

Academic Year/course: 2022/23

31201 - Developmental Psychology I

Syllabus Information

Academic Year: 2022/23

Subject: 31201 - Developmental Psychology I

Faculty / School: 301 - Facultad de Ciencias Sociales y Humanas

Degree: 613 - Degree in Psychology

ECTS: 6.0

Year: 1

Semester: First semester

Subject Type: Basic Education

Module:

1. General information

1.1. 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 physical, cognitive, linguistic and socio-emotional development.

These approaches and objectives are aligned with the following Sustainable Development Goals (SDG) of the 2030 Agenda of Nations United (<https://www.un.org/sustainabledevelopment/es/>), in such a way that the acquisition of the learning outcomes of the subject provides training and competence to contribute to some extent to its achievement: (3) Good Health and Well-being, (4) Quality Education, (5) Gender Equality, (10) Reducing Inequality, (16) Peace, Justice, and Strong Institutions.

1.2. 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. In this sense Developmental Psychology I is a basic subject whose acquisitions will constitute a fundamental pillar for the understanding of other subsequent basic materials of the degree like Developmental Psychology I, Educational Psychology, Social Psychology or Personality Psychology, and other more specialized as a Family development and intervention, Psychomotricity or Programs and techniques of early intervention.

1.3. 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.

2. Learning goals

2.1. 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.

(3) To analyze the needs and demands of the recipients of a particular feature according to the context.

(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.

2.2. 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.

2.3. 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.

3. Assessment (1st and 2nd call)

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

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

CONTINUOUS ASSESSMENT:

1. **Theoretical part (40%):** it will be based on the degree of acquisition of the cognitive competences (1 and 2). The theoretical part will be evaluated through the following assessment activities: open questions to be developed or multiple choice exam (3 answer options). In the latter case, the random correction formula will be applied for its correction. In case of taking partial exams, the average obtained in all the partial exams will be taken into account.

2. **Practical part (60%):** in this case, the mastery of instrumental skills (competences 3 to 5) will be taken into special consideration. The qualification will consider the active participation in the practical activities and the delivery, formal adaptation and quality of the proposed activities. The practical part will be evaluated through the following evaluation activities:

2.1. **Classroom and field group practices (40%).** Assistance and participation in the activities carried out in group in each practical session. To consider that a student is in continuous assessment mode, he/she must attend at least 80% of the sessions, participate and deliver the corresponding activities. Only in the event that the absence is documented (see unizar evaluation standards) may the activities carried out in said session be retrieved and delivered. In order for a proof of absence to be accepted, the student must notify the teacher in advance and then deliver the supporting document. If for an unexpected reason the student could not foresee his absence, he/she must inform the teacher of the reason for it on the day it occurs, or the following day, so that the teacher can assign the task accordingly and obtain the corresponding note.

2.2. **Personal work (20%):** It will be proposed to carry out a personal work that may consist of the realization of a personal photobiography of the evolutionary period of childhood and/or participation in the complementary activities that the teacher proposes. This part of the assessment involves being proactive and getting involved in the learning process itself.

FINAL ASSESSMENT:

The students who, due to different circumstances, do not follow the continuous assessment modality will be evaluated through a theoretical-practical exam of between 5 and 10 open questions on the total content of the subject (100%). The reference materials to prepare for this exam will be those indicated in the methodology section, both in the theoretical part (materials available in reprographics) and in the practical part (materials available in Moodle). This exam will be held on the date and in the classroom indicated in the official exam calendar for the current course.

Evaluation criteria and qualification

Referred to the competences trained during the course.

Level of requirement: in the continuous assessment modality 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 somme part is suspended, the scores obtained in the other aspects will be saved for the next call within the same course.

To know the success rate and performance of previous academics, you can consult the following link:

<http://titulaciones.unizar.es/psicologia/infores.html>

For more information consult the Regulation of Learning Assessment Standards of the University of Zaragoza:

http://www.unizar.es/sg/doc/6.1.Evaluaciondefinitivodia24_001.pdf.

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

The sequence of activities designed include the following modalities:

The knowledge acquired in **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.

The approach, methodology and evaluation of this guide are prepared to be the same in any teaching setting. They will conform

4.2. 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 the classroom.

Autonomous work: each week individual 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.

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

4.3. 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
4. Physical and cognitive development
5. Communication and language development
6. Socio-affective development

PART III: Early childhood: from three to six years

7. Physical, cognitive and language development

8. Psychosocial development

PART IV: Middle childhood: six to twelve years

9. Physical, cognitive and language development

10. Psychosocial development

4.4. Course planning and calendar

This course has a work charge of 6 ECTS credits: 6x25h=150 hours.

Key dates: The calendar will be presented at the beginning of the course and will be available in the moodle course.

Schedule: see web of the Facultad de Ciencias Sociales y Humanas (<http://fcsch.unizar.es/>).

4.5. Bibliography and recommended resources

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=31201>