

COURSE PROGRAM

Academic Year: 2024/2025

| Identification and characteristics of the course | | | |
|--|---|--|------------|
| Code | 502850 FFP (Bilingüe) | 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 | 2.23 | laurapd@unex.es | |
| Miriam Rivero Contreras | 2.23 | mrivero@unex.es | |
| Susana Sánchez Herrera | A 12 | ssanchez@unex.es | |
| Ana María Serna Álvarez | 2-20B | anasernal@unex.es | |
| Teacher to be assigned | | | |
| Teacher to be assigned | | | |
| TEACHER TRAINING COLLEGE | | | |
| Carolina Bringas Molleda | 1506-1-12 | cbringas@unex.es | |
| Irina Rasskin Gutman | 1506-1-6 | irasskin@unex.es | |
| Teacher to be assigned | | | |
| SANTA ANA UNIVERSITY CENTER | | | |
| Jerónima Vázquez Ortiz | Despacho B. Edificio Recepción | jevazquezo@unex.es | |
| Subject Area | Development and Educational Psychology | | |
| Department | Psychology and Anthropology | | |
| Coordinating Lecturer (If more than one) | FFP: Irina Rasskin Gutman FEYP: Miriam Rivero Contreras CUSA: Jerónima Vázquez Ortiz Coordinating Lecturer: Irina Rasskin Gutman | | |

| Competencies* |
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| 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. CE2 - 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. 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. |
| 15. CT2.2 - To efficiently use a variety of resources, techniques and learning strategies that guarantee autonomous, responsible and continuous lifelong learning. |
| 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: |

* The sections concerning competencies, course outline, educational activities, teaching methodologies, learning outcomes and assessment systems must conform to that included in the ANECA verified document of the degree program.

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 | L | C | S | GP | 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 (85 students).
 HI: Hospital internships (7 students)
 L: Laboratory activities or field practices (15 students)
 C: Computer room or language laboratory practices (20 students)
 S: Seminar activities, problems in class or case studies (40 students).
 GP: Scheduled group tutorials (educational monitoring, ECTS type tutorials)
 PS: Personal study, individual or group work, and reading bibliography.

Teaching Methodologies*

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.

** Indicate the total number of evaluation hours of this subject.

Learning outcomes *

- 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 *

The student has the right to be evaluated on the level of acquisition of the competencies reflected in the subject regardless of the student's level of attendance, although there will be a tendency towards continuous evaluation. In this sense, an evaluation system will be followed with two modalities:

Continuous assessment

Activities and evaluation instruments:

1. Written exam: objective and/or development test (70%).
2. Attendance, participation, work or any activity proposed by the teacher (30%).

Grading system:

- The final grade will be the result of the sum of the scores achieved in the theoretical part, that is, in the objective theoretical and/or development test (70%) and in the practical part, by monitoring the student's participation and/or in the activities proposed by the teacher (30%). It is an essential condition to achieve at least a Pass (5.0) in the theoretical test, that is, a 3.5 in the weighted grade of the final exam and then add participation in the activities proposed in the classroom.

Final global evaluation

This global evaluation modality is intended for those students who, for different reasons, are not going to comply with the continuous evaluation requirement. Therefore, THE STUDENT MUST NOTIFY THE TEACHER OF THE SUBJECT, THROUGH THE SPECIFIC SPACE CREATED FOR THIS ON THE VIRTUAL CAMPUS, DURING THE FIRST QUARTER OF THE TEACHING PERIOD OF THE SUBJECT FROM THE BEGINNING OF THE SUBJECT, OF THEIR CHOICE TO SUBMIT TO THE SUBJECT. FINAL TEST OR CONTINUOUS EVALUATION OF THE SUBJECT. THIS NOTIFICATION MUST BE MADE IN WRITING. IF THE STUDENT DOES NOT COMMUNICATE TO THE TEACHER THE TYPE OF EVALUATION THEY WISH TO SUBJECT, IT WILL BE UNDERSTOOD THAT THEY CHOOSE CONTINUOUS EVALUATION (Article 4 of the Evaluation Regulations by Resolution of October 26, 2020, DOE n. 212, of November 3, 2020). The alternative modality of global evaluation will consist of a global test, where the student must take, in addition to the theoretical exam (70%), a written test or practical exam that will replace 30% of the work and activities corresponding to continuous evaluation. As with the continuous evaluation, a minimum grade of 5 (3.5 weighted at 70%) must be obtained to make a weighted average with the grade resulting from the 30% supplementary written test corresponding to the continuous evaluation.

The grading system in force at all times will be applied; currently, the one that appears in Article 10 of the Evaluation Regulations (Resolution of October 26, 2020, DOE n. 212, of November 3, 2020). The results obtained by the student in each of the subjects of the study plan will be graded based on the following numerical scale from 0 to 10, with a decimal expression, to which the corresponding qualitative grade may be added: 0 - 4, 9: Fail (SS), 5.0 - 6.9: Pass (AP), 7.0 - 8.9: Notable (NT), 9.0 - 10: Outstanding (SB). The Honors mention may be awarded to students who have obtained a grade equal to or greater than 9.0. Their number may not exceed 5% of the students enrolled in a subject in the corresponding academic year, unless the number of students enrolled is less than 20, in which case a single Honors Degree may be granted.

It is understood that a student has taken the subject evaluation and, therefore, some of the previous grades must be assigned if the subject evaluation system includes a final test, and the student takes said test, either in its entirety, or a part of it. If not, the grade "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 and Psychology:

Revista de Educación,
 Infancia y aprendizaje,
 Revista española de pedagogía

Bordón,
etc.