

## 63143 - Optimization of skills in child and youth development

### Syllabus Information

**Academic year:** 2024/25

**Subject:** 63143 - Optimization of skills in child and youth development

**Faculty / School:** 107 - Facultad de Educación

**Degree:** 330 - Complementos de formación Máster/Doctorado  
573 - Master's in Lifelong Learning: Introduction to Research

**ECTS:** 3.0

**Year:** 573 - Master's in Lifelong Learning: Introduction to Research: 1  
330 - Complementos de formación Máster/Doctorado: XX

**Semester:** First semester

**Subject type:** 330 - ENG/Complementos de Formación

573 - Optional

**Module:**

### 1. General information

The objective of this subject is to provide students with the tools to analyse and plan research in the psycho-evolutionary and educational field of childhood, adolescence and youth in the different stages of development (typical and differential: risk factors and developmental disorders), with particular attention to their assessment and effective intervention in psycho-educational areas that arise in today's society.

This objective is aligned with the following Sustainable Development Goals (SDGs) of the United Nations Agenda 2030 (<https://www.un.org/sustainabledevelopment/en/>), so that the acquisition of the learning results of the subject provides training and competence to contribute to some extent to their achievement:

Goal 3.- Health and Wellbeing

Goal 4.- Quality Education

Goal 10.- Reducing Inequalities.

### 2. Learning results

1. To know how to assess the advantages and disadvantages of each of the methodologies for a specific project focused on the different developmental stages: typical and differential (risk factors and developmental disorders); selecting the most appropriate one for each case.
2. To know how to develop criteria for the definition of research objectives that are relevant to the different development courses.
3. To know and critically analyse prevention, diagnostic and evaluation techniques relevant to research at the different development courses.
4. To be able to plan a research project related to the optimization of competences of different nature (cognitive, psychomotor, linguistic competences,...), in different developmental stages and/or in different socio-educational contexts.

### 3. Syllabus

\* Current perspectives and new advances in the research of:

- Developmental optimization of cognitive, psychomotor, linguistic, etc. competencies in different developmental stages and/or in different socio-educational contexts.

- Typical development in childhood and youth.

- Developmental risk factors: biological and psychosocial.

- Developmental disorders: hearing impairment, intellectual disability, autism spectrum disorder (ASD), autistic spectrum disorder (ASD), developmental disorders

Specific Language Impairment (SLI), Attention Deficit Hyperactivity Disorder (ADHD)...

- Evaluation of psycho-pedagogical intervention programs in the various developmental stages: typical and differential (risk factors and developmental disorders).

## 4. Academic activities

The teaching-learning process is based on lectures by the teacher; review and analysis of research reports and materials; preparation of works and discussion groups.

The activities to be developed during the term are: lectures; problem solving and case studies; teaching assignments; explanation of contents by the students; as well as study and complementary readings.

Students will be provided with learning materials in the Moodle platform of the subject.

The calendar of face-to-face sessions and assessment dates is available on the Faculty of Education's website.

## 5. Assessment system

### a) Continuous Assessment

1. Individual written work. It will consist of 2 parts: a) essay or state of the art (critical review) based on readings of research articles; and b) outline/planning of a research (based on the previously written review) to solve a new research situation. The work will account for 80% of the final grade of the subject.

2. Active participation in classroom sessions and activities proposed by teachers. It will account for 20% of the final grade of the subject.

In order to pass the subject by the continuous assessment method, it is necessary to obtain a 5 out of 10 in the final grade of the subject.

### b) Overall Test according to the UZ assessment regulations (first and second call; fifth and sixth call).

Students who do not opt for continuous assessment, do not pass the subject by this method or who would like to improve their grade, as well as those in the fifth and sixth call, must take an individual final written test according to the assessment regulations of the UZ. This test will consist of: multiple-choice questions (grades will be deducted for incorrect answers: application of a correction formula for chance success) and/or exercises/cases to be solved. It will account for 100% of the final grade.

In order to pass the subject through the overall test it is necessary to obtain a grade of 5 out of 10.

### Notice

It should be noted that the University of Zaragoza's Rules of Coexistence will apply to irregularities in the assessment tests through academic fraud, and article 30 of the Rules of Learning Assessment will also apply to irregular practices other than academic fraud.

## 6. Sustainable Development Goals

3 - Good Health & Well-Being

4 - Quality Education

10 - Reduction of Inequalities