Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1161104 **Name:** Developmental Psychology

Credits: 6,00 **ECTS Year:** 1 **Semester:** 1

Module: Learning and development of the personality

Subject Matter: Psychology **Type:** Basic Formation

Field of knowledge: Social and Legal Science

Department: Inclusive Education and Socio-Community Development

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

1161A	Maria Angeles Blazquez Llamas **(Responsible Lecturer)**	angeles.blazquez@ucv.es
1161B	Ana Risco Lazaro **(Responsible Lecturer)**	ana.risco@ucv.es
1161G	Noemi Bresó Grancha **(Responsible Lecturer)**	noemi.breso@ucv.es
1161Z	Maria Paz Calatayud Arenes **(Responsible Lecturer)**	paz.calatayud@ucv.es
116OL1	Ana Risco Lazaro **(Responsible Lecturer)**	ana.risco@ucv.es

Module organization

Learning and development of the personality

Subject Matter	ECTS	Subject	ECTS	Year/semester
Psychology	24,00	Care of Students with Needs of Educational Suppport	6,00	2/2
		Developmental Psychology	6,00	1/1
		Psychology of Education	6,00	1/2
		Specific Needs of Educational Support	6,00	2/1

Recommended knowledge

No prior knowledge required

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

R1   The student knows and analyzes, from different theoretical perspectives, the areas and characteristics of development.

R2   The knows and identifies, through practical cases, the areas and characteristics of development.

R3   The student identifies, based on various reference materials, the evolutionary characteristics in children aged 6-12 years.

R4   The student acquires specific vocabulary of the subject.

Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
CG2	Design, plan, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the school.		x		
CG5	Promote a positive coexistence inside and outside of the classroom, resolve discipline issues, and contribute to peaceful resolution of conflicts. Encourage and value effort, perseverance, and personal discipline in students.			x	
CG6	Know the organization of primary education schools and the diversity of actions involved in their functioning. Perform tutoring and orientation with students and their families, addressing the singular educational needs of the students. Recognize that the exercise of the teaching function must go on improving and adapting to the scientific, pedagogical, and social changes throughout life.		x		
CG7	Know the organization of primary education schools and the diversity of actions involved in their functioning. Perform tutoring and orientation with students and their families, addressing the singular educational needs of the students. Recognize that the exercise of the teaching function must go on improving and adapting to the scientific, pedagogical, and social changes throughout life.			x	
CG8	Maintain a critical and autonomous relationship with knowledge, values, and public and private social institutions.			x	
CG12	Understand the function, possibilities, and the limits of education in today's society and the fundamental competencies that affect primary education schools and their professionals. Know the models of quality improvement applied to educational institutions.			x	

SPECIFIC		Weighting			
		1	2	3	4

CE1	Understand learning processes related to the 6-12 age group in the family, social, and school context.	x		
CE2	Know the characteristics of these students, as well as the features of their motivational and social contexts.			x
CE70	Master the necessary knowledge to understand the personality development of these students and identify dysfunctions.		x	
CE75	Understand the repercussions that cognitive exceptionalities have on development to design an effective educational response.		x	

Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	10,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
R1, R2, R3, R4	20,00%	Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works).
R1, R2, R3, R4	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2, R3, R4	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R2, R3, R4	40,00%	Written tests: Objective tests with short and extended responses.
R1, R2, R3, R4	10,00%	Projects. Development and/or design works.

Observations

In order to pass the course, it will be essential to obtain a grade equal to or higher than 5 out of 10 in the written test. Once this requirement has been met, the marks in the rest of the assessment instruments will be taken into account.

On the other hand, it will also be necessary to demonstrate in all oral and written productions an advanced level of linguistic proficiency, equivalent to C1, as required in the Official Degree Report. Each spelling mistake will be penalised with 0.50 points in assignments and exams. Three missing accents will be equivalent to one spelling mistake.

All the evidences of the different works carried out by the students will be delivered through the Virtual Platform in the time and form established by the teacher of the subject.

Criteria for the awarding of Honours Grades: The Honours Grade, as a sign of academic exceptionality, will be awarded to the student who, in addition to obtaining a maximum grade in the above criteria, is considered by the teacher to be worthy of such a distinction.

Single assessment: Exceptionally, students who cannot be subject to the continuous assessment

system because they do not attend at least 60% of the classes may opt for this assessment system. In this case, they will be assessed in the following way:
- Written test (multiple-choice exam, with a final development question) which will account for 80% of the final mark for the course. Learning Outcomes assessed: R1, R2, R3 and R4.
- Individual practical work: preparation of a portfolio (with a percentage of 10% in the final grade of the subject). Assessed learning outcomes: R1, R2, R3 and R4.
- Individual oral presentation on a topic agreed with the teacher, which will account for 10% of the final grade. Learning Outcomes assessed: R1, R2, R3 and R4.

Use of Artificial Intelligence:

The use of AI is allowed for:
- Study support (generating alternative explanations, concept maps or self-assessment exercises).
- Receiving feedback on the clarity or coherence of one's own text.

The use of AI is not permitted for:
- The completion of assessable tasks, unless required in a specific activity and the teacher so indicates.

If AI is used in any of the activities under the permitted conditions, the part of the activity in which it was used, the AI tool used and the purpose for which it was used must be stated.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	40,00%	Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development
R1, R2, R3, R4	10,00%	Solution of practical cases: Performance tests of real and/or simulated tasks.
R1, R2, R3, R4	10,00%	Exposición oral de trabajos grupales e individuales: sistemas de autoevaluación (oral, escrita, individual, en grupo). Pruebas orales (individual, en grupo, presentación de temas-trabajos)
R1, R2, R3, R4	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2, R3, R4	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R2, R3, R4	20,00%	Projects. Development and/or design works.

Observations

In order to pass the course, it will be essential to obtain a grade equal to or higher than 5 out of 10 in the written test. Once this requirement has been met, the marks in the rest of the assessment instruments will be taken into account.

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Single assessment: Exceptionally, students who cannot be subject to the continuous assessment system because they do not attend at least 60% of the classes may opt for this assessment system. In this case, they will be assessed in the following way:

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If AI is used in any of the activities under the permitted conditions, the part of the activity in which it was used, the AI tool used and the purpose for which it was used must be stated.

CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1	Participatory Master Class
M2	Case Study
M4	Learning Contracts
M5	Seminar Work
M7	Cooperative/Collaborative Work
M9	Group and Individual Tutoring
M10	Individual Tutoring
M11	Participatory Master Class
M12	Case Study
M13	Seminar Work

M16   Learning Contracts

M18   Cooperative/Collaborative Work

M19   Individual Tutoring

M20   Group and Individual Tutoring

IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Group Work Presentation M2, M4, M5, M7, M9, M10	R2, R4	3,75	0,15
Theoretical Class M1, M2	R1, R2, R3, R4	31,25	1,25
Practical Class M2, M5, M7, M9	R2, R4	12,50	0,50
Seminar M2, M5, M7, M9	R2, R4	6,25	0,25
Tutoring M4, M9, M10	R1, R2, R3, R4	3,75	0,15
Evaluation M10	R1, R2, R3, R4	2,50	0,10
TOTAL		**60,00**	**2,40**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M2, M4, M7, M9	R1, R2, R3, R4	30,00	1,20
Individual work M2, M10	R1, R2, R3, R4	60,00	2,40
TOTAL		**90,00**	**3,60**

ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11, M12, M19, M20	R1, R2, R3, R4	31,25	1,25
Practical class (e-learning mode) M12, M13, M16, M18, M20	R2, R3, R4	3,75	0,15
Seminar (e-learning mode) M12, M13, M16, M18, M19, M20	R2, R3, R4	6,25	0,25
Individual tutoring (e-learning mode) M12, M16, M19	R2, R3, R4	16,25	0,65
Evaluation (e-learning mode) M19	R1, R2, R3, R4	2,50	0,10
TOTAL		**60,00**	**2,40**

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M12, M16, M19	R2, R3, R4	60,00	2,40
Group Work (e-learning mode) M12, M16, M18, M20	R2, R3, R4	3,75	0,15
Discussion Forums (e-learning mode) M12, M16, M19	R2, R3, R4	3,75	0,15
Asynchronous Tutoring (e-learning mode) M12, M16, M19	R2, R3, R4	22,50	0,90
TOTAL		**90,00**	**3,60**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
GUIDE I. Psychology and Developmental Psychology. Aspects conceptual, theoretical and methodological aspects.	Content 1. Psychology and Developmental Psychology: definition, object and method of study.Content 2. Conceptual controversies and theoretical contributions to Developmental Psychology.
GUIDE II. Physical-psychomotor, sensory-perceptual and attentional development.	Content 3. Characteristics of human development and psychobiological psychobiological aspects. Prenatal development, birth and newborn.Content 4. Physical-psychomotor development.Content 5. Sensory-perceptual development.
GUIDE III. Cognitive, communicative and linguistic development.	Content 6. J. Piaget's theory of cognitive development.Content 7. Current theories in cognitive development.Content 8. Communicative-linguistic development.
GUIDE IV. Affective-emotional, social and moral development.	Content 9. Personal, affective-emotional development.Content 10. Social development.Content 11. Moral development.

Temporary organization of learning:

Block of content	Number of sessions	Hours
GUIDE I. Psychology and Developmental Psychology. Aspects conceptual, theoretical and methodological aspects.	7,50	15,00
GUIDE II. Physical-psychomotor, sensory-perceptual and attentional development.	6,50	13,00
GUIDE III. Cognitive, communicative and linguistic development.	8,00	16,00
GUIDE IV. Affective-emotional, social and moral development.	8,00	16,00

References

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