

COURSE PROGRAM

Academic Year: 2023/2024

Identification and characteristics of the course			
Code	502850 (TTC-B)	ECTS Credits	6
Course name (English)	DEVELOPMENTAL PSYCHOLOGY AT SCHOOL AGE		
Course name (Spanish)	PSICOLOGÍA DEL DESARROLLO EN EDAD ESCOLAR		
Degree programs	BA in Primary Education		
Faculty/School	College of Education and Psychology (FEyP); Teacher Training College (FFP); Santa Ana University Center (CUSA)		
Semester	1º	Type of course	Compulsory
Module	Basic training		
Matter	Learning and Personality Development		
Lecturer/s			
Name	Office	E-mail	Web page
COLLEGE OF EDUCATION AND PSYCHOLOGY			
Eloísa Guerrero Barona	Anexo A19	eloisa@unex.es	
Laura Pérez Díaz	A_21	laurapd@unex.es	
Teacher to be assigned			
TEACHER TRAINING COLLEGE			
Carolina Bringas Molleda	1506-1-12	cbringas@unex.es	
Irina Rasskin Gutman	3.3 E	irasskin@unex.es	
SANTA ANA UNIVERSITY CENTER			
Jerónima Vázquez Ortiz	Despacho B. Edificio Recepción	jevazquezo@unex.es	
Subject Area	Evolutionary and Educational Psychology		
Department	Psychology and Anthropology		
Coordinating Lecturer (If more than one)	FFP: Irina Rasskin Gutman FEYP: Eloísa Guerrero Barona CUSA: Jerónima Vázquez Ortiz Coordinating Lecturer: Irina Rasskin Gutman		

Competencies	
1. CB2 - That students know how to apply their knowledge to their work or vocation in a professional manner and possess the competencies that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.	
2. CB4 – That students are able to convey information, ideas, problems and solutions to both specialised and non-specialised audiences.	
3. CB5 - That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy	
4. CE1 - To understand the educational and learning processes in the 6-12 age period in the family, social and school contexts.	

5. CE 2 - To know the characteristics of these students, as well as the characteristics of their motivational and social contexts.
6. CE3 - To have a good command of the knowledge necessary to understand the personality development of these students and identify dysfunctions.
7. CE4 – To identify learning difficulties, inform them and collaborate in their treatment.
8. CE5 - To know the proposals and current developments based on the learning of competences.
9. CE6 – To identify and plan the resolution of educational situations that affect students with different abilities and different learning rhythms.
10. CG6 - To know the organization of primary education schools and the diversity of actions that comprise their functioning. To perform tutoring and orientation functions with students and their families, attending to the unique educational needs of students. Assume that the exercise of the teaching function has to be improved and adapted to scientific, pedagogical and social changes throughout life.
11. CT1 – Be able to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
12. CT1.1 - Present in public ideas, problems and solutions, in a logical, structured way, both orally and in writing, in level C1 in Spanish language, in accordance with the Common European Framework of Reference for Languages.
13. CT1.3 - Use new information technologies as a tool for intellectual work and as an essential element for information, learning and communication.
14. CT 2.1 - Efficiently use a set of learning resources, techniques and strategies that guarantee autonomous, responsible and continuous learning throughout life.
15. CT3.1 - Understand the evolutionary character and plurality of current societies and develop attitudes of respect, tolerance and solidarity towards different social and cultural groups.

Contents

Course outline

Theoretical concepts in developmental psychology. Physical, cognitive, social, affective and moral development from infancy to adolescence.

Course syllabus

Name of lesson 1: Developmental psychology as a science
 Contents of lesson 1: Psychology and development. Concept; Stages of development; Historical development; Main theories of developmental psychology.
 Description of the practical activities of lesson 1:

Name of lesson 2: Psychological development in Infant Education
 Contents of lesson 2: Physical-motor, cognitive, linguistic, affective, social, moral and emotional development. Child abuse
 Description of the practical activities of lesson 2:

Name of lesson 3: Development at the stage of Primary Education (Part I)
 Contents of lesson 3: Physical-motor, cognitive and linguistic development.
 Description of the practical activities of lesson 3:

Name of lesson 4: Development in the stage of Primary Education (Part II)
 Contents of lesson 4: Emotional, moral and social development. Socialization agents involved in the Primary Education stage.
 Description of the practical activities of lesson 4:

Name of lesson 5: Changes in the adolescence
 Contents of lesson 5: Changes in biological, cognitive, affective, moral and social development.
 Description of the practical activities of lesson 5:

Educational activities								
Student workload in hours by lesson		Lectures	Practical activities				Monitoring activity	Homework
Lesson	Total	L	HI	LAB	COM	SEM	SGT	PS
1	17	8						9
2	33	13						20
3	36	15						21
4	32	12						20
5	30	10						20
Assessment	2	2						
TOTAL ECTS	150	60						90
L: Lectures (100 students) HI: Hospital internships (7 students) LAB: Laboratory or field practices (15 students) COM: Computer room or language laboratory practices (30 students) SEM: Problem classes or seminars or case studies (40 students) SGT: Scheduled group tutorials (educational monitoring, ECTS type tutorials) PS: Personal study, individual or group work and reading of bibliography								
Teaching Methodologies								
<ol style="list-style-type: none"> 1. Oral presentation. 2. Direct Instruction. 3. Large group classes aimed to expose different concepts and procedures associated with the subject with the help of bibliographic and audiovisual materials. 4. Discussion and debate. 5. Oral presentation is combined with group discussion activities and questions to be answered by the students with the aim of building new concepts from known concepts (related to other subjects already studied or other topics within the subject itself that can be significantly interrelated). 6. The use of audiovisual materials (documentaries, films, etc.) and discussing them. 7. Written examination test: This activity has the purpose of evaluating the learning outcomes of students in relation to the objectives or competencies that arise in the teaching plan of this subject. 8. Group discussion about reading and bibliographic materials. 9. Debates and discussion on topical issues related to the subject. 10. Orientation, decision making process and resolution of doubts raised by the students. 11. Distance follow-up and monitoring of the student's work. 12. Face-to face follow-up of individual or small group work. 13. Individual and group consultation and advice. 14. Assigned reading of documents prior to the teacher's oral presentation. 15. Study of the subject and test preparation. 								
Learning outcomes								
<ul style="list-style-type: none"> • Show oral and written verbal strategies during oral presentations and case studies. • Compile and do the synthesis of diverse information around specific topics. • Understand concepts, processes, procedures as well as its application in problem solving and as an analytical tool. • Relate and integrate different materials and content. • Participate actively in the practices carried out in the seminars and in the tutorials. 								

Assessment systems

Students have the right to be evaluated on their acquisition level of the subject competences regardless their level of class attendance, although it will tend towards continuous evaluation. An evaluation system will be based in two modalities.

Continuous assessment

Assessment tools and activities:

1. Written exam: Multiple-choice test or Free-response test (70%)
2. Assistance, participation, practical activities or other activities proposed by the Professor of the course (30%).

Grading system

The final grade will be the sum of the scores from the theoretical test (70%) and practical (30%) parts. It is necessary to pass the exam before adding class attendance and projects to the mark. It is essential to pass the exam (at least with 5) in the theoretical test, that is to say, a 3.5 in the weighted note of the final exam in order to add the participation in class and practical assignments.

Global final evaluation

This modality of global evaluation is aimed at those students who, for different reasons, will not comply with the requirement of continuous evaluation. Therefore, **THE STUDENT MUST NOTIFY THE PROFESSOR OF THE COURSE, THROUGH THE SPECIFIC SPACE CREATED FOR IT ON THE VIRTUAL CAMPUS, DURING THE FIRST THREE WEEKS FROM THE BEGINNING OF THE COURSE, THEIR CHOICE TO SUBMIT TO THE FINAL TEST OR THE CONTINUOUS EVALUATION OF THE MATTER. THIS NOTICE MUST BE IN WRITING.** IF THE STUDENT DOES NOT INFORM THE TEACHER OF THE TYPE OF ASSESSMENT HE/SHE WISHES TO UNDERGO, IT WILL BE UNDERSTOOD THAT HE/SHE CHOOSES CONTINUOUS ASSESSMENT. The alternative modality of global evaluation will consist of a global test (art 4, point 6. of the RESOLUTION of November 25, 2016; published in the DOE n. 236, of December 12, 2016), where the student must carry out, in addition to the theoretical exam (70%), a written test or practical exam that will replace the 30% of the work and activities corresponding to the continuous evaluation. As with continuous evaluation, a minimum grade of 5 (3.5 weighted at 70%) must be obtained in order to make a weighted average with the grade resulting from the supplementary written test of 30% corresponding to continuous evaluation.

The current grading system will be applied at any time; nowadays, the one that appears in RD 1125/2003, article 5. The results obtained by the student in each of the subjects of the curriculum will be graded according to the following numerical scale from 0 to 10, with an expression of a decimal, to which a corresponding qualitative qualification can be added: 0 - 4, 9: Failing (Suspenso-SS), 5.0 - 6.9: Average (Aprobado- AP), 7.0 - 8.9: Above Average (Notable -NT), 9.0-10: Excellent (Sobresaliente - SB), With Honors distinction (Matrícula de Honor) may be awarded to students who have obtained a grade of 9.0 or higher. Their number may not exceed 5% of students enrolled in a course in the corresponding academic year, unless the number of students enrolled is less than 20, in which case a single Honors Distinction degree may be awarded.

It is understood that a student has taken the evaluation of the subject and, therefore, some of the previous grades must be assigned if the evaluation system of the subject contemplates a final test, and the student takes that test, either in its entirety, or to a part. If this is not the case, the qualification of "Not presented" will be recorded.

Bibliography (basic and complementary)

Basic Bibliography

- Muñoz, A. (2010). *Psicología del desarrollo en la etapa de educación primaria*. Madrid: Pirámide.
- Muñoz, V., López, I., Jiménez-Lagares, I., Ríos, M., Morgado, B., Román, M., Ridao, P. et al. (2011). *Manual de Psicología del desarrollo aplicada a la educación*. Madrid: Pirámide.

Complementary Bibliography

- Berger, M. (2004). *Psicología del desarrollo Infancia y adolescencia*. Madrid: Panamericana.
- Craig, G. (2001). *Desarrollo psicológico*. México: Prentice-Hall.
- Delval, J. A. (2002). *El desarrollo humano*. Madrid: Siglo XXI de España.
- Feldman, S. (2007). *Desarrollo Psicológico a través de la vida*. México. Pearson Prentice Hall.
- Hoffman, L., Paris, S. y Hall, E. (1996): *Psicología del Desarrollo Hoy*. Vol. 1 y Vol. 2. Madrid: McGraw Hill.
- León del Barco, B. (2007). *Manual de prácticas de Psicología de la educación y del desarrollo en edad escolar*. Salamanca: Signum.
- LÓPEZ, F. (1999). *Desarrollo afectivo y social*. Madrid: Pirámide.
- Martín, C. y Navarro, J.I. (2009). *Psicología del desarrollo para docentes*. Madrid: Pirámide.
- Marchesi, A., Coll, C. y Palacios, J. (2000). *Desarrollo Psicológico y Educación*. Vol. I y II. Madrid: Alianza Editorial.
- Papalia D. (2005). *Desarrollo Humano*. México: Mac Graw Hill.
- Pressley, M. y McCormick C.B. (2007). *Child and Adolescent Development for Educators*. New York: The Guildford Press.
- Rice, P. H. (2007). *Psicología del Desarrollo. Infancia y adolescencia*. Madrid Thomson. Rice, F. (1999). *Adolescencia. Desarrollo, relaciones y cultura*. Madrid: Prentice Hall. Santrock J.W. (2003) *Psicología del Desarrollo Infancia*. Madrid: Mc Graw Hill.
- Schafer, Ch. E. y Foy DiGeronimo, T. (2000). *Ages and Stages*. USA: John Wiley & Sons Inc.
- Trianes, M.V. (2012). *Psicología del desarrollo y de la educación*. Madrid: Pirámide.

Other resources and complementary educational materials

Digital resources:

<http://www.educarex.es>. Portal de Educación de la Junta de Extremadura www.cnice.mec.es. Centro Nacional de Información y Comunicación Educativa <http://bddoc.csic.es:8080/INDEX.JSP>. Base de Datos Bibliográficos del CSIC (Sumarios y Revistas Educación, Psicología...):

<http://www.cop.es>

<http://dialnet.unirioja.es> Base de Datos Revistas Educación, Psicología, etc.

<http://www.educaweb.com>

<http://www.orientaline.es>

<http://psicopedagogia.com>

Most relevant journals in the newspaper library of College of Education:

Revista de Educación,
 Infancia y aprendizaje,
 Revista española de pedagogía
 Bordón,
 etc.