



DETAILS OF THE SUBJECT

Title (of the subject): PSICOLOGIA DEL DESARROLLO

Code: 100743

Degree/Master: GRADO DE EDUCACIÓN INFANTIL

Year: 1

Name of the module to which it belongs:

Field: PSICOLOGÍA

Character: BASICA

Duration: FIRST TERM

ECTS Credits: 6

Classroom hours: 60

Face-to-face classroom percentage: 40%

Non-contact hours: 90

Online platform:

TEACHER INFORMATION

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Specifics of the subject

Prerequisites established in the study plan

None.

Recommendations

None specified.

SKILLS

CE2	Develop and facilitate early learning from a global perspective, inclusive of the different cognitive, emotional, psychomotor and volitional dimensions
CE3	Design and standardise learning spaces in areas cater for the individual learning requirements of students, gender equality, fairness, and the respect of their human rights
CE8	To understand the basics of childrens dietary and hygiene needs. To know the fundamentals of early care, and the foundations and developments which allow us to understand the psychological processes for learning and personality development in early childhood.
CE11	Reflect on classroom sessions to innovate and improve classwork. Develop positive habits and strategies for independent and group based learning and encourage students to adapt them.
CM1.1	To understand the educating and learning processes from ages 0-6, in family, social and school environments.
CM1.2	Know the progressions in developmental psychology in regards to children aged 0-3 and 3-6 and recognise childrens personlity traits and how they are influenced by school and familial actions
CM1.3	To know the basics of early care
CM1.4	Recognition of the phase and its cognitive, psychomotor, commicative, social and emotional characteristics
CM1.5	To know to promote the acquisition of habits in relation to independence, freedom, curiosity, observation, experimentation, imitation, acceptance of rules and boundaries, as well as symbolic and heuristic play.

OBJECTIVES

1. To acquire an overview of developmental psychology, of its subject, content and its own topics.
2. To know, understand and respect the plurality of theories about human development and developmental processes and periods.
3. To know and understand the main processes and periods of psychological development at school age.
4. To analyze the relationship between psychological development and education , valuing the role of educational practices as an engine of personal development.
5. To identify individual differences between boys' and girls' development.
6. To have a theoretical framework for the analysis of everyday reality.
7. To develop skills and resources to deepen knowledge and understanding of these areas through material specialized : literature , magazines , videos and others.

CONTENT

1. Theory contents

Developmental psychology as a science.

Biological early human development.

Physical, sensory- motor and perceptual development.

Socio-affective and emotional development.

Cognitive development and language acquisition.

2. Practical contents

Developmental psychology. Optimization of development processes.

Human development and its areas.

METHODOLOGY

Methodological adaptations for part-time students and students with disabilities and special educational needs

Adaptations will be discussed and agreed with each teacher.

Face-to-face activities

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	4	-	4
<i>Conference</i>	5	-	5
<i>Debates</i>	8	6	14
<i>Group presentation</i>	2	6	8
<i>Group work (cooperative)</i>	6	3	9
<i>Lectures</i>	20	-	20
Total hours:	45	15	60

Not on-site activities

Actividad	Total
<i>Bibliographic consultations</i>	15
<i>Finding information</i>	10
<i>Group work</i>	15
<i>Self-study</i>	50
Total hours:	90

WORK MATERIALS FOR STUDENTS

Practical cases and examples
Dossier

EVALUATION

Skills	Tools			
	Group work	Objective tests	Oral presentations	Practical cases and examples
CE11	x		x	x
CE2		x		x
CE3	x	x		
CE8		x		
CM1.1		x		
CM1.2		x		x
CM1.3	x		x	
CM1.4		x		x
CM1.5	x		x	
Total (100%)	10%	70%	10%	10%
Minimum grade.(*)	5	5	5	5

(*) Minimum grade necessary to pass the subject

¿Valora la asistencia?: No

General clarifications on instruments for evaluation:

It is necessary to pass all the parts of the evaluation to pass the course.

Minimum mark required in each part is 5.

Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

Given that the subject is divided into 70 % theory and 30 % practice , students of this modality will have to compensate for the 30% referred to the practice in the manner agreed with the professor .

Qualifying criteria for obtaining honors: *Obtener la máxima calificación y ser propuesto por el profesor al haber demostrado unos resultados excelentes*

¿Hay exámenes/pruebas parciales?: No

BIBLIOGRAPHY

1. Basic Bibliography:

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psicología del desarrollo en la edad escolar. Granada: Grupo Editorial Universitario.
Martín Bravo, C. y Navarro, J.I. (2011). Psicología del desarrollo para docentes. Madrid: Pirámide
Muñoz-Tinoco, V. (2011). Manual de psicología del desarrollo aplicada a la educación. Madrid: Pirámide
Muñoz García, A. (2010). Psicología del desarrollo en la etapa de educación infantil. Madrid: Pirámide
Navarro, J.I. y Martín Bravo, C. (2010). Psicología de la educación para docentes. Madrid: Pirámide
Papalia, Diane, Wendkos, Sally y Duskin, Dulcey (2001). Desarrollo Humano. Bogotá: McGraw Hill.
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Rodrigo, M^a José y Palacios, Jesús (1998). Familia y desarrollo humano. Madrid: Alianza Editorial.
Shaffer D. R. (2007). Psicología del desarrollo. Infancia y adolescencia (6^a ed). México: Thomson
Trianes. M^a Victoria y Gallardo, José Antonio (2006). Psicología de la Educación y del Desarrollo en Edad Escolar.
Madrid: Pirámide

2. Further reading:

Aguado, Luís (2005). Emoción, afecto y motivación. Madrid: Alianza
Cantón, José Antonio y Cortés, M^a Rosario (2000). El apego del niño a sus cuidadores. Madrid: Alianza.
Cantón, José Antonio, Cortés, M^a Rosario y Justicia, M^a Dolores (2007). Conflictos entre los padres, divorcio y desarrollo de los hijos. Madrid: Pirámide
Delval, Juan (1983). Crecer y pensar. Barcelona: Laia.
Enesco, Ileana. (coord.). El desarrollo del bebé. Cognición, emoción y afectividad. Madrid: Alianza
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Menéndez, Susana y Granado, M^a Carmen (2002): Desarrollo psicológico y procesos educativos: actividades
Papalia, D.E. (2000). Desarrollo humano. Madrid: McGraw Hill
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COORDINATION CRITERIA

- Joint activities: lectures, seminars, visits ...
- Selection of common competencies