



Universitat de Lleida

DEGREE CURRICULUM
**DEVELOPMENTAL
PSYCHOLOGY**

Coordination: DO PATROCINIO CAVALCANTE, SILVIA
LARISSE

Academic year 2021-22

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
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	DO PATROCINIO CAVALCANTE, SILVIA LARISSE			
Department	PSICOLOGIA			
Important information on data processing	Consult this link for more information.			
Language	Catalan (morning and afternoon Dual Primary modalities) and Double Degree in Early Childhood Education and Primary Education) English (Bilingual Primary Education)			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
DO PATROCINIO CAVALCANTE, SILVIA LARISSE	silvia.cavalcante@udl.cat	10	
GASA MIR, MONICA	monica.gasa@udl.cat	7,8	
SALLA MATEU, ANNA	anna.salla@udl.cat	6	
VALLÉS SISAMÓN, ALBA	alba.valles@udl.cat	2	

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 childhood.
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. Adequately express ideas, both in oral and written expression.

Competences

CB3. Gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.

CG1. Promote democratic values, with special emphasis on tolerance, solidarity, justice and non-violence, and know and value human rights.

CE2. Design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals of the center.

CT1. Develop an adequate oral and written comprehension and expression of Catalan and Spanish.

CT2. To develop a significant command of a foreign language, especially English.

CT5. Acquire essential notions of scientific thought.

Subject contents

- Introduction to the study of human psychological development. Conceptualization of development.
- Main theoretical orientations on development.
- Main research methods in developmental psychology.
- Physical and psychomotor development.
- Cognitive development.
- Communicative and linguistic development.
- Emotional and affective development.
- Social and personality development.

Methodology

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

- Flipped classroom
- Reading and analyzing documents
- Viewing and analysis documentaries
- Carrying out research projects
- 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

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

ORDINARY EVALUATION

Individual activities (50%):

Individual evaluation 1

Individual evaluation 2

The average of the two individual evaluations must be, at least, of 5 points (out of 10) to make the average with the rest of the evidences.

If the average of the individual activities is less than 5, a make-up exam can be done at the end of the course as a single individual activity that will include the entire syllabus of the subject, and this make-up activity will have a maximum possible grade of 5 (out of 10).

Group practical activity 1 (30%): Research work.

Group practical activity 2 (20%): Observation work.

The average of the two group works must be, at least, 5 points (out of 10) to average with the rest of the evidences.

The final grade of the course will be calculated with the average between the grade of the individual activities and the grade of the group activities. To pass the course, this average must be, at least, a 5 (out of 10).

EVALUATION OF STUDENTS WITH NEE

(Condition: certificate of disability or specific learning difficulties).

The teaching staff of the subject may modify the evaluation system and the realization of face-to-face and non-face-to-face activities, depending on the Specific Educational Needs of each student, always in agreement with the Commission of Attention to Diversity of the UdL.

ALTERNATIVE EVALUATION (FOR STUDENTS WITH ACCREDITED WORK)

(Condition: presentation of proof, acceptance by the professors of the subject and approval by the studies committee. See Student Evaluation Regulations).

The evaluation will consist of a research work and an exam of the whole 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 adolescencia (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: Exelisi Press.

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

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