

## 26506 - Psychology of Development II

### Syllabus Information

**Academic year:** 2023/24

**Subject:** 26506 - Psychology of Development II

**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:** Second semester

**Subject type:** Basic Education

**Module:**

### 1. General information

The subject Developmental Psychology II aims to provide students with knowledge of the social, socio-cognitive, playful, moral, emotional and personal characteristics of the 0 to 6 year-old stage in which they are going to teach, so that they should know precisely the different areas in which the psychological development of this stage is described, the most relevant milestones and achievements of this stage as well as the explanations that psychology has offered about these changes in behaviour in such a way that the role of the school, the family or peers in psychological development can be located in this stage. Thus, it is recommended to have successfully completed and passed the course Psychology of Development I.

These approaches and goals are aligned with SDG 4 "Quality Education". The aim is to significantly increase the number of young people and adults who have the necessary skills, particularly technical and professional skills, to access employment, decent work and entrepreneurship. This will significantly increase the supply of qualified teachers. On the other hand, it would also seek to ensure that all students acquire the necessary theoretical and practical knowledge and skills to promote sustainable development, including knowledge of the implications of human rights for development, the importance of identity and gender equality in the integral development of people in a context, and appreciation of the contribution of cultural diversity..

### 2. Learning results

1. It describes children's behavior from 0-6 years of age in the following areas: social (family and peer), socio-cognitive, play, moral, emotional, and personal (including gender-related development).
2. It explains how psychological development occurs in these areas based on psychological theories of the evolutionary field, paying special attention to individual differences, and how it can occur without implying a problematic deviation.
3. Identifies different rates of development in specific areas: social, socio-cognitive, moral, emotional and personal.
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, family, school, peers, to the process of optimizing development.

### 3. Syllabus

- Introduction to socio-personal development: the optimizing perspective of developmental psychology.
- Social development: attachment development and relationships with caregivers during the early years; educational styles and personal development; peer relationships; development and functions of peer play.
- The social world in the infant mind: social cognition; moral development; perspective taking.
- Emotional development: recognition and expression of emotions; development of empathy; development of emotional self-control.
- Personal development: development of autonomy; development of self-concept; development of gender identity; other personal developments.

## 4. Academic activities

The following training activities are proposed for the development of the subject:

- Lectures: activities based on the teacher's exposition, with only occasional interventions by the students.
- Practical classes: activities based on which students, with permanent presence and supervision by professors, perform practical work without requiring specific equipment beyond that available in the classroom.
- Directed work: students, individually or in teams, have to apply the acquired competences and reflect it in a work. The teacher's work consists of monitoring, tutoring and correcting the work.
- Individual study: students, individually and autonomously, have to work on the contents of the subject in order to integrate and internalize the knowledge and skills related to it.
- Assessment tests: the activities to be evaluated will take into account the theoretical-practical activities carried out during the four-month period, and/or the presentation and/or oral exposition of work and/or the tests carried out in official calls.

## 5. Assessment system

### 1. Evaluable activities developed during formal teaching:

Reports and evaluable practical activities: observation of the development, resolution of cases, directed readings, monographic works, elaboration of audio-visual materials, etc., that offer samples of the development of 0-6 years old.

The performance of these tasks may involve public presentation and discussion with peers of the most relevant aspects of the cases, materials or observations made. Specifically, three to eight reports would be made throughout the course, which in turn may be complemented with parallel tasks of peer correction of other classmates' cases.

### 2. Final assessment activity:

Final individual written test, included in the center's final test schedule. It will be based on questions of development or multiple-choice objective questions to assess the specific acquisition of theoretical and practical knowledge.

It will include cases or short texts.

### 3. Global Test and Second Round

Students who have not completed or carried out 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. This evaluation is based on a single global final 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 will allow the achievement of competencies similar to those of students who have followed the previous format.

### 4. Fifth and sixth calls

The students of the 5th and 6th call will be evaluated with the same evaluation system as the rest of the students. In any case to develop the teaching of this subject and accredit the achievement of the competencies of the same the student may choose either of these two options:

To follow the teaching in the group-class in which he/she is enrolled, being the court in charge of following his/her evaluation process.

To specify with the court the type of evaluation to be carried out (global or evaluable activities throughout the course and final test) and the specific development of each condition.

### 5. Qualification criteria

The final grade of the subject will be given by the sum of the grades obtained in the final exam and the evaluable activities indicated, taking into account the following weighting:

- Assessable activities during formal teaching: 50 %, (5 points out of 10 of the final grade).

- Final test: 50 %, (5 points out of 10 of the final grade).

It is important to point out that, due to the formative implication, spelling, syntax or lexical mistakes will be taken into account in the evaluation of the different tests.

In order for the evaluable activities during the course to be graded and computed in the final grade, they must be submitted on the dates established by the teachers. They are designed to encourage continuous learning and not merely as a final grade. In order for a student to be counted in this section, they must have completed at least 80% of them.

In order to pass the subject it will be necessary to obtain a passing grade in the final exam and in the activities that can be evaluated during the teaching period.

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