Universitat de Lleida

DEGREE CURRICULUM
DEVELOPMENTAL PSYCHOLOGY

Coordination: VENDRELL SERÉS, MARIA CONCEPCIÓ

Academic year 2020-21

Subject's general information

Subject name	DEVELOPMENTAL PSYCHOLOGY
Code	100862
Semester	1st Q(SEMESTER) CONTINUED EVALUATION

Typology

Degree	Course	Character	Modality
Bachelor's Degree in Primary Training	1	COMMON	Attendance-based
Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training	1	COMMON	Attendance-based
Bachelor's Degree in Primary Training	1	COMMON	Attendance-based

Course number of credits (ECTS)	6

Type of activity, credits, and groups

Activity type	PRAULA	TEORIA
Number of credits	1.8	4.2
Number of groups	5	4

Coordination	VENDRELL SERÉS, MARIA CONCEPCIÓ
Department	PSICOLOGIA
Teaching load distribution between lectures and independent student work	Classroom: 40% Non-classroom: 60%
Important information on data processing	Consult this link for more information.
Language	Catalan and english (Bachelor's Degree in Primary Training - bilingual modality)
Distribution of credits	Theory 70% Practice 30%

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
DO PATROCINIO CAVALCANTE, SILVIA LARISSE	silvia.cavalcante@udl.cat	12	
VENDRELL SERÉS, MARIA CONCEPCIÓ	conxita.vendrell@udl.cat	13,8	

Learning objectives

1. Analyse, compare and evaluate the main theoretical perspectives that study children's psychological development.

2. Distinguish and recognize children's identity and its characteristics from a biopsychosocial and educational approach.

3. Recognize the main factors that affect human development during school age: biological, psychological and social.

4. Recognize the importance of the different learning and development contexts in which children of school age participate.

5. Understand and analyse the psychological changes experienced by children during this evolutionary period.

6. Understand the learning and development processes of this stage in psychomotor, cognitive, linguistic, social and emotional dimensions.

7. Relate the characteristics of these children with the conditions that should be created to enhance their learning and development.

8. Know, use and evaluate different ICT resources for the process of teaching-learning.

9. Appropriate expression of ideas, both orally as in writing.

Competences

- Understand the psychological development processes that occur during childhoodin the family, social and school contexts.
- Know the general characteristics of these children, as well as the characteristics of their development contexts.
- Master the necessary skills to understand these children's development of personality.

Subject contents

- Introduction to the study of human psychological development. Conceptualization of development.
- Main theoretical orientations. The biopsychosocial and educational approach.
- Contexts of learning and development during childhood: ecological perspective.
- Physical and psychomotor development.
- Cognitive development.

- Communicative and linguistic development.
- Emotional and affective development.
- Social and personality development.

Methodology

The course will be imparted 100% **online** in the groups of the DUAL modality in the morning and afternoon; and in a **semi-presential** format (50% online and 50% presential) in the group of the BILINGUAL modality and in the DOUBLE DEGREE (Infant and Primary Education)

Significant student learning and cooperative group work will be promoted based on different methodological strategies:

- Reverse class
- Reading and analyzing documents
- Viewing and analysis of documentaries
- Challenge-based learning
- Project implementation
- Performing reflective practice activities
- Use of digital applications and Virtual Campus tools
- Oral Presentations/Exhibitions
- Discussions and participation in forums
- Monitoring and evaluation activities
- Individual and group tutoring
- Etc.

Development plan

The planning of the sessions will vary according to the group to which the students belong.

At the beginning of the course, the schedule of specific sessions for each group and degree modality will be presented.

Evaluation

REGULAR EVALUATION

A. Evaluation for the morning and afternoon groups of the **DUAL MODALITY** :

EVALUATION EVIDENCE		OBJETIVES	CHARACTER	%
GROUP (ITA)	**Integrative Training Activity 1**	1 a 9	mandatory	15
	Integrative Training Activity 2	1 a 9	mandatory	15
	Integrative Training Activity 3	1 a 9	mandatory	15
	Integrative Training Activity 4	1 a 9	mandatory	15
INDIVIDUALS	**Evaluation activity 1**	1 a 9	mandatory	20
	Evaluation activity 2	1 a 9	mandatory	20

In order to pass the course, a minimum of **50 points in total** must be obtained and the following conditions must be fulfilled:

(*) Submit all ITAs within the established deadline and obtain a minimum of **30 points in total.**

(**) Apply to both individual assessment activities and obtain a minimum of **16 points in total.**

(***) **Attendance and participation in at least 80% of the sessions is a mandatory condition** for the activities to be evaluated.

The course will be suspended if any of the above conditions are not attended!

B. Evaluation for **BILINGUAL** and **DOUBLE DEGREE MODALITY (Infant and Primary Education):**

EVALUATION EVIDENCE		OBJETIVES	CHARACTER	%
GROUP	**Training Activity 1**	**1 a 9**	**mandatory**	20
	Training Activity 2	**1 a 9**	**mandatory**	15
INDIVIDUALS	**Training Activity 3**	**1 a 9**	**mandatory**	15
	Evaluation activity 1	**1 a 9**	**mandatory**	25
	Evaluation activity 2	**1 a 9**	**mandatory**	25

In order to pass the course, a minimum of **50 points in total** must be obtained and the following conditions must be fulfilled:

(*) Submit all the training activities within the established deadlines and obtain a minimum of **25 points in total.**

(**) Take both Evaluation activities and obtain a minimum of **20 points in total.**

(***) **Attendance and participation in at least 80% of the sessions is a mandatory condition** for the activities to be evaluated.

The course will be suspended if any of the above conditions are not attended!

EVALUATION OF STUDENTS WITH SPECIAL EDUCATION NEEDS

(Condition: certificate of disability or having a specific learning difficulty).

The teaching staff of the course may modify the evaluation system and the implementation of presential activities and non-presential activities depending on the specific educational needs of each student, always in agreement with the Commission for Attention to Diversity of the UdL.

ALTERNATIVE EVALUATION (FOR STUDENTS WITH ACCREDITED WORK)

(Condition: presentation of documentation, acceptance by the teachers of the course and approval by the study commission. See Student Evaluation Regulations).

The evaluation will consist of an evaluation of the entire subject.

Bibliography

- Arnaiz, P., Rabadán, M. i Vives, I. (2009). *La psicomotricidad en la escuela: una práctica preventiva y educativa*. Barcelona: Graó.

  Berger, KS. (2016). *Psicología del desarrollo: infancia y adolescència (9 ed.)*. Madrid: Médica Panamericana.

  Bronfenbrenner, U. (2002). *La ecología del desarrollo humano.* Barcelona: Paidós.

  Fernández Vidal, MC. (2017). *El modelo de las inteligencias múltiples: fundamentos teóricos.* Madrid: Dykinson.

  Martín, C. i Navarro, JI. (coord.) (2016). *Psicología evolutiva en Educación Infantil y Primaria.* Madrid: Pirámide.

  Muñoz, A. (coord.) (2010). *Psicología del desarrollo en la etapa de educación primaria.* Madrid: Pirámide.

  Palacios, J. (2011). *Paradojas del desarrollo humano.* Sevilla: Secretariado de Publicaciones, Universidad de Sevilla.

  Papalia, D., Olds, S. i Feldman, R. (2010). *Desarrollo humano.* Mexico: McGraw Hill.

  Perinat, A., Lalueza, JL. i Sadurní, M. (2003). *Psicología del desarrollo. Un enfoque sistémico.* Barcelona: UOC.

  Prieto, MD. i Ballester, P. (2003). *Las inteligencias múltiples: diferentes formas de enseñar y aprender.* Madrid: Pirámide.

  Rutherford, M.D. (2019). *Developmental Psychology: An evolutionary perspective (4th edition).* Hamilton, Ontario: Exelixi Press.

  Shaffer, D. i Kipp, K. (2007). *Psicología del desarrollo*. Mexico: Thompson.

  Wild, R. (2016). *Etapas del desarrollo. (2 ed.).* Barcelona: Herder.