



## 1. General information

Course: DEVELOPMENTAL PSYCHOLOGY

Type: BASIC

Degree: 392 - BACHELOR'S DEGREE IN PRIMARY EDUCATION (AB)

Center: 101 - FACULTY OF EDUCATION IN ALBACETE

Year: 1

Main language: Spanish

Use of additional  
languages:

Web site:

Code: 46300

ECTS credits: 9

Academic year: 2023-24

Group(s): 17 18 19 15

Duration: AN

Second language: English

English Friendly: N

Bilingual: Y

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## 2. Pre-Requisites

Previous requirements have not been established.

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

Psychology course belongs to the basic study programme of Degree in Primary Education. This programme includes Developmental Psychology, Educational Psychology and Developmental and Learning Disorders course units. These courses are placed among the first and second year with the aim of underpinning foundations upon which the future teacher can achieve the understanding of their students' characteristics, their evolving processes and the teaching-learning form a holistic and global approach, holding up a set of perspectives and theories as well as the knowledge, management and understanding of the main developmental and learning problems, and diversity attention.

Developmental Psychology in the Primary Teacher Degree is a basic course according to the defined guidelines for the building of the European Higher Education Area (EHEA) which train the student in the knowledge, understanding and management of the main issues of development: cognitive, personality, physical and motor, the factors that account them and the implications for the future education work of graduates.

It is convenient that the course programme includes the developmental stages from birth to adolescence, more focused on 6 to 12 years old to obtain a better contextualization of development through childhood.

## 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	Design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals in the centre.
CG04	Design and arrange learning spaces, with consideration of diversity and gender equality, equity and respect for human rights, which

CG05	constitute the values of citizenship. 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.
CG06	Understand how Primary Education schools are organised and how they work. Lead tutoring and counselling sessions with pupils and their families, attending to each pupil's particular educational needs. Assume that teaching practices must constantly improve and be updated to the latest scientific, pedagogic and social changes.
CG07	Collaborate with the different sectors of the education community and social environment. Assume the educational role of teaching practice and promote democratic education for active citizenship.
CG08	Critically and autonomously assess one's own knowledge, values and also those of the state, public and private social institutions.
CG10	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.
CG11	Know and apply information and communication technology in the classroom. Select audiovisual information which contributes to learning, civic training and cultural richness.
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

Distinguish psychological and social aspects of special educational needs.

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

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

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

Distinguish and analyse the various scientific methodologies applied to education.

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

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

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

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.

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.

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

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.

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

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

## 6. Units / Contents

### Unit 1: Introduction to Developmental Psychology

**Unit 1.1** Concept of Developmental: main theoretical approaches

**Unit 1.2** Introduction to research methods in Developmental Psychology

### Unit 2: Starting life and first infancy (0-3 and 3-6 years old)

**Unit 2.1** Preconception Development and Newborn

**Unit 2.2** Physical and Psychomotor Development

**Unit 2.3** Cognitive Development

**Unit 2.4** Language Development

**Unit 2.5** Emotional and Personality Development

**Unit 2.6** Moral and Social Development

**Unit 2.7** Play and Arts Development

### Unit 3: Childhood (6-12 years old)

**Unit 3.1** Physical and Psychomotor Development

**Unit 3.2** Cognitive Development

**Unit 3.3** Language Development

**Unit 3.4** Emotional and Personality Development

**Unit 3.5** Social Development

### Unit 4: Adolescence

**Unit 4.1** Puberty and adolescence: physical and psychological changes

**Unit 4.2** Cognitive Development

**Unit 4.3** Emocional and personality Development

**Unit 4.4** Social Development

### Unit 5: Prevention and stimulation of development

## 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	1.1.1.II.01 1.1.1.II.02 1.1.1.II.03 CB02 CB03 CB05 CG02 CG04 CG05 CG08 CG10	2.2	55	N	-	Explanation of main topics and concepts from subjects

Project or Topic Presentations [ON-SITE]	Cooperative / Collaborative Learning	1.1.1.II.01 1.1.1.II.02 1.1.1.II.03 CB02 CB03 CB05 CG01 CG04 CG08 CG10 CG11 CT02	0.52	13	Y	Y	Oral presentation of reports prepared from articles and books reviews from the programme literature, including topics from the programme or research work of new themes
Analysis of articles and reviews [OFF-SITE]	Reading and Analysis of Reviews and Articles	1.1.1.II.01 1.1.1.II.02 1.1.1.II.03 CB02 CG01 CG08 CG10 CT02	0.32	8	Y	N	Searching and Reading of scientific papers related to programme topics: debate and discussion
Problem solving and/or case studies [ON-SITE]	Project/Problem Based Learning (PBL)	1.1.1.II.01 1.1.1.II.02 1.1.1.II.03 CB02 CB03 CB05 CG05 CG10	0.64	16	Y	N	Analysis of practical examples using learning grounded on problems for the transferring of knowledge to real situations.
Writing of reports or projects [OFF-SITE]	Cooperative / Collaborative Learning	1.1.1.II.01 1.1.1.II.02 1.1.1.II.03 CB02 CB03 CB05 CG02 CG04 CG05 CG08 CG10 CT02	2.12	53	Y	Y	Abstracts elaboration from practical activities, personal/group Works, groups activities. Summaries of subject topics.
Group tutoring sessions [ON-SITE]	Guided or supervised work	1.1.1.II.01 1.1.1.II.02 1.1.1.II.03	0.08	2	Y	N	Individual/group tutoring to topics presentations
Practicum and practical activities report writing or preparation [OFF-SITE]	Practical or hands-on activities	1.1.1.II.01 1.1.1.II.02 1.1.1.II.03 CB03 CB05 CG04 CG10 CT02	0.6	15	Y	Y	Field work: practical research activities with boys and girls school aged as well as with their families and/or their teachers
Study and Exam Preparation [OFF-SITE]	Self-study	1.1.1.II.01 1.1.1.II.02 1.1.1.II.03 CB02 CB03 CG08 CG10 CT02	2.36	59	N	-	Self-study of subject contents and preparation of written tests
Final test [ON-SITE]	Assessment tests	1.1.1.II.01 1.1.1.II.02 1.1.1.II.03 CB02 CB03 CG08	0.16	4	Y	Y	Final test for first and second semester. These midterm exams will eliminate the evaluated content. The average of both midterms will be taken if the grade is at least 2 points in each of them.
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
Oral presentations assessment	15.00%	15.00%	WORKS, TOPICS OR THEMES PRESENTATION AS FOLLOWS: 1. Field work (15%). Research activity outside the classroom and information gathering (to be included in oral presentations and/or reports). Works will be evaluated only when presented on time. 2. Oral presentations (15%): Content, clarity and coherence of presentation will be evaluated. Original and didactic presentation. Used examples should be related to contents. Verbal and non-verbal communication skills employed. 3. Class work (10%): Active listening, appropriate questions in class, dynamic participation in class, group tests.
Final test	50.00%	60.00%	Final written test for first and second semester. A minimum of 4 points (out of 10) are required in each test in order to average them with the rest of evaluation systems. The partial tests will consist of two parts: a multiple-choice part (true/false) and a written part.
Assessment of problem solving and/or case studies	10.00%	10.00%	10%: class activities resolution (real cases, activities, group work, language use, bibliography search)
Fieldwork assessment	15.00%	15.00%	
Assessment of active participation	10.00%	0.00%	
<b>Total:</b>	<b>100.00%</b>	<b>100.00%</b>	

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).

#### Evaluation criteria for the final exam:

##### Continuous assessment:

Final test: 50% Two final tests: At the end of first and second semester. Important: Students must pass each test obtaining a minimum of 4 points (out of 10) to be averaged with the rest of evaluation systems.

Minimum score on each test and task: A minimum of 4 points (out of 10) in each test and task (evaluation system) is compulsory to add the rest of continuous evaluation components as follows: a) Field work (15%): Methodology, scientific accuracy in results and conclusions reported. Works will be evaluated only when presented on time.

b) Oral presentations (15%): Content, clarity and coherence of presentation will be evaluated. Original and didactic presentation. Used examples should be related to contents. Verbal and non-verbal communication skills employed.

3. Class work (10%): Active listening, appropriate questions in class, dynamic participation in class, group tests.

It is compulsory, in order to pass the global course, to have a positive evaluation of 5 points or more.

IMPORTANT: For every mistake of those included in the "List of mistakes to avoid" (see Moodle), the student will miss 0.2 points in the corresponding activity/test/presentation/exam up to a maximum of 1.6 points (8 mistakes). If the mistake is repeated, the repetition(s) will be also penalized.

If a fraudulent practice is detected in the evaluation test carried out by a student, the exam will result into failure, with a final grade of zero (0) in the corresponding subject.

The detection by the teacher that an assignment, essay or similar test has not been prepared by the student will result in a numerical grade of zero (0) both in the tests and in the subject in which it has been detected, regardless of the rest of the grades obtained by the student.

(See Article 8 of the UCLM Student Assessment Regulations).

#### Non-continuous evaluation:

The same criteria will be followed as in the continuous assessment excepting the oral presentations that could be presented individually just in case group presentations is not possible.

#### Specifications for the resit/retake exam:

This call is compulsory for those students who did not pass first semester, second semester or both of them.

Continuous evaluation will be kept for this extraordinary call as well as for the following year if the student fails the course. Thus, the final mark will be the addition of continuous evaluation (50%) and this exam results (50%).

It is compulsory, in order to pass the global course, to have a positive evaluation (5 points or more) in both semesters.

#### Specifications for the second resit / retake exam:

A final test will be carried out in order to demonstrate the acquisition of competences with a value of 0 to 10 (100% of the final mark)

9. Assignments, course calendar and important dates	
Not related to the syllabus/contents	
Hours	hours
Unit 1 (de 5): Introduction to Developmental Psychology	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	7
Problem solving and/or case studies [PRESENCIAL][Project/Problem Based Learning (PBL)]	2
Writing of reports or projects [AUTÓNOMA][Cooperative / Collaborative Learning]	9
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	.4
Study and Exam Preparation [AUTÓNOMA][Self-study]	10
Teaching period: 12/09/2022 - 31/10/2022	
Unit 2 (de 5): Starting life and first infancy (0-3 and 3-6 years old)	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	19
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	3.5
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	1
Problem solving and/or case studies [PRESENCIAL][Project/Problem Based Learning (PBL)]	3.5
Writing of reports or projects [AUTÓNOMA][Cooperative / Collaborative Learning]	10
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	.4
Practicum and practical activities report writing or preparation [AUTÓNOMA][Practical or hands-on activities]	5
Study and Exam Preparation [AUTÓNOMA][Self-study]	19
Final test [PRESENCIAL][Assessment tests]	2
Teaching period: 02/11/2022 - 31/01/2023	
Unit 3 (de 5): Childhood (6-12 years old)	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	22
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	4.5
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	3.5
Problem solving and/or case studies [PRESENCIAL][Project/Problem Based Learning (PBL)]	4.5
Writing of reports or projects [AUTÓNOMA][Cooperative / Collaborative Learning]	16
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	.4
Practicum and practical activities report writing or preparation [AUTÓNOMA][Practical or hands-on activities]	5
Study and Exam Preparation [AUTÓNOMA][Self-study]	23
Teaching period: 01/02/2023 - 14/04/2023	
Unit 4 (de 5): Adolescence	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	7
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	4
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	3
Problem solving and/or case studies [PRESENCIAL][Project/Problem Based Learning (PBL)]	3.5
Writing of reports or projects [AUTÓNOMA][Cooperative / Collaborative Learning]	14
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	.4
Practicum and practical activities report writing or preparation [AUTÓNOMA][Practical or hands-on activities]	5
Study and Exam Preparation [AUTÓNOMA][Self-study]	6
Teaching period: 17/04/2023 - 19/05/2023	
Unit 5 (de 5): Prevention and stimulation of development	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	2
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	1
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	.5
Problem solving and/or case studies [PRESENCIAL][Project/Problem Based Learning (PBL)]	2.5
Writing of reports or projects [AUTÓNOMA][Cooperative / Collaborative Learning]	2
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	.4

Study and Exam Preparation [AUTÓNOMA][Self-study]	1
Final test [PRESENCIAL][Assessment tests]	2
<b>Teaching period:</b> 22/05/2023 - 07/06/2023	
<b>Global activity</b>	
<b>Activities</b>	<b>hours</b>
Final test [PRESENCIAL][Assessment tests]	4
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	13
Class Attendance (theory) [PRESENCIAL][Lectures]	57
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	8
Problem solving and/or case studies [PRESENCIAL][Project/Problem Based Learning (PBL)]	16
Writing of reports or projects [AUTÓNOMA][Cooperative / Collaborative Learning]	51
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	2
Practicum and practical activities report writing or preparation [AUTÓNOMA][Practical or hands-on activities]	15
Study and Exam Preparation [AUTÓNOMA][Self-study]	59
<b>Total horas: 225</b>	

10. Bibliography and Sources						
Author(s)	Title/Link	Publishing house	Citv	ISBN	Year	Description
Denval, J y cols	Lecturas de psicología evolutiva	UNED		978-84-362-5584-3	2013	Documentos en Moodle propuestos por el profesorado de Psicología del Desarrollo
Profesorado de Psicología del Desarrollo	Archivos PowerPoint					
Muñoz Tinoco, Victoria	Manual de psicología del desarrollo aplicada a la educación	Ediciones Pirámide,		978-84-368-2537-4	2015	
Palacios, J., Marchesi, A. y Coll, C.	Desarrollo psicológico y educación I. Psicología evolutiva	Alianza Editorial		978-8420-6868-44	2004	Se propondrán diferentes artículos científicos u otros recursos bibliográficos para la realización de trabajos y actividades prácticas Se hará uso de recursos audiovisuales (documentales, partes de películas, etc) dirigidos a apoyar el proceso de enseñanza aprendizaje
Papalia, Diane E.	Desarrollo humano	McGraw-Hill		978-607-15-0299-5	2010	
Delval, Juan	El desarrollo humano	Siglo XXI		978-84-323-0827-7	2008	
Jarque García, Jesús	La relación con otros niños y el acoso escolar: [guía pedagógica]	Grupo Gesfomedia		978-84-9896-005-1	2008	
Mangas Morales, Roberto (1964-)	A la salida te espero : [el acoso escolar : cómo se presenta	Rasche y Pereira-Menaut,		978-84-941229-0-3	2014	
Berger, Kathleen Stassen	Psicología del desarrollo : infancia y adolescencia /	Editorial Médica Panamericana,		978-84-9835-780-6	2015	
Jiménez, M. y Mariscal, S.	Psicología del desarrollo. Desde el nacimiento a la primera infancia	McGraw-Hill		978-84-481-6870-4	2008	
	Otros recursos bibliográficos					
	Recursos audiovisuales					
Berazaluze, E y Diego, E	A qué tienen miedo los niños	Síntesis		9788497561020	2014	
Santrock, John W.	Psicología del desarrollo : el ciclo vital /	McGraw-Hill,		84-481-4639-5	2010	
Sousa, D	Neurociencia educativa : mente, cerebro y educación /	Narcea,		978-84-277-2036-7	2014	
Delgado Ejido, S	Psicología del desarrollo. Desde la infancia a la vejez	McGraw-Hill		978-84-481-6871-1	2008	