![Universidad Zaragoza logo]

Year : 2018/19

25900 - Psychology of Development I

Syllabus Information

Academic Year:	2018/19
Subject:	25900 - Psychology of Development I
Faculty / School:	301 -
Degree:	270 - Degree in Psychology
ECTS:	6.0
Year:	1
Semester:	First Four-month period
Subject Type:	Basic Education
Module:	

General information

Aims of the course
After completing the course the students should:

1. Be familiar with the main theoretical schools that explain human development.

2. Be able to link biological changes that occur from birth to childhood to cognitive, emotional and behavioral changes.

3. Identify and comprehend the main social and emotional changes from birth to adolescence.

4. Familiarize themselves with language acquisition and cognitive development.

5. Be aware of the imprint that parents, family and culture exert on children development.

6. Be able to establish the sequence of developmental at different Ser capaz de establecer una secuencia de desarrollo físico, cognitivo, lingüístico y afectivo-social.

Context and importance of this course in the degree

Developmental Psychology I introduces students to different theories and schools of thought that currently dominate Psychology. Classical works by authors like Piaget or Vygotsky, as well as modern theories on human development are thoroughly discussed. Developmental Psychology II, Methodology I, Personality, Biological Processes, Personality, to name but a few subjects in the Psychology Degree importantly rely on the theoretical knowledge acquired in this course.

Recommendations to take this course

It is convenient that the student keeps pace with the other subjects of the Psychology Degree, as the knowledge acquired in them will foster student progress. It is mandatory to access the Moodle platform on a regular basis to check for documents or notices that the teacher uploads. This platform constitutes the main way of communication between teacher and students outside the classroom. Having a good command of English also is useful to search for specific information on the topic discussed at class.

Learning goals

Competences

When passing the course, the student will be more competent to ... (specify the competences of the degree most involved with the subject):

(1) To know the different theoretical models of Psychology and be able to critically assess their contributions and limitations.

(2) To know the main processes and stages of psychological development throughout the life cycle in relation to both normality and abnormality.

(4) Acquire the necessary skills to analyze situations, define problems, design basic investigations, execute them, statistically analyze the data obtained and write a report correctly.

Learning goals

The student, to pass this subject, must demonstrate the following competences ...

To know the different theoretical models of Evolutionary Psychology and critically assess their contributions and limitations.

Knowing and understanding the main processes and stages of psychological development in the first part of the person's life cycle, from pregnancy to adolescence.

Work as a team and collaborate effectively with other class mates.

To be able to use scientific databases and acquire reliable information.

Understand and prepare written reports and audiovisual presentations.

Importance of learning goals

As previously indicated, the subject Psychology of Development I establishes the fundamental bases for understanding the development of the person throughout the first years of his life. It is essential to borrow from other subjects information on human psychological functioning to build a more comprehensive view of human development.

Beyond the formative coherence within the curriculum of the Degree, the competences acquired in this subject are basic to work in the professional world. In the social, educational and clinical fields being familiar with human typical development in the perinatal and infant stages can help to understand the current needs of the person.

Assessment (1st and 2nd call)

Assessment tasks (description of tasks, marking system and assessment criteria)

3.1. Type of tests and evaluation criteria for each test.

The student must demonstrate that she has achieved the expected learning results through the following assessment activities

The evaluation will be based on the score obtained in several aspects that will be subject to evaluation (evaluation instruments and criteria):

1. The theoretical part (60%): it will be based on the degree of acquisition of the different competences, especially those of cognitive type (1 and 2). Likewise, the active participation in the theoretical lessons and the timely delivery of the individual activities. The theoretical part will be evaluated (in both face-to-face and non-face-to-face students) through the following evaluation activities:

1.1. Participation (up to 10%) in the theoretical sessions and delivery of requested activities. Exceptionally, participation in investigations on topics related to developmental psychology can also contribute to the 10%.

1.2. Objective exam (50%): examination of multiple-choice questions (3 or 2 answer options). For correction, the formula of chance correction will be applied (that is, errors will be accounted for: Successes-Errors / 2).

2. Practical part (40%): in this case, the mastery of the instrumental skills (competences 3 to 5) expected for a student who has taken the course will also be evaluated. The qualification will include active participation in practical activities and the delivery, formal adaptation and quality of activities. The practical part can be evaluated in two ways depending on the degree of student's presence:

2.1. Face-to-face modality. Attendance and participation in the practical sessions - activities carried out in groups in each session.

To consider that a student is in face-to-face mode, he / she must attend at least 80% of the sessions, participate and deliver the corresponding activities. In the exceptional situation that the absence is justified with a valid document/official form (consult standardized evaluation rules) can the activities carried out in the session be delivered.

2.2. Modality "not in person". Students who cannot participate in at least 80% of the practical sessions should inform the teacher at the beginning of the course. An additional practical final exam referred to the contents of the practical sessions of the will serve to evaluate students.

Evaluation criteria and qualification

Referred to the competences trained during the course

The evaluation criteria are specified in the previous point.

Level of requirement: it is necessary to pass both parts (theory and practice), being an essential requirement to pass the theoretical exam to add the other qualifications.

Recommendations to pass the subject: that the student does not neglect any aspect of the evaluation. All the elements to be evaluated are summative, so it is always advisable to carry out all the activities.

Recommendations to pass the subject in second call: in the event that the exam is suspended, the scores obtained in group work and individual participation will be saved for the next call within the same course

Methodology, learning tasks, syllabus and resources

Methodological overview

The sequence of activities designed include the following modalities:

The knowledge acquired in class lectures and guided discussions of a participative nature will be complemented by audiovisual resources and practical activities, where the student will have to observe the child's development using the appropriate methods, and integrate the knowledge acquired through this observation. In addition, special emphasis will be placed on the oral presentation of the requested activity reports.

For a better follow-up of the learning process, students will be encouraged to use tutoring hours through various systems and modalities: conventional tutoring, more specific tutoring related to practical work or telematics tutoring.

Additional complementary information will be regularly posted in moodle to help students understand how to prepare activities and hand work properly.

Learning tasks

The program offered to the student to help her achieve the expected results includes the following activities ...

Academic sessions that shall be directed by the teacher or the students (assisted by the teacher).

Field work and laboratory practices: observational practices of human development will be carried out both with audiovisual material or children in the laboratory and with actual children outside then classroom.

Autonomous work: each week individual theoretical and practical group activities will be carried out that will be guided by the teacher but which will also involve autonomous work outside the classroom by the students.

Exhibition and debate: the different results obtained from the periods of autonomous work will be exposed to classmates and discussed in class.

Syllabus

PART I: Introduction to the study of human development: history, concepts, and methods

1. The study of human development

2. Theories and research methods

PART II: The beginnings: from conception to three years

3. The prenatal and newborn development

Course planning and calendar

Bibliography and recommended resources