teacher to be worthy of such a distinction.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
	40,00%	Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development
	10,00%	Solution of practical cases: Performance tests of real and/or simulated tasks.
	10,00%	Exposición oral de trabajos grupales e individuales: sistemas de autoevaluación (oral, escrita, individual, en grupo). Pruebas orales (individual, en grupo, presentación de temas-trabajos)
	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
	20,00%	Projects. Development and/or design works.

Observations

In order to pass the course, it will be essential to obtain a grade equal to or higher than 5 out of 10 in the written test. Once this requirement has been met, the marks in the rest of the assessment instruments will be taken into account.

On the other hand, it will also be necessary to demonstrate in all oral and written productions an advanced level of linguistic proficiency, equivalent to C1, as required in the Official Degree Report. Each spelling mistake will be penalised with 0.50 points in assignments and exams. Three missing accents will be equivalent to one spelling mistake.

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

Criteria for the awarding of Honours Grades: The Honours Grade, as a sign of academic exceptionality, will be awarded to the student who, in addition to obtaining a maximum grade in the above criteria, is considered by the teacher to be worthy of such a distinction.

CRITERIA FOR THE AWARDING OF HONOURS:
As a sign of academic exceptionality, the Honour's Degree will be awarded to the student who, in addition to obtaining a maximum mark in the above criteria, is considered by the teacher to be worthy of such a distinction. And, in accordance with the general regulations which indicate that only one matriculation of honour can be awarded for every 20 students, not per fraction of 20, with the exception of the case of groups of less than 20 students in total, in which one matriculation can be awarded.

Learning activities

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

M1   Participatory Master Class

M2   Case Study

M4   Learning Contracts

M5   Seminar Work

M7   Cooperative/Collaborative Work

M9   Group and Individual Tutoring

M10   Individual Tutoring

M11   Participatory Master Class

M12   Case Study

M13   Seminar Work

M16   Learning Contracts

M18   Cooperative/Collaborative Work

M19   Individual Tutoring

M20   Group and Individual Tutoring

IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Group Work Presentation M2, M4, M5, M7, M9, M10	R2, R4	3,75	0,15
Theoretical Class M1, M2	R1, R2, R3, R4	31,25	1,25
Practical Class M2, M5, M7, M9	R2, R4	12,50	0,50
Seminar M2, M5, M7, M9	R2, R4	6,25	0,25
Tutoring M4, M9, M10	R1, R2, R3, R4	3,75	0,15
Evaluation M10	R1, R2, R3, R4	2,50	0,10
TOTAL		**60,00**	**2,40**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M2, M4, M7, M9	R1, R2, R3, R4	30,00	1,20
Individual work M2, M10	R1, R2, R3, R4	60,00	2,40
TOTAL		**90,00**	**3,60**

ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11, M12, M19, M20	R1, R2, R3, R4	31,25	1,25
Practical class (e-learning mode) M12, M13, M16, M18, M20	R2, R3, R4	3,75	0,15
Seminar (e-learning mode) M12, M13, M16, M18, M19, M20	R2, R3, R4	6,25	0,25
Individual tutoring (e-learning mode) M12, M16, M19	R2, R3, R4	16,25	0,65
Evaluation (e-learning mode) M19	R1, R2, R3, R4	2,50	0,10
TOTAL		**60,00**	**2,40**

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M12, M16, M19	R2, R3, R4	60,00	2,40
Group Work (e-learning mode) M12, M16, M18, M20	R2, R3, R4	3,75	0,15
Discussion Forums (e-learning mode) M12, M16, M19	R2, R3, R4	3,75	0,15
Asynchronous Tutoring (e-learning mode) M12, M16, M19	R2, R3, R4	22,50	0,90
TOTAL		**90,00**	**3,60**

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. Aspects conceptual, theoretical and methodological aspects.	Content 1. Psychology and Developmental Psychology: definition, object and method of study.Content 2. Conceptual controversies and theoretical contributions to Developmental Psychology.
GUIDE II. Physical-psychomotor, sensory-perceptual and attentional development.	Content 3. Characteristics of human development and psychobiological psychobiological aspects. Prenatal development, birth and newborn.Content 4. Physical-psychomotor development.Content 5. Sensory-perceptual development.
GUIDE III. Cognitive, communicative and linguistic development.	Content 6. J. Piaget's theory of cognitive development.Content 7. Current theories in cognitive development.Content 8. Communicative-linguistic development.
GUIDE IV. Affective-emotional, social and moral development.	Content 9. Personal, affective-emotional development.Content 10. Social development.Content 11. Moral development.

Temporary organization of learning:

Block of content	Number of sessions	Hours
GUIDE I. Psychology and Developmental Psychology. Aspects conceptual, theoretical and methodological aspects.	7,50	15,00
GUIDE II. Physical-psychomotor, sensory-perceptual and attentional development.	6,50	13,00
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. Editorial Médica Panamericana.

Berk, L. E. (2008). Desarrollo del niño y del adolescente. Prentice Hall.

Córdoba, A. I., Gil Llario, M. D. y Descals, A. (2022). Psicología del Desarrollo en la edad escolar. Ediciones Pirámide.

L'Ecuyer, C. (2012). Educar en el asombro. Plataforma.

Martín, C., y Navarro, J.I. (2019). Psicología evolutiva en Educación Infantil y Primaria. Pirámide.

Muñoz García, A. (2022). Psicología del Desarrollo en la etapa de Educación Primaria. Pirámide.

Muñoz, V., López, I., Jiménez, I., Ríos, M., Morgado, B., Román, M., Ridao, P., Candau, X., y Vallejo R. (2022). Manual de Psicología del Desarrollo aplicada a la educación. Pirámide.

Palacios, J. Marchesi, Á. y Coll, C. (Comp.), (2009). Desarrollo psicológico y educación: Psicología Evolutiva. Alianza Editorial.

Papalia, D.E. y Martorell, G. (2021). Desarrollo humano. McGraw Hill.

Papalia, D.E., Wendkos Olds, S. y Dustin Feldman, R. (2019). Psicología del Desarrollo. McGraw Hill.

Santrock, J. W. (2003). Psicología del desarrollo en la infancia. McGraw-Hill.

Santrock, J.W. (2007). Desarrollo infantil. McGraw-Hill.

Santrock, J. W. (2010). Psicología del desarrollo: El ciclo vital. McGraw-Hill.

Trianes, M.V. (Coord.), (2022). Psicología del Desarrollo y de la Educación. Pirámide.

Vasta, R.; Haith, M. M. y Miller, S.A. (2008). Psicología Infantil. Ariel.

Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

| X | Microsoft Teams |

| | Kaltura |

Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

| X | Microsoft Teams |

| | Kaltura |

Explanation about the practical sessions:

2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

| X | The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus. |

| | The following changes will be made to adapt the subject's assessment to the online teaching. |

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:

ONLINE WORK

Regarding the Assessment Tools:

| X | The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus. |

| | The following changes will be made to adapt the subject's assessment to the online teaching. |

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: