

**COURSE DATA****Data Subject**

Code	33450
Name	Development psychology in education
Cycle	Grade
ECTS Credits	6.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. Period
1306 - Degree in Social Education	Faculty of Philosophy and Educational Sciences	1 First term

Subject-matter

Degree	Subject-matter	Character
1306 - Degree in Social Education	20 - Psychology	Basic Training

Coordination

Name	Department
MARTINEZ SALVA, FRANCISCO ANDRES	305 - Developmental and Educational Psychology
ZACARES GONZALEZ, JUAN JOSE	305 - Developmental and Educational Psychology

SUMMARY**English version is not available**

Está asignatura es la concreción de la materia de formación básica de Psicología en el primer curso de la titulación de Educación Social. Como el resto de asignaturas de primer curso posee un carácter básico e introductorio. En ella se ofrece una visión sistemática de los cambios psicológicos asociados a la edad desde la concepción hasta la muerte a través de la descripción de los diferentes procesos biológicos, cognitivos y socioemocionales a lo largo del ciclo vital y la identificación de los mecanismos y factores que explican esos cambios. Junto con la asignatura de Psicología Social constituye la principal aportación de contenidos psicológicos en las enseñanzas de Educación Social. El conocimiento adquirido en la asignatura sirve como fundamentación evolutiva para la intervención socioeducativa en diversos ámbitos que se muestran en asignaturas de tercer y cuarto curso del grado tales como “Familia y menor”, “Intervención educativa en procesos de desadaptación social”, “Pedagogía de las personas mayores”, “Iniciativas y modelos de política juvenil”, “Pedagogía para la inclusión social” y “Educación de personas adultas”. Por su carácter generalista sus contenidos son imprescindibles para el futuro educador social en cualquiera de sus campos de actuación profesional.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

Sin requisitos previos para el aprendizaje de la asignatura.

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

1306 - Degree in Social Education

- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Have capacity for analysis and synthesis.
- Be able to communicate professionally, both orally and in writing, in the Universitat de València's native languages.
- Be able to use ICT in the field of study and in the professional context.
- Have skills for information management.
- Have problem-solving skills and decision-making capacity.
- Have critical and self-critical capacity.
- Be able to work in multi- and inter-disciplinary teams.
- Be able to integrate and communicate with experts in other areas and in different contexts.
- Acknowledge and respect diversity and promote interculturality.
- Be able to develop, promote and revitalise interpersonal communication skills.
- Show active ethical commitment to human rights, gender equality and sustainability.
- Be prepared for independent lifelong learning.
- Be able to adapt to new situations.
- Show commitment to professional identity, development and ethics.
- Be able to recognise and value affective processes.



- Understand the theoretical references that constitute the human being as an active player in education.
- Know and understand the processes of teaching and learning and their impact on the comprehensive education and development of people and communities.
- Diagnose needs, complex situations and possibilities of people as a basis for educational actions.
- Be able to identify the degree of development of individuals in all their dimensions.

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)**English version is not available****WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	45,00	100
Classroom practices	15,00	100
Attendance at events and external activities	30,00	0
Development of group work	30,00	0
Study and independent work	30,00	0
TOTAL	150,00	

TEACHING METHODOLOGY**English version is not available****EVALUATION****English version is not available****REFERENCES****Basic**

- Referencia b1: DELGADO, B. (Coord.) (2008). *Psicología del Desarrollo desde la infancia a la vejez*. Madrid: McGraw Hill.
- Referencia b2: FELDMAN, R.S. (2006). *Desarrollo psicológico a través de la vida*. Madrid: Pearson-Educación.
- Referencia b3: GONZÁLEZ A.M, FUENTES, M.J., DE LA MORENA, M.L. y BARAJAS, C. (1995). *Psicología del Desarrollo: Teoría y Prácticas*. Málaga: Aljibe.



Referencia b4: PALACIOS, J. MARCHESI, A. y COLL, C. (Comps.)(1999). Desarrollo psicológico y educación. 1. Psicología Evolutiva. (2ª ed.) Madrid: Alianza Editorial.

Referencia b5: PAPALIA, D. E., y MARTORELL, G. (2017). Desarrollo Humano. 13ª Edición. México: McGraw Hill.

Referencia b6: SANTROCK, J.W. (2006). Psicología del desarrollo. El ciclo vital (10ª ed.). Madrid: Mc. Graw-Hill.

Additional

- Referencia c1: ARRANZ, E. (Coord.) (2004). Familia y desarrollo psicológico. Madrid: Pearson.

Referencia c2: CANTÓN, J. y CORTÉS, M.R. (2001). El apego del niño a sus cuidadores. Evaluación, antecedentes y consecuencias para el desarrollo. Madrid: Alianza.

Referencia c3: DE PAUL, J. y ARRUABARRENA, F. (2001). Manual de protección infantil. Barcelona: Masson.

Referencia c4: FERNÁNDEZ-BALLESTEROS, R. (1997). Calidad de vida en la vejez en distintos contextos. Madrid: INSS.

Referencia c5: GARAIGORDOBIL, M. (2003). Intervención psicológica para desarrollar la personalidad infantil (juego, conducta prosocial y creatividad). Madrid: Pirámide.

Referencia c6: GÓMEZ, A., VIGUER, P. y CANTERO, M.J. (Coords.) (2003). Intervención temprana. Desarrollo óptimo de 0 a 6 años. Madrid: Pirámide.

Referencia c7: LÓPEZ, F., CARPINTERO, E. et al. (2006). Programa Bienestar. El bienestar personal y social y la prevención del malestar y la violencia. Madrid: Pirámide.

Referencia c8: LÓPEZ, F. y OLÁZABAL, J.C. (2006). Sexualidad en la vejez (2ª edición). Madrid: Pirámide.

Referencia c9: MARTÍNEZ, I. (2006). Resiliencia invisible: infancia, inclusión social y tutores de vida. Barcelona: Gedisa.

Referencia c10: MUSITU, G., BUELGA, S., LILA, M. y CAVA, M.J. (2001). Familia y adolescencia. Madrid: Síntesis.

Referencia c11: MORENO, P y LÓPEZ, E. (2001). Educación sexual. Guía para un desarrollo sano. Madrid: Pirámide.

- Referencia c12: NEIMEYER, R.A. (2007). Aprender de la pérdida. Una guía para afrontar el duelo. Barcelona: Paidós.

Referencia c13: PÉREZ-BLASCO, J. (2008). Aprender de los grandes cambios vitales. Valencia: Tirant lo Blanch.

Referencia c14: POCH, C. y HERRERO, O. (2003). La muerte y el duelo en el contexto educativo. Barcelona: Paidós.

Referencia c15: RICO, C. , SERRA, E. y VIGUER, P. (2001). Abuelos y nietos. Madrid: Pirámide.

Referencia c16: TORRES; E., CONDE, E. y RUIZ, C. (2002). Desarrollo humano en la sociedad audiovisual. Madrid: Alianza.

Referencia c17: VÁZQUEZ, C. (2008). Bienestar: Fundamentos científicos de una Psicología Positiva. Madrid: Alianza.

Referencia c18: ZACARÉS, J. J. y SERRA, E. (1998). La Madurez Personal. Perspectivas desde la



Psicología. Madrid: Pirámide.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

1.- Contents

The same contents are maintained.

2.- Volume of work and temporary planning of teaching

The workload is maintained. The teaching is planned in a semi-presential way with the students. Thus, as long as the health situation allows it, teaching will be given to the students in their usual schedule. Alternating weekly between 50% in class (half of the group of students in class) and another 50% of teaching that will be taught remotely. The latter teaching action may be synchronous or asynchronous depending on the possibilities. The other half of the group of students will follow the same weekly planning in the alternate weeks of the other subgroup.

If the health and regulatory situation changes, the attendance structure will be adapted accordingly.

3.- Teaching methodology

The possible methodologies to be used will be adapted to semi-presence. Thus, it will be possible to use the methodological (presentations, activities...) and technological (slides, videoconferences, chats...) teaching resources necessary to support student learning in each of the teaching phases. The face-to-face methodology will have a special impact on student participation in the construction of knowledge: application of content, review of learning, clarification of doubts, etc.

The electronic platform to be used will preferably be the University of Valencia's "Virtual Classroom". The learning and assessment activities of the students must be recorded in it.

Tutorships will happen on-line with a minimum of 50% and a maximum of 100%, according to the timetable and procedure specified by each teacher.

These methodological principles will be designed in a way that may be appropriate to other presence scenarios, depending on whether the health situation changes and the academic authorities decide.



4.- Evaluation

For both the first term and second term assessments, the value of the evaluating activities is modified, with the weighting of the different sections as follows:

- Activities: 70% of the mark.
 - Classroom activities: between 40-50%.
 - Field work: between 20-30%.
- Exams: 30% of the grade.

It is proposed that the exams be held in person. If it were not possible, they would be replaced by open answer tests that would be given in the Virtual Classroom by means of a Task on the day and time established by the Center.

For the second term assessment, in case of not having passed the classroom activities, an evaluation test based on the competences of the subject will be taken.