



Universitat de Lleida

DEGREE CURRICULUM  
**DEVELOPMENTAL  
PSYCHOLOGY (0-6)**

Coordination: PETREÑAS CABALLERO, CRISTINA

Academic year 2023-24

Subject's general information

<b>Subject name</b>	DEVELOPMENTAL PSYCHOLOGY (0-6)			
<b>Code</b>	100700			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	Degree	Course	Character	Modality
	Bachelor's Degree in Pre-School Education	1	COMMON/CORE	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	1.8		4.2
	<b>Number of groups</b>	3		2
<b>Coordination</b>	PETREÑAS CABALLERO, CRISTINA			
<b>Department</b>	PSYCHOLOGY, SOCIOLOGY AND SOCIAL WORK			
<b>Teaching load distribution between lectures and independent student work</b>	<p>6 credits suppose 150 hours of student work. These 150 hours are distributed as follows:</p> <p>36 hours of lectures</p> <p>15 hours of compulsory attendance to practical seminars</p> <p>99 hours of independent student work</p>			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	Catalan, english (5%)			
<b>Distribution of credits</b>	<p>Creative management's group: Cristina Petreñas and Mercè Porta</p> <p>Evening's group: Thelma Hernández</p>			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
PETREÑAS CABALLERO, CRISTINA	cristina.petrenas@udl.cat	2,5	
PORTA PUIG, MERCE	merce.porta@udl.cat	5,3	
SENAR MORERA, FERNANDO	fernando.senar@udl.cat	6	

## Learning objectives

- To know the development processes of the developmental psychology from 0-6 years old.
- To comprehend and analyze how children are in this educational stage.
- To distinguish and recognize the identity in this stage and its characteristics.
- To relate the characteristics of children in this stage to the suitable conditions to promote their development.
- To understand and know how to use technologic resources within this context. To express and write well.

## Competences

- CG1. To enable students to communicate correctly orally and written.
- CG3. To command the Information and Communication Technologies.
- CT1. To apply the gender perspective according to the functions of the professional field.
- CE2. To enable students to promote and facilitate the learning in the initial stage, from a globalized and integrative perspective of different dimensions: cognitive, emotional, psychomotor and volitional.
- CE8. To Know the basics of children's dietetics and hygiene. To know the basics of early care and the basics and development that allow you to understand the psychological processes, the learning and the personality construction in early childhood.

## Subject contents

**Unit 1. The Developmental Psychology as a scientific discipline and its theories**

**Unit 2. Physical and motor development**

**Unit 3. Cognitive development**

**Unit 4. Communicative development and language**

**Unit 5. Socio-affective development**

## Methodology

The subject involves 150 hours of student work that are distributed as follows:

- **36 hours** of class attendance in a large group in theoretical-practical sessions. In these sessions the syllabus and the content of the subject are developed. They are 3 hours of theory. These sessions, despite working at a conceptual level, will be dynamic, including methodologies such as: the flipped classroom, reading seminar, workshops, case and video analysis, debates, etc. Attendance at these sessions is highly recommended to be able to follow the learning process of the subject.
- **15 hours** of compulsory class attendance in Middle Group. In these sessions, all the evidence of evaluation (subject test 1, practice 1, practice 2 and practice 3) will be carried out, with the exception of the final test of the subject. Represents 1 hour a week depending on the group. The practices will be carried out both individually and in groups. Attendance is mandatory, a minimum of 80% attendance is required to evaluate the various pieces of evidence.
- **99 hours** of self-employment. These hours involve the work that the student must do autonomously, which includes: the study of the content of the subject, the readings that are proposed from the subject, and other activities that facilitate participation in the classroom.

**! The subject needs a continuous study throughout the semester in order to achieve the learning objectives set.**

## Development plan

### IMPORTANT DEADLINES

CONTENT	DEADLINE
Individual practical test of Unit 1	October, 18th
Practice 1- Observational analysis	November, 8th
Practice 2- Toy or context analysis	November, 29th
Practica 3- Video analysis	December, 20th
Final test: test type + practical part	(Pending, set in the official exam calendar)
<b>Recovery:</b> Final test: test type + practical part	(Pending, set in the official exam calendar)


## Evaluation

### CONTINUOUS ASSESSMENT

The assessment is continuous, so regular attendance to class, the elaboration and submission of the evaluation evidences, within the dates set, are compulsory to pass the subject.

The **assessment evidences** are what follows:

## ASSESSMENT EVIDENCE DEVELOPED IN THE MIDDLE GROUP

1) Bloc 1- 50%: A1- Individual practical test of Unit 1 (Individual). 10%; A2- Final test - test type + a practical part to be developed. Topics 2, 3, 4 and 5. (Individual) 40%

2) Bloc 2- 50%: Practice 1- Observational Analysis. Topic 2. (Individual). 15%; Practice 2- Toy or context analysis. Topic 3 and 4. (Group). 25%; Practice 3- Falca's place. Topic 5. (Group). 10%

Attendance at the middle group is mandatory. If 80% of the attendance in the middle group is not reached, the evaluation evidence developed in the middle group will not count.

**! The subject is passed with a grade equal to or higher than 50 points.**

*It is required linguistic and formal correction in written productions*

*(<http://www.fce.udl.cat/Recursos/guias/guiatreballs.pdf>). It is important to cite academic sources following the APA style. Expressive errors, as well as an inappropriate presentation, will affect the final mark of the subject.*

## **SINGLE ASSESSMENT FOR STUDENTS WITH ACCREDITED WORK**

Only students who have the approval from the committee regulating this issue and have the certificate to the single assessment can opt for this modality.

Assesment evidence will be developed individually, and will be delivered on the same date as the continuous evaluation evidence:

1) Bloc 1: A1- Individual practical test of Unit 1 (Individual). 20%; A2- Final test - test type + a practical part to be developed. Topics 2, 3, 4 and 5. (Individual) 80%

**! The subject is passed with a grade equal to or higher than 50 points.**

*It is required linguistic and formal correction in written productions*

*(<http://www.fce.udl.cat/Recursos/guias/guiatreballs.pdf>). It is important to cite academic sources following the APA style. Expressive errors, as well as an inappropriate presentation, will affect the final mark of the subject.*

## **ASSESSMENT FOR STUDENTS FROM UDLXTOTHOM**

*Condition: certificate of disability or to have any specific learning difficulty.*

Teachers could modify the assessment and the achievement of face-to-face activities and non-face-to-face activities, according to the Special Educational Needs (NESE, in its acronym in Catalan) of each student, under the supervision of the committee of Attention to Diversity of UdL.

## Bibliography

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Castorina, J.A. & Baquero, R.J. (2005). *Dialéctica y psicología del desarrollo. El pensamiento de Piaget y Vygostki*. Madrid: Amorrortu editores

Corral Iñigo, A. & Pardo de León, P. (2001). *Psicología evolutiva I (Vol.1)*. Madrid: UNED.

García, J.A. & Delval, J. (2010). *Psicología del Desarrollo I*. Madrid: UNED.

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- Mariscal S., Giménez-Dasi, M., Carriedo N. & Corral, A. (2009). *El desarrollo psicológico a lo largo de la vida*. Madrid: McGraw-Hill
- Muñoz, A. (coord). (2010). *Psicología del desarrollo en la etapa de educación infantil*. Madrid: Ediciones Píramide
- Mussen, P.H.; Conger, J.J. & Kagan, J. (1976). *Desarrollo de la personalidad del niño*. México: Editorial Trillas
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- Pérez, N. & Navarro, I. (2011). *Psicología del desarrollo humano. Del nacimiento a la vejez*. Alicante: Editorial Club Universitario
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