UNIVERSIDAD DE CASTILLA - LA MANCHA
GUÍA DOCENTE

1. General information

Course: DEVELOPMENTAL PYSCHOLOGY	**Code:** 46300
Type: BASIC	**ECTS credits:** 9
Degree: 308 - BACHELOR'S DEGREE IN PRIMARY EDUCATION (TO)	**Academic year:** 2021-22
Center: 104 - FACULTY OF EDUCATION OF TOLEDO	**Group(s):** 40 41
Year: 1	**Duration:** AN
Main language: Spanish	**Second language:**
Use of additional languages:	**English Friendly:** Y
Web site:	**Bilingual:** N

Lecturer: CRISTINA POZO BARDERA - Group(s): **41**

Building/Office	Department	Phone number	Email	Office hours
Edif 37	PSICOLOGÍA	926295300	Cristina.Pozo@uclm.es	

Lecturer: NATALIA SOLANO PINTO - Group(s): **40**

Building/Office	Department	Phone number	Email	Office hours
1.34 (Edif. Sabatini)	PSICOLOGÍA	926051772	natalia.solano@uclm.es	

2. Pre-Requisites

Not established

3. Justification in the curriculum, relation to other subjects and to the profession

Not established

4. Degree competences achieved in this course

Course competences

Code	Description
1.1.1.II.01	Understand the learning processes related to 6-to-12-year olds in the family, social and school context.
1.1.1.II.02	Know Primary pupils' characteristics as well as those of their motivational and social contexts.
1.1.1.II.03	Have enough knowledge to understand pupils' personality development and identify disorders.
1.1.1.II.04	Identify learning difficulties, report them and assist in their treatment.
1.1.1.II.05	Understand current trends and proposals related to competence-based learning.
1.1.1.II.06	Identify and plan the resolution of educational situations that affect pupils with different abilities and different learning speeds.
CB02	Apply their knowledge to their job or vocation in a professional manner and show that they have the competences to construct and justify arguments and solve problems within their subject area.
CB03	Be able to gather and process relevant information (usually within their subject area) to give opinions, including reflections on relevant social, scientific or ethical issues.
CB05	Have developed the necessary learning abilities to carry on studying autonomously
CG01	Know the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria and didactic knowledge about the corresponding teaching and learning procedures.
CG02	Reflect on classroom practice to allow innovation and improvement of the teaching practice. Acquire habits and skills for autonomous and cooperative learning and promote it among pupils.
CG04	Understand the role, possibilities and limits of education in today¿s society as well as the key competences affecting Primary Education schools and professionals. Understand the benefits of application of quality improvement plans in educational centres.
CG05	Promote respect for constitutional rights and equality between men and women.
CG06	Promote respect for Human Rights and the principles of universal design for everyone under the tenth final provision of Act 51/2003, of the 2nd December, of equal opportunities, anti-discrimination and accessibility for people with a disability.
CG07	Promote the values of a culture of peace and democratic values.
CG08	Design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals in the centre.
CG10	Design and arrange learning spaces, with consideration of diversity and gender equality, equity and respect for human rights, which constitute the values of citizenship.
CG11	Promote coexistence inside and outside the classroom, solve discipline problems and contribute to the peaceful resolution of conflicts. Boost and value pupils' effort, determination and self-discipline.
CT02	Master information and communication technology (ICT).
CT03	Correct oral and written communication.
CT04	Moral obligation and professional ethics.

5. Objectives or Learning Outcomes

Course learning outcomes

Description

Reflect and critically analyse the possible theoretical explanations of human development.

Design and implement strategies or tasks that promote the overall development of 6-to-12-year-old pupils, with emphasis on cognitive and socio-emotional abilities.

Distinguish psychological and social aspects of special educational needs.

Distinguish and analyse the various scientific methodologies applied to education.

Be able to solve conflicts through mediation inside and outside the classroom in collaboration with the teaching staff, educational psychology services and family.

Know, distinguish and critically reflect on the theoretical explanations of human development.

Collaborate with other professional specialists to give educational response to diversity and multiculturalism inside and outside the classroom.

Know and identify the psychological, pedagogical and social foundations that build human development, the teaching-learning process, and the influence of context, and be able to apply that knowledge in the classroom.

Issue judgment and have a critical attitude about their own teaching practice with Special Educational Needs (SEN) pupils.

Acquire emotional and social skills that promote the healthy development of the teaching practice.

Apply psychoeducational assessment as a resource to identify Special Educational Needs (SEN).

Identify the characteristics of 6-to-12-year-old pupils, as well as those of their contexts and their relationship.

Identify learning difficulties, developmental disorders, cognitive dysfunction, attention-related difficulties and other integration problems that arise inside and outside the classroom. Promote the use of resources to foster pupils' development.

Be able to have positive and integrative attitudes to pupils with different personal, social and multicultural experiences.

6. Units / Contents

Unit 1:
Unit 2:
Unit 3:
Unit 4:
Unit 5:
Unit 6:

7. Activities, Units/Modules and Methodology

Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description
Class Attendance (theory) [ON-SITE]	Lectures	CB02 CB03 CB05 CG02 CG04 CG05 CG08 CG10 CT04	2.2	55	Y	N	
Problem solving and/or case studies [ON-SITE]	Group Work		1.16	29	Y	N	
Analysis of articles and reviews [OFF-SITE]	Reading and Analysis of Reviews and Articles	CB03 CG08 CG10 CT02 CT04	0.72	18	Y	N	
Writing of reports or projects [OFF-SITE]	Group Work		2.08	52	Y	N	
Group tutoring sessions [ON-SITE]	Group tutoring sessions	CG04 CG05 CG08 CT02 CT03 CT04	0.08	2	Y	N	
Study and Exam Preparation [OFF-SITE]	Self-study	CB02 CB03 CG08 CG10 CT02 CT03	2.6	65	Y	N	
Final test [ON-SITE]		CB02 CB03 CG08 CT03 CT04	0.16	4	Y	Y	
		Total:	**9**	**225**			
		Total credits of in-class work: 3.6			**Total class time hours: 90**		
		Total credits of out of class work: 5.4			**Total hours of out of class work: 135**		

As: Assessable training activity
Com: Training activity of compulsory overcoming (It will be essential to overcome both continuous and non-continuous assessment).

8. Evaluation criteria and Grading System

Evaluation System	Continuous assessment	Non-continuous evaluation*	Description
Assessment of problem solving and/or case studies	50.00%	50.00%	
Final test	50.00%	50.00%	
Total:	**100.00%**	**100.00%**	

According to art. 4 of the UCLM Student Evaluation Regulations, it must be provided to students who cannot regularly attend face-to-face training activities the passing of the subject, having the right (art. 12.2) to be globally graded, in 2 annual calls per subject , an ordinary and an extraordinary one (evaluating 100% of the competences).

9. Assignments, course calendar and important dates

Not related to the syllabus/contents	
Hours	**hours**
Unit 1 (de 6):	
Activities	**Hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	4
Problem solving and/or case studies [PRESENCIAL][Group Work]	2
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	3
Writing of reports or projects [AUTÓNOMA][Group Work]	4
Group tutoring sessions [PRESENCIAL][Group tutoring sessions]	2

Study and Exam Preparation [AUTÓNOMA][Self-study]	10
Group 40:	
Initial date: 21-09-2021	**End date:** 13-10-2021
Group 41:	
Initial date: 21-09-2021	**End date:** 13-10-2021
Unit 2 (de 6):	
Activities	**Hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	5
Problem solving and/or case studies [PRESENCIAL][Group Work]	2
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	3
Writing of reports or projects [AUTÓNOMA][Group Work]	5
Study and Exam Preparation [AUTÓNOMA][Self-study]	10
Group 40:	
Initial date: 14-10-2021	**End date:** 21-12-2021
Group 41:	
Initial date: 14-10-2021	**End date:** 21-12-2021
Unit 3 (de 6):	
Activities	**Hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	4
Problem solving and/or case studies [PRESENCIAL][Group Work]	2
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	3
Writing of reports or projects [AUTÓNOMA][Group Work]	5
Study and Exam Preparation [AUTÓNOMA][Self-study]	6
Group 40:	
Initial date: 01-02-2022	**End date:** 16-02-2022
Group 41:	
Initial date: 01-02-2022	**End date:** 16-02-2022
Unit 4 (de 6):	
Activities	**Hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	15
Problem solving and/or case studies [PRESENCIAL][Group Work]	4
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	3
Writing of reports or projects [AUTÓNOMA][Group Work]	2
Study and Exam Preparation [AUTÓNOMA][Self-study]	7
Group 40:	
Initial date: 17-02-2022	**End date:** 16-03-2022
Group 41:	
Initial date: 17-02-2022	**End date:** 16-03-2022
Unit 5 (de 6):	
Activities	**Hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	20
Problem solving and/or case studies [PRESENCIAL][Group Work]	9
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	3
Writing of reports or projects [AUTÓNOMA][Group Work]	6
Study and Exam Preparation [AUTÓNOMA][Self-study]	10
Group 40:	
Initial date: 17-03-2022	**End date:** 30-04-2022
Group 41:	
Initial date: 17-03-2022	**End date:** 30-04-2022
Unit 6 (de 6):	
Activities	**Hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	12
Problem solving and/or case studies [PRESENCIAL][Group Work]	10
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	3
Writing of reports or projects [AUTÓNOMA][Group Work]	25
Study and Exam Preparation [AUTÓNOMA][Self-study]	22
Final test [PRESENCIAL][]	4
Group 40:	
Initial date: 01-05-2022	**End date:** 18-05-2022
Group 41:	
Initial date: 01-05-2022	**End date:** 18-05-2022
Global activity	
Activities	**hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	60
Problem solving and/or case studies [PRESENCIAL][Group Work]	29
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	18
Writing of reports or projects [AUTÓNOMA][Group Work]	47
Group tutoring sessions [PRESENCIAL][Group tutoring sessions]	2
Study and Exam Preparation [AUTÓNOMA][Self-study]	65
Final test [PRESENCIAL][]	4
Total horas:	225

10. Bibliography and Sources

Author(s)	Title/Link	Publishing house	Citv	ISBN	Year	Description
Berazaluce, E y Diego, E	A qué tienen miedo los niños	Síntesis		978849756120	2014	
Berger, K.S.	Psicología del Desarrollo: Infancia y Adolescencia.	Panamericana	Madrid	13:978-84-9835-0524	2007	
Berger, K.S.	Psicología del desarrollo: infancia y adolescencia	Panamericana	Madrid	9788498357806	2015	
DeMause, L.	Evolución de la Infancia.	Alianza	Madrid		1982	
Delgado Ejido, S.	Psicología del desarrollo. Desde la infancia a la vejez (Volumen II).	Mc Graw Hill	Madrid	978-84-481-6871-1	2008	
Delval, J.	El desarrollo humano.	Siglo XXI.	Madrid		2001	
Delval, J.	Descubrir el pensamiento de los niños. Introducción a la práctica del método clínico. .	Paidós	Barcelona		2001	
Delval, J.	El mono inmaduro	Catarata	Madrid		2011	
Enesco, I.	Psicología del Desarrollo	Enciclopedia Micronet.				
	http/www.enciclonet.es					
Enesco, I. (Coord)	El desarrollo del bebé. Cognición, emoción y afectividad.	Alianza	Madrid		2003	
Giménez, M.y Mariscal, S.	Psicología del Desarrollo. Desde el nacimiento a la primera infancia (Volumen I).	Mc Graw Hill.	Madrid	978-84-481-6870-4	2008	
Goodnow, J.	El dibujo infantil.	Morata	Madrid		1983	
Muñoz Tinoco, V.	Manual de psicología del desarrollo aplicada a la educación	Pirámide	Madrid	9788420686844	2014	
Palacios, J., Marchesi, A. y Coll, C.	Desarrollo psicológico y educación I. Psicología evolutiva	Alianza. Psicología	Madrid	84-206-6530-4	1993	
Paniagua, G. y Palacios, J.	Educación Infantil. Respuesta educativa a la diversidad	Alianza editorial	Madrid		2005	
Santrock, J.W.	Psicología del Desarrollo: El Ciclo Vital.	McGraw-Hill.	Madrid	84-481-3794-9	2006	
Siegel, D.J.	El cerebro del niño	Alba		9788484287148	2016	
Sierra, P. y Brioso, A.	Psicología del desarrollo.	Sanz y Torres	Madrid		2006	
Slater, A. y Bremner, G.	An introduction to Developmental Psychology (Second edition).	BPS Blackwell BPS Textbooks	Glasgow		2011	
Vasta, R., Haith, M. y Miller, S.A.	Psicología infantil	Ariel	Barcelona		2001	
	Neurociencia educativa: mente, cerebro y educación	Narcea		9788427720367	2014	
	Recursos					Documentos en Moodle propuestos por el profesorado
	Recursos					Medios audiovisuales
	Recursos					Bibliografía específica para la realización de trabajos y prácticas
Astington, J.	El descubrimiento infantil de la mente.	Morata	Madrid		1997	