Universitat de Lleida

DEGREE CURRICULUM
DEVELOPMENTAL PSYCHOLOGY

Coordination: DO PATROCINIO CAVALCANTE, SILVIA
LARISSE

Academic year 2023-24

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/CORE	Attendance-based
	Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training	1	COMMON/CORE	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	PSYCHOLOGY, SOCIOLOGY AND SOCIAL WORK
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)

DEVELOPMENTAL PSYCHOLOGY 2023-24

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
AMADO CODONY, ANNA	anna.amado@udl.cat	7,8	
DO PATROCINIO CAVALCANTE, SILVIA LARISSE	silvia.cavalcante@udl.cat	6	
DO PATROCINIO CAVALCANTE, SILVIA LARISSE	silvia.cavalcante@udl.cat	6	
GASA MIR, MONICA	monica.gasa@udl.cat	6	

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

Theme 1. Introduction to the study of human psychological development.

- Conceptualization of development.

- Main theoretical orientations on development.

- Main research methods in developmental psychology.

Theme 2. Physical and psychomotor development.

Theme 3. Cognitive development.

Theme 4. Communicative and linguistic development.

Theme 5. Emotional and affective development.

Theme 6. 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 (60%):

BLOCK 1.: Individual activity 1 on Themes 1,2 and 3 (test and/ or development questions; 30%)

BLOCK 2.: Individual activity 2 on Themes 4, 5 and 6 (test and/or development questions; 30%)

The grade for each Block of individual activities must be at least 5 points (out of 10) to average with the rest of the activities.

If the individual activity blocks are failed (with a grade lower than 5), each block can be recovered at the end of the course. The recovery of the failed individual activity will include the specific themes of the failed activity. For each recovery, the maximum possible grade will be a 5 (out of 10).

Group activity (40%):

BLOCK 3: Group activity 1 (research work; 30%)

BLOCK 4: Group activity 2 (leaflet and oral presentation of the research work;10%)

The grade of the Block 3 activity must be, at least, 5 points (out of 10) to average with the rest of the activities. If this block is failed, it can be recovered at the end of the course. The maximum possible grade will be a 5 (out of 10).

The final grade of the course will be calculated with the average between the grades of the individual activities blocks (60%) and the grades of the group activities blocks (40%). 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

(Condition: See Student Evaluation Regulations).

The alternative evaluation will consist of an exam of the whole subject (60%), a research work (30%) and a video with the oral presentation of the research work done (10%). It is essential to attend at least 3 (three) individual tutorials sessions with the lecturer of the course.

Bibliography

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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.

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