



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:



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 Support	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. Perform 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. Perform 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
R1, R2, R3, R4	10,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
R1, R2, R3, R4	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).
R1, R2, R3, R4	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2, R3, R4	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R2, R3, R4	40,00%	Written tests: Objective tests with short and extended responses.
R1, R2, R3, R4	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.

Single evaluation: Exceptionally, those students who, in a justified and accredited manner, cannot



undergo the continuous evaluation system and request it within the first month of each semester to their professor, may opt for this evaluation system. In this case, it will be evaluated as follows: a written test (a multiple choice exam, with a final development question), with a percentage of 80% in the final grade; an individual practical project, consisting of the preparation of a portfolio, with a percentage of 10% in the final grade; and an individual oral presentation, on a topic agreed with the teacher, with a percentage of 10% in the final grade.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	40,00%	Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development
R1, R2, R3, R4	10,00%	Solution of practical cases: Performance tests of real and/or simulated tasks.
R1, R2, R3, R4	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)
R1, R2, R3, R4	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2, R3, R4	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R2, R3, R4	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 exceptionalism, 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.

Single evaluation: Exceptionally, those students who, in a justified and accredited manner, cannot undergo the continuous evaluation system and request it within the first month of each semester to their professor, may opt for this evaluation system. In this case, it will be evaluated as follows: a written test (a multiple choice exam, with a final development question), with a percentage of 80% in the final grade; an individual practical project, consisting of the preparation of a portfolio, with a percentage of 10% in the final grade; and an individual oral presentation, on a topic agreed with the teacher, with a percentage of 10% in the final grade.

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 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 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 Llarío, M. D. y Descals, A. (2022). *Psicología del Desarrollo en la edad escolar*. Ediciones Pirámide.
- L'Ecuyer, C. (2012). *Educación 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.