

26501 - Psychology of Development I

Syllabus Information

Academic year: 2023/24

Subject: 26501 - Psychology of Development I

Faculty / School: 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

Degree: 301 - Degree in Nursery School Education

302 - Degree in Nursery School Education

303 - Degree in Nursery School Education

ECTS: 6.0

Year: 1

Semester: First semester

Subject type: Basic Education

Module:

1. General information

Developmental Psychology I aims that students know the physical, sensory, motor, cognitive and linguistic characteristics of the stage from 0 to 6 years in which they will teach, so they should know precisely the different areas in which the psychological development of this stage is described, the most relevant evolutionary milestones of the same, as well as the explanations that psychology has offered about these behavioral changes, in such a way that the role of the school, the family or peers in psychological development can be located in it.

These approaches and goals are aligned with the following Sustainable Development Goals (SDGs) of the United Nations Agenda 2030 (<https://www.un.org/sustainabledevelopment/es/>) in such a way that the acquisition of the learning results of the subject provides training and competence to contribute to some extent to their achievement: SDG 3: Health and Wellness.

SDG 4: Quality Education.

SDG 5: Gender Equality.

SDG 10: Reduction of Inequalities

SDG 16: Peace, Justice and Strong Institutions

2. Learning results

In order to pass this subject, the following results must be achieved:

1. Describes children's behavior from 0-6 years of age in the following areas: physical, sensory-motor, cognitive and linguistic.
2. It explains how psychological development occurs in these areas based on psychological theories of the evolutionary field, paying special attention to individual differences in how this can occur without implying a problematic deviation.
3. Identifies different rates of development in specific areas, sensory, motor, cognitive and linguistic.
4. It predicts how the psychological development will be for a specific case (with a conventional or unconventional rhythm) from general theories and from the information provided.
5. Relates the actions of different agents on child development (family, school, peers) to the process of optimization of development.

3. Syllabus

- Introduction to Psychology and Developmental Psychology and its methodology. Theories and Paradigms of development.
- Biological and environmental aspects that influence the development of the individual.
- Developmental psychology in childhood.
- Development of the human being in the context of the life cycle focused on the period from 0 to 6 years in its main areas: physical, sensory, motor, cognitive, and linguistic development, in relation to their periods of maturation, adaptation and learning

4. Academic activities

This subject is organized in such a way as to combine large group activities with small group activities more . In the first case, the general contents of the subject will be presented in a global way by the teacher and will be worked on in greater depth in the group and small group work sessions. The program offered to the student to help him/her achieve the expected results comprises the following activities:

- Large group expository sessions by the teacher that include both the key elements of the subject and illustrative videos of different aspects of development.
- Active learning methodologies based on developmental observation activities in natural contexts.
- Preparation of group work that may involve the analysis of cases, texts, videos and other elements that illustrate aspects of development. They will be organized with groups with similar availability. A variety of formats such as large group presentation, web resources, group discussions or peer review formats can be used for presentation.
- Oral presentation and discussion of the aforementioned papers.
- Tutorials to monitor students' work throughout the training process.

5. Assessment system

Students must demonstrate that they have achieved the intended learning outcomes through the assessment activities.

The evaluation of the student will be global, with continuous evaluable activities during the teaching period and a final test . Given the large group context in which the teaching will take place, this evaluation will take the format of individual and group grades. In detail, the evaluation tests to be performed by the students and their levels of demand are the following:

1. Evaluable practical activities carried out during the official teaching period

Group reports of evaluable practical activities: observation of development, resolution of cases, directed readings and monographic works, which offer samples of the development of 0-6 years. The completion of these tasks involves the public presentation and discussion with peers by a group spokesperson of the most relevant aspects of the cases, materials or observations made. Two to five presentations will be made during the course, corresponding to the group assignments, which means that each student may make one or two public interventions of this type.

If a student has not carried out any type of practical activity before the middle of the course period, it is understood that he/she should go directly to the final global evaluation.

2. Final test

Final written individual theoretical test based on development questions, test questions, cases or short texts. Included in the center's final test planning. The course faculty will explain the configuration of this test in the presentation class of the subject.

3. Assessment criteria

The criteria and levels of demand to be used in the grading of the evaluation activities are the following:

a) Group case resolution reports and other materials in different formats Adequate resolution of these tasks requires that the student:

- Has identified the subject matter of the case or material in question.
- Use the theoretical knowledge presented by the teacher or included in the basic readings to answer the specific questions posed to you.
- Has detected the need to expand information on the subject autonomously searching and selecting that which may be relevant.
- Show a functional level of understanding of the content covered.
- Prepare a written report meeting minimum quality criteria, establishing an adequate sequencing of ideas, presented in a clear and orderly manner, differentiating data, theoretical contributions and personal assessments, all in understandable language and complying with spelling rules. The teachers of the course will establish the valuation of spelling, accentuation, syntactic and/or lexical errors that may appear in these activities.

b) Exposure and discussion The performance of these tasks involves public exposure and discussion with peers, the proper resolution of which requires:

- Present to the large group and the teacher the most relevant ideas of a case, material or group discussion.
- Comment on the ideas presented by other students, expanding on their contributions, exemplifying or relativizing them.

c) Final test

Adequate resolution of the final individual written test requires that students:

- Use psychological terminology to describe the behavior.
- Know at least at a functional level the psychological theories of development and the most relevant evolutionary milestones of sensory, motor, cognitive and linguistic development.
- Be able to describe and make comparisons between different ages by identifying the defining behaviors of different areas of psychological development.
- Analyze specific situations by identifying the behaviors that appear, the age of those involved, the agents involved and the theories that explain their development.

- Present your learning in an organized and orderly manner, generating a clear and understandable text, complying with spelling rules. The teachers of the course will establish the valuation of spelling, accentuation, syntactic and/or lexical errors that may appear in this test.

4. Final global assessment

Students who have not completed the evaluable activities carried out throughout the course and that have an important weight in the grade, will be graded according to the evaluation regulations established by the University of Zaragoza, in a single evaluation test to be held on the official dates established by the center. This single, written test, will incorporate both theoretical and applied elements, so that, as a whole, it will allow to verify the achievement of competencies similar to those of students who have followed the previous format.

A proper resolution requires that students:

- Has identified the subject matter of the case or material in question.
- Use psychological terminology to describe the behavior.
- Use the theoretical knowledge exposed by the professor or included in the basic readings.
- Know, at least at a functional level, the psychological theories of development and the most relevant evolutionary milestones of sensory, motor, cognitive and linguistic development, as well as other content covered.
- Describe and make comparisons between different subjects and ages identifying the defining behaviors of different areas of psychological development.
- Analyze specific situations by identifying the specific behaviors that appear, the age of those involved, the agents involved and the theories that explain their development.
- Write your answers presenting an adequate sequencing of ideas, exposing them in a clear and orderly manner, differentiating data, theoretical contributions and personal assessments, all with an understandable language and that complies with spelling rules. The teachers of the course will establish the evaluation of spelling, accentuation, syntactic and/or lexical errors that may appear in this part of the test.
- Has elaborated a written report meeting minimum quality criteria, establishing an adequate sequencing of ideas, exposed in a clear and orderly manner, differentiating the data, the theoretical contributions and the personal assessments, all with a clear and understandable language and complying with the spelling rules. The teachers of the subject will establish the assessment of spelling, accentuation, syntactic and/or lexical errors that may appear in this part of the test.

5. Other calls

All the calls for this subject will be governed by the same criteria set forth in this section. Fifth and sixth call will be carried out in accordance with the provisions of the Evaluation Regulations of the University of Zaragoza.

6. Grading criteria and requirements to pass the subject As for the final grade, it will be based on the grades of the tests taken throughout the year. Each of the tests will be graded from 0-10 and weighted according to the following criteria:

- Practical activities that can be evaluated during the teaching period: 40% of the final grade.
- Final Test: 60% of the final grade.

TOTAL: 100%

In order for the evaluable activities during the year to be graded and computed in the final grade, they must be submitted on the dates established by the teachers. The grades in the evaluation activities may be modified downwards if spelling, accentuation, syntactic and/or lexical errors are registered in these activities, because the student has not acquired the general competence CG06.

In any case, to obtain a passing grade in the subject and be able to pass the course, it will be necessary to obtain a score of five or higher, both in the final exam and in the evaluable activities during the teaching period. That is, will not average the grade obtained in the practical part and the theoretical part unless both parts have been previously passed (5 or higher).

Finally, it must be taken into account that the Regulations of the Rules of Coexistence of the University of Zaragoza will be applicable to irregularities committed in the evaluation tests through academic fraud, as well as the application of article 30 of the Regulations of the Rules of Evaluation of Learning in relation to irregular practices other than academic fraud.