

## COURSE DESCRIPTION

### COURSE DETAILS

Title (of the course): **PSICOLOGÍA DEL DESARROLLO**

Code: 100743

Degree/Master: **GRADO DE EDUCACIÓN INFANTIL**

Year: 1

Field: PSICOLOGÍA

Character: BASICA

Duration: FIRST TERM

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform:

### LECTURER INFORMATION

Name: DIOS SÁNCHEZ, IRENE MARÍA (Coordinator)

Department: EDUCACIÓN

Area: DIDÁCTICA Y ORGANIZACIÓN ESCOLAR

Office location: Planta Baja / Módulo D

E-Mail: irene.dios@uco.es

Phone: 957212077

Name: VACAS RUIZ, JULIA

Department: PSICOLOGÍA

Area: PSICOLOGÍA EVOLUTIVA Y DE LA EDUCACIÓN

Office location: Planta Baja / Módulo E

E-Mail: l72varuj@uco.es

Phone: 957212604

### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

None.

#### Recommendations

It is strongly recommended to attend classes and actively participate in.

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### INTENDED LEARNING OUTCOMES

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, its subject, content, and its own topics.
2. To know, understand, and respect the diversity of theoretical approaches to human development and its processes.
3. To know and understand the main processes and stages of psychological development at school age.
4. To analyze the relationship between psychological development and education, considering the role of educational practices as a motor for personal development.
5. To identify individual differences in the development of boys and girls.
6. To provide a theoretical framework for the analysis of daily reality.
7. To develop skills and resources to deepen the knowledge and understanding of these areas through specialized material: literature, magazines, videos, and others.

### CONTENT

#### 1. Theory contents

**Module 1.** Developmental psychology as a science: Definition, main areas, historical background; research methods and designs; mainstream theoretical approaches.

**Module 2.** Human development: Factors and determinants of development; biological early human development; physical, sensory-motor, and perceptual development; cognitive development and language acquisition; socio-affective and emotional development; individual differences in development; psychoeducational interventions on development: early childhood intervention.

#### 2. Practical contents

Practical contents are aimed at complementing the theoretical modules: Developmental psychology as a science, optimization of developmental processes, and human development and its areas.

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### SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Good health and well-being  
Quality education  
Gender equality  
Reduced inequalities

### METHODOLOGY

#### General clarifications on the methodology (optional)

This course involves face-to-face instruction. Students who cannot fulfill this requirement for duly justified reasons must contact the teaching staff at the beginning of the semester.

In agreement with the commitment of the University to the early and permanent education in the field of equality (Artículo 7 de la Ley Orgánica 1/2004 de 28 de diciembre, de Medidas de Protección Integral contra la Violencia de Género; Artículos 24 y 25 de la Ley Orgánica 3/2007 de 22 de marzo, para la igualdad efectiva de mujeres y hombres; II Plan de Igualdad entre hombres y mujeres de la Universidad de Córdoba, aprobado en Consejo de Gobierno en Sesión Ordinaria de 03/12/2018), training in equality matters is a critical issue for a prospective teacher. Therefore, an attitude of respect between men and women will be seriously considered in this course, (both in the written and oral texts) and in the behavior with the university community.

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

Students enrolled part-time must notify the teacher responsible for the subject at the beginning of the course, so that the appropriate monitoring mechanisms can be established. It will be compulsory to provide formal justification for such condition.

The methodological strategies and assessment system set out in this teaching guide will be adapted according to the specific characteristics of students with disabilities and special educational needs in those cases that are required, in accordance with the Regulations to facilitate the incorporation and integration of personnel with disabilities at the University of Córdoba (Acuerdo de Consejo de Gobierno, en sesión ordinaria de 28 de abril de 2017, UCO BOUCO- Enlace: <https://sede.uco.es/bouco/bandejaAnuncios/BOUCO/2017/00290>).

#### 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
<b>Total hours:</b>	<b>45</b>	<b>15</b>	<b>60</b>

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### Off-site activities

Activity	Total
Group work	15
Information search	10
Reference search	15
Self-study	50
<b>Total hours</b>	<b>90</b>

## WORK MATERIALS FOR STUDENTS

Case studies  
Exercises and activities  
Oral presentations  
Placement booklet  
References

## EVALUATION

Intended learning	Debate	Exams	Project
CE11	X		X
CE2	X	X	X
CE3	X	X	X
CE8		X	
CM1.1		X	
CM1.2	X	X	
CM1.3			X
CM1.4	X	X	X
CM1.5	X		X
<b>Total (100%)</b>	<b>20%</b>	<b>50%</b>	<b>30%</b>
<b>Minimum grade</b>	<b>5</b>	<b>5</b>	<b>5</b>

(\*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

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### Method of assessment of attendance:

Attendance with active participation and involvement in classes will be evaluated as part of the Debate assessment activity (20%). Likewise, attendance will also be considered to obtain honors.

### General clarifications on instruments for evaluation:

It is necessary to pass all the assessment activities (the minimum mark required in each part is 5) to pass the course.

In order to pass the course, a good level of linguistic and communicative competence (in Spanish) will be essential. The lack of correction in the preparation of oral or written texts (in Spanish) may negatively impact the final grade and/or even imply the subject fail. Nevertheless, English will be encouraged and use through the course and as a vehicle of communication. English errors (grammar, punctuation, spelling) could be pointed out but, in no way, they will decrease the final grade. Mistakes in Spanish will decrease the final grade as stated above.

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

Non-face to face teaching is not an available option at the University of Cordoba. The evaluation of this course will be in agreement with the fulfilment of the Intended Learning Outcomes for all students according to the set methodology and potential adaptations will be agreed upon by the teaching staff. In any case, students under these circumstances must contact and inform the teaching staff at the beginning of the course.

### Clarifications on the evaluation of the extraordinary call and extra-ordinary call for completion studies:

For extraordinary calls, all those passing grades obtained by the student in the different assessment activities will be kept during the whole academic year.

### Qualifying criteria for obtaining honors:

*Requirements set in the UCO Regulation will be followed in this matter.*

## BIBLIOGRAPHY

### 1. Basic Bibliography

Feldman, R.S. (2016). Child Development (7th edition). Pearson.

López, F., Etxebarria, I., Fuentes, M. J. y Ortiz, M. J. (2005). Desarrollo afectivo y social. Pirámide.

Mariscal, S., Giménez-Dasi, M., Carriedo, N., y Corral, A. (2010). El desarrollo psicológico a lo largo de la vida. McGraw-Hill.

Mitchell, P., & Ziegler, F. (2013). Fundamentals of developmental psychology. (2nd ed.). Psychology Press. <https://doi.org/10.4324/9780203736357>

Muñoz García, A. (2010). Psicología del desarrollo en la etapa de educación infantil. Pirámide.

Muñoz-Tinoco, V. (2011). Manual de psicología del desarrollo aplicada a la educación. Pirámide.

Navarro, J. I. y Martín Bravo, C. (2010). Psicología de la educación para docentes. Pirámide.

Shaffer D. R. (2007). Psicología del desarrollo. Infancia y adolescencia (6a ed). Thomson.

Trianes, M. V. y Gallardo, J. A. (2006). Psicología de la Educación y del Desarrollo en Edad Escolar. Pirámide

Votruba-Drzal, E., & Dearing, E. (Eds.). (2017). The Wiley handbook of early childhood development programs, practices, and policies. Wiley Blackwell.

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### 2. Further reading

- Aguado, L. (2005). Emoción, afecto y motivación. Alianza.
- Berger-Stassen, K. (2007). Psicología del desarrollo: infancia y adolescencia (7a ed.). Médica panamericana.
- Cantón, J. A. y Cortés, M. R. (2000). El apego del niño a sus cuidadores. Alianza.
- Coll, C., Marchesi, A. y Palacios, J. (Eds) (2000). Desarrollo Psicológico y Educación. Vol. 1, 2 y 3. Alianza Editorial.
- Craig, G. (2001). Desarrollo psicológico. Prentice-Hall.
- Delval, Juan (1996/2002). El desarrollo humano. Siglo XXI de España.
- Delval, J. (1983). Crecer y pensar. Laia.
- Enesco, I. (coord.). El desarrollo del bebé. Cognición, emoción y afectividad. Alianza.
- Galeote, M. (2007). Adquisición del lenguaje. Pirámide.
- González, A. M. (Coord.) (1995). Psicología del desarrollo: Teoría y Prácticas. Ediciones Aljibe.
- González, E. y Bueno, J. A. (2006). Psicología de la Educación y del Desarrollo en la Edad Escolar. CCS.
- Hoffman, L., Paris, S., y Hall, E. (1995). Psicología del Desarrollo hoy. Volumen I y II. McGraw-Hill.
- Menéndez, S. y Granado, M. C. (2001). Familia y desarrollo psicológico. Actividades prácticas. Hergue.
- Menéndez, S. y Granado, M. C. (2002). Desarrollo psicológico y procesos educativos: actividades. Universidad de Huelva
- Miras F., Salvador, M., y Álvarez, J. (2005). Psicología de la educación y el desarrollo en la psicología del desarrollo en la edad escolar. Grupo Editorial Universitario.
- Martín Bravo, C. y Navarro, J. I. (2011). Psicología del desarrollo para docentes. Pirámide.
- Papalia, D. E. (2000). Desarrollo humano. McGraw Hill.
- Papalia, D., Wendkos, S. y Duskin, D. (2001). Desarrollo Humano. McGraw Hill.
- Perinat, A. (2007). Psicología del desarrollo. Un enfoque sistémico. UOC.
- Rodrigo, M. J. y Palacios, J. (1998). Familia y desarrollo humano. Alianza Editorial.
- Schaffer, H. R. (1994). Decisiones sobre la infancia. Preguntas y respuestas que ofrece la investigación psicológica. Visor.
- Shaffer, D. R. y Kipp, K. (2013). Developmental psychology: Childhood and adolescence. Cengage Learning.
- Silvestre, N. y Solé, M. R. (1993). Psicología Evolutiva. Infancia, preadolescencia. CEAC.
- Zelazo, P. D. (Ed.). (2013). The Oxford Handbook of Developmental Psychology, Vol. 1: Body and Mind. Oxford University Press.
- Zelazo, P. D. (Ed.). (2013). The Oxford Handbook of Developmental Psychology, Vol. 2: Self and Other. Oxford University Press.
- Revistas/Journals:
- Revista de Educación; Estudios de Psicología; Infancia y Aprendizaje; Investigación Educativa; Revista de Psicología General y Aplicada; Kikiriki, cooperación educativa; Anuario de Psicología; Servicio de Publicaciones de la U.A.M; Cuadernos de Pedagogía; Human Development; Investigación en la escuela; Cultura y Educación.

## COORDINATION CRITERIA

Common evaluation criteria

Common learning outcomes

Joint activities: lectures, seminars, visits ...

The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.



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