



Universidad  
de Alcalá

Guía Docente

# DEVELOPMENTAL PSYCHOLOGY

**Grade in Education  
Primary Education  
University of Alcalá**

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**Academic Course 2023 / 2024  
1<sup>o</sup> Course – 1<sup>o</sup> Fall Semester**

## GUÍA DOCENTE

Subject:	Developmental Psychology
Code:	420004
Educational Degree:	Grade in Primary Education
Department and Area of Knowledge:	Educational Sciences Department – Area of Developmental and Educational Psychology
Character:	Basic
ECTS credits:	6
Course and Semester	1 <sup>st</sup> <b>Course</b> , 1 <sup>st</sup> Fall Semester
Teacher:	Alejandro Iborra Cuéllar
Tutorial Schedule: Tutorial meetings will be specified at the beginning of the course and managed digitally with Google Calendar.	
Language:	English

### 1. PRESENTATION

Developmental Psychology studies the processes of psychological change that happen to people through their lives. The main aims lie in describing and understanding the mentioned psychological changes. It is also important to understand the differences between some people compared with others, as the basis to implement different kinds of interventions.

This subject pretends to provide theoretical and practical training in relation to the Developmental Psychology during the Primary Education cycle. This includes taking into account the cognitive, social, moral and emotional elements of development of primary students but also including their teachers.

The subject is related closely to “Educational Psychology”, which takes place during the second semester of the first course. Both subjects can provide useful knowledges to answer some complex questions such as: how to promote learning and teaching processes? How to justify a quality teaching based on competences? How to adjust the teaching to students of different ages and educational background? How to guide students taking into account their diversity? How to adjust the teaching of a subject to a concrete reality?, etc.

## 2. COMPETENCIES

### Generic Competencies:

1. Analyze and understand cases from a developmental perspective which involves generating explanatory hypothesis about the developmental functioning of a student.
2. Reflect about the own development using the theoretical models studied, identifying specifically the personal transition towards a self-directed mind in an educational context.

### Specific Competencies:

1. To know the psychological characteristics (affective, cognitive, social, and moral) of students from 6 to 12 years old, including the features of their more meaningful social contexts.
2. To know the psychological characteristics (affective, cognitive, social, and moral) of teachers, including the features of their more meaningful social contexts.
3. To master the needed knowledge to understand the development of those students and identifying abnormal trajectories.
4. To promote a collaborative and experiential learning.

## 3. CONTENT

Content modules	Number of Credits
<p>Module 1. Basic foundations in the study of Human Development.</p> <p>What is the meaning of development? What is its relationship with change? Which are the main controversies debated in the Developmental Psychology field? Which are the main theories these days? How can we study development? What are the advantages and handicaps of each methodological approach? How do our general assumptions about development influence our educational practices?</p>	<ul style="list-style-type: none"> <li>• 1 credit</li> </ul>
<p>Module 2. The transition of infancy to childhood: the beginning of the School years.</p> <p>How do make sense of his world a child at the beginning of his schooling? What is the magical thinking? How long does it last? What do replace it? How is the social relationship between peers and adults at this age of six? How does the parental style influence child development? What emotions are more typical in this moment? What trajectories are more usual? How can a child evaluate about what is good and what is wrong? How does the previous elements influencing the learning tasks of reading, writing and developing numerical competences? What role has playing in learning?</p>	<ul style="list-style-type: none"> <li>• 2,5 credits</li> </ul>

<p>Module 3. The intermediate childhood. 1 Credit ECTS.</p> <p>How do make sense of his world a child at the middle of Primary Education? What is the concrete operational thinking? How is the social relationship between peers and adults at this age around eight? How does a child evaluate what is good and what is wrong at this moment? Main contexts of child development: family, peers and social media.</p>	<ul style="list-style-type: none"> <li>• 2,5 credits</li> </ul>

## 4. METHODOLOGIES OF TEACHING-LEARNING. TRAINING ACTIVITIES.

### 4.1. Credit distribution (in hours)

Face to face hours:	48
Autonomous hours of the student:	102
Total:	150

### 4.2. Methodological strategies, materials and teaching resources

Lectures	There will be theoretical lectures to promote the connection between the different exercises and provided materials. The purpose of the lectures will be to facilitate to the students their progressive conceptual elaboration.
Case analysis	There will be at least three important cases to practice the analysis skills of the students, and also their utilization of the main concepts.
Debates from articles, lectures and cases.	The main texts will be provided sequentially through the course.
Collaborative learning: virtual and in person.	Most classes will have a moment to discuss and elaborate collaboratively the main questions stated during the classes.
Use of blogs, padlets, webquest, podcasts, videos, etc..	Whenever it is appropriate there will be a virtual support of in person classes.

## 5.ASSESSMENT: Procedures, rules of assessment and grades

The evaluation will be negotiated between the teacher and the students during the first sessions. However, the main feature of it will be a formative evaluation understood as all those activities undertaken by teachers, and/or by students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged (Black and Dylan, 1988). It will be very important the active participation and engagement of the student in his own and others' learning.

Five are the main sources of assessment (the percentage does not imply a summative assessment, which would be contrary to the intent of continuous assessment, but an example of the value associated with these sources reflecting that they all matter equally):

1. The active participation of students in the small work groups and in the context of the whole group. How does the student promote his classmates' learning will be specially appreciated (20%)
2. The accomplishment of suggested tasks in class or done by own initiative, including: texts reflections, the developing of a portfolio, practices done in family settings, etc...(20%)
3. Evaluation and intervention about the cases proposed during the subject. (20%)
4. A final work to synthesise and extend the theoretical and practical knowledge achieved during the course. This final work will lie in the reading of several texts to answer some questions concerning the text and the personal learning experience of the student.(20%)
5. Self-evaluation. Every student according to some chosen standards will justify his grade in terms of for example his effort, understanding, commitment, complexity and evolution. (20%)

According to the instructions contained in the 'normativa reguladora de los procesos de evaluación de los aprendizajes (aprobada en Consejo de Gobierno de 24 de marzo de 2011)', there will also be a final exam/final evaluation( 100% of the grade) of the material covered in the course for those students who have requested exemption from continuous evaluation and have been authorized by the Dean of the Faculty. Likewise, in the remedial examination (examen extraordinario) students will be graded by means of a summative exam (100% of the grade) of the material covered in the course

The grade system follows the current legislation:

Fail	No demonstration of achieving the generic competences. The student did not participate actively in the process of the subject.
Pass	The student has participated actively during the sessions of the subject and demonstrates the basic acquisition of the proposed competences.

B grade	The student has participated actively during the sessions of the subject and demonstrates a noticeable acquisition of the proposed competences. His conceptual elaboration and competence acquisition is clearly higher compared to the previous section.
Excellent A	In addition to the previous comments, the student shows a greater autonomy in relation to managing and leading not only his own learning but also promoting his classmates learning.
With Honors	In addition to the previous comments, the student demonstrates a higher complexity, understanding and utilization of the proposed competences. His active role during the course is key for its good functioning.

During the development of the evaluation tests, the guidelines set out in the Regulations establishing the Rules of Coexistence of the University of Alcalá must be followed, as well as the possible implications of irregularities committed during these tests, including the consequences for committing academic fraud according to the Disciplinary Regulations of the Student Body of the University of Alcalá.

## 6. BIBLIOGRAPHY

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