



COURSE DATA

Data Subject

Code	33598
Name	Psychology of development
Cycle	Grade
ECTS Credits	6.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
1304 - Degree in Preschool Education	Faculty of Teacher Training	1	First term
1305 - Degree in Primary School Education	Faculty of Teacher Training	1	First term
1324 - Degree in Preschool Education (Ontinyent)	Faculty of Teacher Training	1	First term

Subject-matter

Degree	Subject-matter	Character
1304 - Degree in Preschool Education	1 - Learning and personality development	Basic Training
1305 - Degree in Primary School Education	2 - Learning and personality development	Basic Training
1324 - Degree in Preschool Education (Ontinyent)	1 - LEARNING AND PERSONALITY DEVELOPMENT	Basic Training

Coordination

Name	Department
CANTERO LOPEZ, MARIA JOSE	305 - Developmental and Educational Psychology

SUMMARY

Developmental Psychology is a fundamental course that belongs to “Learning and Personality development”. This domain inquires into developmental and learning processes from birth and into adolescence.



This subject matter course covers the changes that children and adolescents undergo during development under the influence of age related variables, as well as sociocultural and historic variables or primarily personal events.

It is specially relevant to the career development of Kindergarten and Primary School teachers to become acquainted with the main developmental milestones through childhood and adolescence. This knowledge will allow them to detect developmental risks and will facilitate design of appropriate educational interventions.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

As a fundamental first year undergraduate course to be taught during the first semester, no specific previous knowledge is required.

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

1305 - Degree in Primary School Education

- Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.
- Use information and communication technologies effectively as usual working tools.
- Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multicultural and intercultural issues; discrimination and social inclusion, and sustainable development; Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.
- Promote cooperative work and individual work and effort.
- Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.
- Know the processes of interaction and communication in the classroom.
- Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.
- Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.



- Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.
- Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.
- Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.
- Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.
- Know the characteristics of the students, as well as the characteristics of their motivational and social contexts.
- Master the knowledge needed to understand the development of the personality of children in the period 0-12 years.
- Know the main developmental milestones to detect risks in development.
- Know how to promote the acquisition of habits as regards autonomy, freedom, curiosity, observation, experimentation, imitation, play and acceptance of rules and limits.

1324 - Degree in Preschool Education (Ontinyent)

- Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.
- Use information and communication technologies effectively as usual working tools.
- Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multiculturalism and interculturalism; discrimination and social inclusion and sustainable development. Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.
- Promote cooperative work and individual work and effort.
- Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.
- Know the processes of interaction and communication in the classroom.
- Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.
- Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.
- Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.
- Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.



- Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.
- Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.
- Know the characteristics of the students, as well as the characteristics of their motivational and social contexts.
- Master the knowledge needed to understand the development of the personality of children in the period 0-12 years.
- Know the main developmental milestones to detect risks in development.
- Know how to promote the acquisition of habits as regards autonomy, freedom, curiosity, observation, experimentation, imitation, play and acceptance of rules and limits.

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

The aims of this course is to develop in students the ability to:

1. Develop wide, comprehensive, organized and precise conceptual schemes of infant, childhood and adolescent psychological development.
2. Identify and understand the different contexts (historical, cultural, family, educational and social) and the multiple influences that act upon the development of children and adolescents.
3. Analyze the developmental changes that take place from birth to adolescence in the various areas of development.
4. Apply the knowledge of human development for the detection of developmental risks.

DESCRIPTION OF CONTENTS

1. Thematic block 1: Conceptual and methodological bases

This block is an introduction to basic concepts and history of Developmental Psychology. An analysis is made of the main developmental theories, research methods and developmental designs.

Unit 1. Developmental Psychology: concepts, history and theories.

Unit 2. Developmental Psychology research methodology.

2. Thematic block 2: Perception and motor development

In this block we study facets of development that, due to their strong biological substrate, are usually highly channeled, offering a high regularity in their onset and developmental sequence.

Unit 3. Sensory and perception development.

Unit 4. Physical and psycho-motor development.



3. Thematic block 3: Cognitive and language development

In this block we study developmental processes that have a wide diversity among individuals, because in these, there is a preponderance of environmental factors, although they also possess an important biological substrate.

- Unit 5. Cognitive development.
- Unit 6. Language development.

4. Thematic block 4: Emotional, social and personality development

In this block we study the emotional, social, personality and psycho-sexual development of children and adolescents, and the influence exerted upon these by the various developmental contexts (family, school, peers).

- Unit 7. Emotional, social and personality development.
- Unit 8. Emotional and sexual development.

5. Thematic block 5: Assessment of child development

In this block we describe the main scales of child development.
Unit 9: Assessment of child development

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Study and independent work	90,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

The workplan consists of the presentation of the fundamental aspects of each theme by the teacher. Additionally, at this level of university studies, the personal work of the student is taken into account (previous lecture of basic documents before attending to class) as well as active class participation. There will be lectures and practical activities in the classroom given by the teacher as he deems appropriate to reinforce concepts and apply the acquired knowledge. The teacher will specify the contents and manner to work the activities in the classroom, which will consist of some of the following tasks: 1) book and article reports; 2) video analysis following an observation protocol; 3) practical activities to deepen some contents of the subject matter, etc. The classroom activities will be worked individually or in groups, and the results will be shared with the rest of the classroom.



The students shall work on a group project chosen from a list of themes proposed by the teacher. The project shall be presented in the classroom by all the members of the group. Each group shall hand-in a written report of the project. Each student shall be graded individually of the content of the group project (or through an individual report or through exam questions).

EVALUATION

Global and continual evaluation will be used on both individual and group-based learning processes.

Student evaluation will be based on three course elements: the final exam, class activities and group work.

1. **Exam.** The assessment of theory and practical contents will be assessed by means of a final test that will represent **a 60% of the final grade**. The exam will include multiple choice questions and/or essay questions (open questions).
2. **Class activities.** Class activities, readings and tool analysis and others will represent a **20% of the final grade**.
3. **Group work.** Group work is intended to help students do an in-depth processing of the course contents and/or to help them apply the acquired knowledge to real situations. Group work includes a written report, a class presentation and a personal task in writing, and will represent a **20% of the final grade**.

The **minimum requirements** to pass the course are as follows:

At the first evaluation:

- Passing the exam (mastering a minimum of 50%)
- Passing the class activities (at least 50% of activities passed) and having handled at least 70% of the total number of activities.

The two elements with minimum requirements can be re-evaluated a second time. Students that have not completed the group work will be able to get a maximum grade of 8 at the first evaluation, after subtracting the 20% corresponding to this element.

At the second evaluation:

- Passing the exam (mastering a minimum of 50%)
- Passing a written exam on the competences that are targeted by the class activities (mastering a minimum of 50%). This test will cover all the activities whether or not the students has turned in/passed any of them at the first evaluation.

At the second evaluation, the scores from the elements meeting the minimum requirements and those from the group work element from the first evaluation could be kept and computed into the final grade. Students that have not completed the group work will be able to get a maximum grade of 8 at the second evaluation, after subtracting the 20% corresponding to this element.



WARNING ON PLAGIARISM

Evidence of copying or plagiarism in any of the assessable tasks will result in failure to pass the subject and in appropriate disciplinary action being taken. Please note that, in accordance with article 13. d) of the Statute of the University Student (RD 1791/2010, of 30 December), it is the duty of students to refrain from using or participating in dishonest means in assessment tests, assignments or university official documents. However, in case of plagiarism in the first call, the student has the right to present himself to the second. During tutorials, lecturers may require individual or group interviews in order to verify the degree of participation and achievement of goals for any given task. Failure to accept the verification will result in such task or activity being failed.

GRADING SYSTEM

Grades shall be subject to the provisions of the University of Valencia Regulations on Marks. According to this, subjects are graded on a scale of 0 to 10 points to one decimal place, followed by a qualitative equivalence:

- *From 0 to 4.9: fail.*
- *From 5 to 6.9: pass.*
- *From 7 to 8.9: good.*
- *From 9 to 10: excellent or excellent with distinction.*

The different elements of assessment will only count towards the final aggregate mark if the minimum requirements established for those elements that have minimum requirements are met.

*Subject records will include the mark obtained at the **first evaluation** according to the following rules:*

- *If the element of assessment with the highest weighting (the exam) has not been assessed, the subject will be graded as **ABSENT**, irrespective of the rest.*
- *If the element of assessment with the highest weighting has been assessed but it does not meet minimum requirements, the subject will be given a mark of **FAIL** and the numerical mark on the 0-10 scale for that element.*
- *If the element of assessment with the highest weighting has been assessed and it does meet minimum requirements but the other element with minimum requirements has not been passed, the subject will be given a mark of **FAIL** and the numerical mark on the 0-10 scale for the element failed.*

*For the **second evaluation**, the following rules shall apply: If the element of assessment with the highest weighting (the exam) has not been assessed, the subject will be graded as **ABSENT**, irrespective of the rest.*

- *If the element of assessment with the highest weighting (the exam) has not been assessed, the subject will be graded as **ABSENT**, irrespective of the rest.*
- *If the element of assessment with the highest weighting has been assessed but it does not meet minimum requirements, the subject will be given a mark of **FAIL** and the numerical mark on the 0-10 scale for that element.*
- *If the element of assessment with the highest weighting has been assessed and it does meet*



minimum requirements but the other element with minimum requirements (written test on the class activities) has not been passed, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for the element failed.

Review of and appeals against assessment results shall be subject to the Regulations for Appealing against Marks of the University of Valencia.

REFERENCES

Basic

- Berger, K. S. (2007). *Psicología del Desarrollo. Infancia y Adolescencia*. 7ª Edición. Editorial Médica Panamericana. Available in English under the title *The development person through childhood and adolescent* by the same author.
- Córdoba, A. I; Descals, A. y Gil, M.D. (2006). *Psicología del Desarrollo en la Edad Escolar*. Madrid: Pirámide.
- Papalia, D. E., Olds, S. W. y Feldman, R. D. (2010) *Desarrollo humano*. México: McGraw Hill. Available in English group under the title *Experience Human Development* by the same authors.

Additional

- Berk, L.E. (1999). *Desarrollo infantil*. México: Prentice Hall.
- Lafuente, M.J. (2006). *Psicología Del Desarrollo*. Valencia: Imp Digital, C.B.
- Mariscal, S. y Giménez-Dasí, M. (2017). *Desarrollo temprano. Cognición, afectos y relaciones sociales (0-6 años)*. Madrid: Ediciones Paraninfo.
- Santrok. J. W. (2003). *Psicología del Desarrollo en la infancia*. Aravaca: Mc Graw Hill Interamericana.
- Vasta, R., Haith, M. M. y Miller, S. A. (2001). *Psicología Infantil*. Barcelona: Ariel.

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. Volumen de trabajo y planificación temporal de la docencia

La guía docente establece 60 horas de clases teórico-prácticas en el aula y 90 horas de estudio y trabajo autónomo. Sin embargo, para adaptar la asignatura al modelo de docencia híbrida, el tiempo indicado para las clases teórico-prácticas se divide del siguiente modo: **30 horas de clases teórico-prácticas presenciales en el aula y 30 horas de clases teórico-prácticas no presenciales, que podrán ser sincronas o asincronas**. Para cumplir con esta planificación temporal, se ha establecido un sistema de rotación semanal, dividiendo al alumnado en dos subgrupos que asisten a las clases presenciales y no presenciales de forma alterna. Así, la semana 1, la mitad de los alumnos del grupo asisten presencialmente



a las clases, mientras que la otra mitad trabaja online de forma síncrona o asíncrona. La semana 2, asistirá a clases presenciales la mitad del grupo de alumnos que trabajó online la semana precedente, mientras que el resto de estudiantes (que la semana previa tuvo clases presenciales) trabajará online.

En situación de confinamiento por emergencia sanitaria: Si la situación sanitaria requiriera reducir o eliminar la docencia presencial, las horas destinadas a las clases teórico-prácticas en aula se podrán sustituir por clases teórico-prácticas no presenciales, que podrán ser igualmente síncronas o asíncronas.

2. Metodología docente

Para adaptar la asignatura al modelo de docencia híbrida, en primer lugar, **las clases teórico-prácticas** podrán ser de tres tipos: a) presenciales, impartidas en el aula con el 50% del alumnado asistente, o b) no presenciales síncronas, retransmitidas por el docente en directo mediante Blackboard Collaborate u otra plataforma análoga o c) no presenciales asíncronas, facilitando el docente a través de Aula Virtual materiales, presentaciones (con o sin locución) o vídeos en los que se explicarán los contenidos de cada tema y se modelarán las competencias requeridas. Las clases no presenciales síncronas solo se podrán impartir dentro del horario habitual de la asignatura y siempre y cuando se disponga en el aula de los medios tecnológicos adecuados para simultanear la docencia presencial y no presencial síncrona.

Las clases teórico-prácticas, en cualquiera de los tres tipos anteriores, se orientarán hacia una docencia activa que potencie la participación, atendiendo especialmente a los contenidos y competencias de mayor complejidad, a la resolución de dudas, a la discusión de contenidos, y a la realización y corrección de actividades. Con este objetivo, se incluirán actividades de trabajo autónomo del alumnado a través de Aula Virtual, como lectura de materiales, el estudio de casos u otras actividades prácticas, de reflexión y/o de ampliación. La corrección y discusión de estas actividades se podrá realizar de forma presencial en el aula, de forma no presencial síncrona (siempre que la dotación del aula lo permita) o de forma no presencial asíncrona (por ejemplo, proporcionando un documento con respuestas correctas y/o estableciendo una discusión en un chat o foro de Aula Virtual).

El trabajo en grupo se mantiene como está previsto en la guía docente. El trabajo en grupo constará de tres partes, un **informe escrito** del trabajo grupal, una **presentación oral** y una **tarea individual**. Para realizar la presentación oral se requerirá al alumnado que utilice vídeos o presentaciones, que podrán defenderse de forma presencial en el aula, de forma no presencial síncrona (mediante Blackboard Collaborate u otra plataforma análoga) o podrán ser vídeos o presentaciones locutadas para el visionado de forma asíncrona. Cada profesor/a especificará al alumnado, con suficiente antelación, el procedimiento a seguir para realizar dicha presentación, así como el tipo de tarea individual a elaborar. El profesorado mantendrá un contacto fluido con el alumnado para resolver las dudas que surjan al respecto.

Las **tutorías** y el seguimiento del trabajo de los estudiantes se podrán realizar de forma asíncrona (por ejemplo, mediante un foro de tutorías en Aula Virtual, por correo electrónico, o a través de la mensajería interna de Aula Virtual) y/o de forma síncrona (mediante una sala de chat en Aula Virtual o una videoconferencia con Blackboard Collaborate u otra plataforma análoga) y/o de forma presencial (si el profesor/a tiene contemplada esta posibilidad y la situación sanitaria lo permite).

En situación de confinamiento por emergencia sanitaria: Si la situación sanitaria requiriera reducir o eliminar la docencia presencial, las clases teórico-prácticas en aula se podrán sustituir por clases teórico-prácticas no presenciales síncronas o asíncronas. Respecto a las actividades y trabajo en grupo, la



metodología descrita ya permite su realización de forma no presencial, por lo que se establecerá esta modalidad como única opción posible. En el caso de que el docente tenga tutorías presenciales estas pasarán a ser no presenciales.

3. Evaluación

Para la evaluación del estudiante se tendrán en cuenta tres aspectos: examen, actividades de aula (física o virtual) y trabajo grupal. **Se incrementa el peso en la nota final de la evaluación continua**, de forma que cambia el peso para los criterios de evaluación considerados inicialmente en guía docente: el **examen tiene un peso del 50% en la calificación final**, las **actividades de aula un 30%** y el **trabajo grupal un 20%**.

El **examen** se realizará de forma presencial, salvo que la situación sanitaria lo impida, y constará de cuestiones **objetivas y de ensayo** (preguntas abiertas). Cada profesor/a establecerá el tiempo de realización de dicha prueba y el número de preguntas de cada tipo (objetivas y abiertas) que incluirá; antes de la realización de la prueba dará a conocer a sus estudiantes estas decisiones.

Las **actividades de aula** se consideran un indicador de evaluación continua, el profesorado las propondrá y las revisará, o bien de forma presencial, o bien a través de tareas del aula virtual.

El **trabajo grupal** incluye un **informe escrito**, su **presentación** y una **tarea individual** sobre el mismo. Cada profesor/a especificará al alumnado el procedimiento a seguir para realizar dicha presentación, así como el tipo de tarea individual a elaborar; el profesorado dará a conocer estas decisiones al alumnado con suficiente antelación y respetará los horarios establecidos en la Facultad de Magisterio.

El profesorado usará los sistemas de detección de plagios contratados por la UV en las evidencias de evaluación. La copia manifiesta de cualquier prueba, tarea, actividad o informe, ya sea individual o grupal, que sirva a efectos de evaluación en la asignatura, imposibilitará superar la misma.

En situación de confinamiento por emergencia sanitaria: Si la situación sanitaria fuera incompatible con un examen presencial, este pasaría a realizarse de forma no presencial y constará de cuestiones objetivas y de ensayo o solo de cuestiones de ensayo (abiertas). El examen se planteará mediante las herramientas disponibles en Aula Virtual (opción cuestionario y/o tarea del aula virtual) con tiempo límite establecido para su realización. El examen no presencial se realizará en el día y el horario previsto en el calendario de exámenes. Cada profesor/a establecerá el tiempo de realización de dicha prueba y el tipo y número de preguntas que incluirá; antes de la realización de la prueba dará a conocer a sus estudiantes estas decisiones. Ante la situación de confinamiento hay que considerar la posible desconexión digital de parte del alumnado, por lo que el profesorado aplicará medidas de flexibilidad en el formato y plazo de presentación tanto de las actividades de aula como del trabajo grupal.

Se mantienen los requisitos mínimos, recogidos en la guía docente, **para aprobar** la asignatura en primera y en segunda convocatoria.