Approval date: 30/06/2025

COURSE GUIDE

Developmental Psychology (2561111)

Grado (Bachelor's Degree)	Grado en Educación Primaria (Bilingüe)	**Branch**	Social and Legal Sciences
Module	Aprendizaje y Desarrollo de la Personalidad	**Subject**	Psicología

Year of study	1º	**Semester**	1º	**ECTS Credits**	6	**Course type**	Core course

PREREQUISITES AND RECOMMENDATIONS

- Use of Artificial Intelligence Tools: In order to ensure that students continue to develop and refine their general competencies through individual and/or group assignments and activities, the use of Artificial Intelligence (AI) for the development or writing of any work or activity subject to evaluation is not permitted. AI tools may be used to improve the writing of personal notes, to clarify doubts—always with a critical and cautious approach due to the limitations of these tools—and to practice or enhance the quality of non-evaluated tasks or texts within the course. In all cases, students must adopt an ethical and responsible use of AI tools, following the guidelines outlined in the document "Recommendations for the Use of Artificial Intelligence at the UGR", available at: https://ceprud.ugr.es/formacion-tic/inteligencia-artificial/recomendaciones-ia#contenidoo.
- Fluency on a second language (English: reading, writing, listening, speaking).
- Intellectual curiosity (willingness to learn).
- Engagement motivation (civic and community).
- Self regulated learning (internal locus of control).
- Digital literacy (web search, excel, word processor, email, scientific database search).
- Previous curricular knowledge.
- Willingness to work.

BRIEF DESCRIPTION OF COURSE CONTENT (According to the programme's verification report)

- Development, learning, and education.
- Cognitive development in the period from 6 to 12 years of age.
- Language development in the period from 6 to 12 years of age.
- Affective and emotional development in the period from 6 to 12 years of age.
- Personal and social development in the period from 6 to 12 years of age.
- Moral and religious-spiritual development in the period from 6 to 12 years of age.
- Physical and sexual development in the period from 6 to 12 years of age.
- Family and school. Peer interactions. Childhood and adolescence as developmental contexts.

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SKILLS

GENERAL SKILLS

- CG01 - Analizar y sintetizar la información
- CG02 - Organizar y planificar el trabajo
- CG05 - Comunicar oralmente y por escrito con orden y claridad, en la propia lengua y en una segunda lengua
- CG07 - Adquirir y desarrollar habilidades de relación interpersonal
- CG08 - Trabajar en equipo y comunicarse en grupos multidisciplinares
- CG09 - Expresar y aceptar la crítica
- CG15 - Trabajar de forma autónoma y liderar equipos

SUBJECT-SPECIFIC SKILLS

- CE02 - Diseñar, planificar y evaluar procesos de enseñanza y aprendizaje, tanto individualmente como en colaboración con otros docentes y profesionales del centro
- CE05 - Fomentar la convivencia en el aula y fuera de ella, resolver problemas de disciplina y contribuir a la resolución pacífica de conflictos. Estimular y valorar el esfuerzo, la constancia y la disciplina personal en los estudiantes
- CE07 - Colaborar con los distintos sectores de la comunidad educativa y del entorno social. Asumir la dimensión educadora de la función docente y fomentar la educación democrática para una ciudadanía activa
- CE08 - Mantener una relación crítica y autónoma respecto de los saberes, los valores y las instituciones sociales públicas y privadas
- CE10 - Reflexionar sobre las prácticas de aula para innovar y mejorar la labor docente. Adquirir hábitos y destrezas para el aprendizaje autónomo y cooperativo y promoverlo entre los estudiantes
- CE12 - Comprender la función, las posibilidades y los límites de la educación en la sociedad actual y las competencias fundamentales que afectan a los colegios de educación primaria y a sus profesionales. Conocer modelos de mejora de la calidad con aplicación a los centros educativos
- CE13 - Comprender los procesos de aprendizaje relativos al periodo de 6-12, en el contexto familiar, social y escolar
- CE14 - Conocer las características de estos estudiantes, así como las características de sus contextos motivacionales y sociales
- CE15 - Dominar los conocimientos necesarios para comprender el desarrollo de la personalidad de estos estudiantes e identificar disfunciones
- CE18 - Identificar y planificar la resolución la resolución de situaciones educativas que afectan a estudiantes con diferentes capacidades y distintos ritmos de aprendizaje

LEARNING OUTCOMES

General Outcome: Learn fundamental knowledge, procedures and attitudes of Developmental Psychology that allow them to exercise professional practice in the psychoeducational field aimed at guaranteeing maximum efficiency in the teaching-learning process, including referrals to the multilingual classroom.
Specific Outcomes:

- Build knowledge, understanding, and establishment of conceptual relationships.
- Acquire rules, establish procedures, and apply principles and problem solving.
- Learning to learn, to study, reason, and think.

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- Develop favourable attitudes to the subject, to permanent training, participation and collaboration, and ethical attitudes towards professional and research work.

PLANNED LEARNING ACTIVITIES

THEORY SYLLABUS

- UNIT 1. Development, learning and education.
- UNIT 2. Physical-motor and sexual development in the period from 6 to 12 years of age.
- UNIT 3. Cognitive development in the period from 6 to 12 years of age.
- UNIT 4. The development of language in the period from 6 to 12 years of age.
- UNIT 5. Emotional development in the period from 6 to 12 years of age.
- UNIT 6. Personal development in the period from 6 to 12 years of age.
- UNIT 7. Social development in the period from 6 to 12 years of age.
- UNIT 8. Moral development in the period from 6 to 12 years of age.

* In the case of the bilingual group each unit will include adaptations to the EMI classroom.

PRACTICAL SYLLABUS

Seminars, workshops or practical activities (individual or in-group) to reinforce and/or to explore in depth specific aspects of the course, for example:

- Concept and object of Developmental Psychology.
- Explanatory theories of human development.
- Developmental interview with parents.
- Psycho-affective and sexual development and education.
- Cognitive development.
- Acquisition and development of hierarchical classification.
- Evaluation and evolution of language.
- Communication skills.
- Development of emotions.
- Cognitive and emotional empathy from 10 to 12 years.
- Affective-emotional profile from 6 to 12 years old.
- Self-esteem: Characteristics and evaluation.
- Programs on prevention of interpersonal conflicts.
- Evolution of the concept of friendship.
- Moral development.

Incorporation of Gender Perspective and Sustainable Development Goals: In line with the course content and with the aim of developing an inclusive, non-discriminatory curriculum free from gender stereotypes, teaching materials will be used—both in theory and in practice whenever possible—that promote gender equality and highlight the role of women in the field of Developmental Psychology.

RECOMMENDED READING

ESSENTIAL READING

- Lansford, Santrock, J. W. y Deater-Deckard, K. (2022). Children. McGraw-Hill
- Leman, P, Bremner, A., Parke, R. D. y Gauvain, M. (2019). Developmental Psychology. McGraw-Hill Education.

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- Papalia, D. y Martorell, G. (2024). Experience Human Development. McGraw-Hill.
- Santrock, J. W. (2022). A topical approach to life-span development. McGraw-Hill.

COMPLEMENTARY READING

- Berger, K.S. y Thompson, R.A. (1997). El desarrollo de la persona desde la niñez a la adolescencia. Panamericana.
- Berk, L.E. (1997). Desarrollo del niño. Prentice Hall.
- Bermúdez, M.P. (2000) Déficit de autoestima. Evaluación, prevención y tratamiento en la infancia y adolescencia. Pirámide. Bronfenbrenner, U. (1987) La ecología del desarrollo humano. Paidós.
- Bermúdez, M.P. y Bermúdez-Sánchez, A.M. (2004). Manual de Psicología infantil: Aspectos evolutivos e intervención psicopedagógica. Biblioteca Nueva Feldman, R. S. (2008). Desarrollo en la infancia. Prentice Hall.
- Coll, C., Palacios, J. y Marchesi, A. (1990) Desarrollo psicológico y educación, II. Psicología de la Educación. Alianza Editorial.
- Córdoba, A.I., Descals, A. y Gil, M.D. (2006). Psicología del desarrollo en la edad escolar. Pirámide.
- Craig, G. (2001). Desarrollo Psicológico. Prentice-Hall.
- Damon, W. y Lerner, R. M. (2006). Handbook of child psychology. Wiley.
- Davidov, V.V. (1 988). Introducción a la psicología. McGraw Hill.
- Delval, J. A. (2002). El desarrollo humano. Siglo XXI.
- Feldman, R. (2007). Desarrollo psicológico a través de la vida. Pearson Educación.
- Fernández de Haro, E., Justicia, F. y Pichardo, M.C, (2007). Enciclopedia de psicología evolutiva y de la educación (Vol. 2). Aljibe.
- Hoffman, L., Paris, S. y Hall, E. (1995) Psicología del desarrollo hoy Vol. 1 y 2. McGraw-Hill.
- Marchesi, A., Coll, C. y Palacios, J. (2000) Desarrollo psicológico y educación, Vol, I y III. Alianza Editorial.
- Martín, C. (1999) Psicología del desarrollo y de la educación en edad escolar. Ámbito.
- Martín, C. y Navarro, J. (2009). Psicología del desarrollo para docentes. Pirámide.
- Morris, Ch. G. (2001). Introducción a la Psicología. Pearson Education.
- Muñoz, A. (2010). Psicología del desarrollo en la etapa de educación primaria. Pirámide.
- Myers, D. G. (1999). Psicología. Panamericana.
- Palacios, J., Marchesi, A. y Coll, C. (1999) Desarrollo psicológico y educación, I. Psicología evolutiva. Alianza Editorial.
- Papalia D., Olds, S. W. y Feldman, R. D. (2019). Psicología del Desarrollo. De la infancia a la adolescencia (11a ed.). Mc Graw-Hill.
- Papalia, D., Feldman, R., & Martorell, G. (2013). Desarrollo humano (12a ed.). McGraw-Hill.
- Rodrigo, M.J. y Palacios, J. (2000). Familia y desarrollo humano. Alianza Editorial.
- Santrock, J.W. (2003). Infancia. Psicología del Desarrollo. McGraw Hill.
- Trianes, M. V. (Coord.) (2012). Psicología del desarrollo y de la educación. Ediciones Pirámide.
- Trianes, M. V., Muñoz, A. M. y Jiménez, M. (2007). Las relaciones sociales en la infancia y en la adolescencia y sus problemas. Pirámide.

RECOMMENDED LEARNING RESOURCES/TOOLS

- PRADO (Plataforma de Recursos de Apoyo a la Docencia): https://prado.ugr.es/
- APA (Division 7: Developmental Psychology): https://www.apa.org/about/division/div7
- National Institute of Child Health and Human Development (NICHD):

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http://www.nichd.nih.gov/about/
- Observatorio Andaluz de la infancia: http://www.juntadeandalucia.es/observatoriodelainfancia/oia/esp/index.aspx
- UGR databases acces: https://biblioteca.ugr.es/biblioteca-electronica/bases-datos
- Web of Science: http://wos.fecyt.es/
- Scopus: https://www.scopus.com/
- Dialnet: http://dialnet.unirioja.es/
- Redalyc: https://www.redalyc.org
- ERIC: https://eric.ed.gov
- Google Scholar: https://scholar.google.com
- APA style: https://apastyle.apa.org

TEACHING METHODS

- MD01 - Aprendizaje cooperativo. Desarrollar aprendizajes activos y significativos de forma cooperativa.
- MD02 - Aprendizaje por proyectos. Realización de proyectos para la resolución de un problema, aplicando habilidades y conocimientos adquiridos.
- MD03 - Estudio de casos. Adquisición de aprendizajes mediante el análisis de casos reales o simulados.
- MD04 - Aprendizaje basado en problemas. Desarrollar aprendizajes activos a través de la resolución de problemas.

ASSESSMENT METHODS (Instruments, criteria and percentages)

ORDINARY EXAMINATION DIET

ORDINARY ASSESSMENT
Instruments
EV-I1. Writing exams: essays, short answers, multiple choice, case analysis, problem solving.
EV-I2. Oral exams: presentations (individually or in teams), interview, debates.
EV-I3. Observation scales.
EV-I4. Portfolios, reports, diaries, Learning Guides.
Criteria:
EV-C1. Domain of the theoretical and practical contents set for the course including a critical analysis.
EV-C2. Performance on the individual and group works in terms of their quality of presentation, writing, ideas, creativity, scientific value, rationale and references.
EV-C3. Implication level, attitude and participation in class, tutorial and group work sessions.
EV-C4. Attendance to seminars, classes, conferences, use of office hours, quality and scientific rigor, clarity and utility of essays and Learning Guides.
Percentage over the final score:
The final grade will reflect the weighted score of the various components and activities that make up the assessment system:

1. Written final exam: 60%.
2. Individual and/or group activities and assignments: 40%.

The final score that will appear on the official records (i.e., Acta in Spanish) will result from adding the partial scores from each category. However, to pass the course, three requirements

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must be met:

- A minimum score of 50% is required on category 1 (Written exam).
- A minimum score of 50% is required also on category 2 (Individual and/or group activities and assignments).
- Attending at least 80% of the small group seminars held during the course (see Attendance Policy below).

If any of these three requirements are not fulfilled, the final grade on the official record will result from adding the scores obtained on each category up to a maximum value of 4.9 points in a 10 points scale, which means failing the course. If students have completed assessment activities and tests accounting for more than 50% of the total weighting of the final course grade, the corresponding grade will appear on the official records. Otherwise, the official records will indicate “Not taken” (i.e., "No presentado" in Spanish).
Optionally, participation and/or attendance in seminars, research projects, or other course-related activities may be proposed as a source of extra credit. For each activity, the potential extra credit will be specified in advance. For each activity, the amount of extra credit that may be earned will be specified, depending on its characteristics (duration, difficulty, etc.). Participation in these activities will always be voluntary. In the case of participation in research studies, the same extra credit may alternatively be obtained by submitting summaries of scientific articles related to the course content.
*** Attendance Policy:** Attendance at practical seminars is mandatory for at least 80% of the total seminars conducted throughout the course. Attendance alone does not guarantee the passing of the practical component, and failure to meet this attendance requirement will result in the practical content (individual and/or group activities and assignments) not being assessed.

EXTRAORDINARY EXAMINATION DIET

Instruments:
[The same as those specified under the ordinary evaluation].
Criteria:
[The same as those specified under the ordinary evaluation].
Percentage over the final score
The overall final score will result from adding the weighted score of the following categories set:

1. Written exam of the theoretical contents: 60%.
2. Written exam of the practical contents: 40%.

To pass the course it will be necessary to get a minimum score of 50% on each one of the two exams mentioned. In case the student does not reach this minimum, the final score in the official record will result from adding the scores obtained on each category, being the highest possible score 4.9 points in a 10 points scale, which means failing the course.
Students who meet the minimum attendance criteria and have successfully completed the activities and assignments in the ordinary assessment are eligible to attempt only the theoretical exam. Students who have successfully passed the written exam in the ordinary assessment are eligible to attempt only the exam for the practical content.
The option “Not taken” will be assigned in the official record to students who have not completed at least 50% of the total credits offered between categories 1 and 2.

SINGLE FINAL ASSESSMENT (evaluación única final)

Request form and requisites:
To take advantage of the single final evaluation (according to article 8 of the Regulations for Evaluation and Qualification of the students of the University of Granada (NCG71/2), approved in Council of Government on May 20, 2013 and its modification (NGC112/3), approved on October 26

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2016, published in BOUGR no. 112, of November 9, 2016), the student, in the two first weeks of teaching the subject, or in the two weeks following its enrollment, if this has occurred after the start of the subject, will request it, through the electronic procedure, to the Director of the Department, alleging and accrediting the reasons that assist him/her for not being able to follow the continuous evaluation system. However, due to unexpected and justified exceptional causes (e.g., work reasons, state of health, disability, mobility programs, representation or any other circumstance analogous), the sole final evaluation may be requested outside the aforementioned periods, under the same administrative procedure.
Applications must be completed through the following link: https://sede.ugr.es/procs/Gestion-Academica-Solicitud-de-evaluacion-unica-final/
Instruments:
[The same as those specified under the ordinary evaluation].
Criteria:
[The same as those specified under the ordinary evaluation].
Percentage over the final score:
The overall final score will result from adding the weighted score of the following categories set:

1. Written exam of the theoretical contents: 60%.
2. Written exam of the practical contents: 40%.

To pass the course it will be necessary to get a minimum score of 50% on each one of the two exams mentioned. In case the student does not reach that minimum, the final score in the official record will result from adding the scores obtained on each category, being the highest possible score 4.9 points in a 10 points scale, which means failing the course.

ADDITIONAL INFORMATION

The date set by the corresponding Faculty for the official exam session will be used for the course assessment, with no possibility of extension to other days or dates except in cases provided for by the regulations.
In those evaluation tests contemplated in this guide that require or foresee the use of audio and/or video during its development, this use will be made in accordance with the guidelines established in the instructions and recommendations for the application of the regulations of data protection, personal or home privacy marked by the Secretary General or competent body of the UGR.
Students are recommended to know the specific orientations of each professor although these may not contravene or restrict the information included on the Teaching Guides.
Oral and written linguistic correctness will be an evaluable and influential criterion. A number of misspellings or normative deviations can be a decisive reason for not overcoming matter.
Subjects and activities used to deliver this course contents in another language in the bilingual group (i.e., English) will have to comply with in each category with the requirements specified on the Verifica document.
Incident evaluation: Students who cannot attend the evaluation test, both ordinary and extraordinary, on the date assigned by the Faculty, may request the Director of the Department the evaluation by incidents modality, in the cases established in article 9 of the Regulation of Evaluation and Qualification of the students of the University of Granada(NCG71/2), approved by the Governing Council on May 20, 2013 and the modification of this (NGC112/3), approved by the Governing Council on October 26, 2016. Said assumptions must be adequately accredited at the time of submitting the application to the Directorate of the Department of Evolutionary and Educational Psychology. Applications must be completed through the following link: https://sede.ugr.es/procs/Gestion-Academica-Solicitud-de-evaluacion-por-incidencias/
Extraordinary evaluation by a Commission: Those students who wish to be evaluated by an ad

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hoc commission must request it to the Director of the Department in writing. The request must be submitted with a minimum of fifteen business days before the start date of the final testing period of each semester, renouncing the grades obtained by completing the various tests of continuous assessment. In the case of degree subjects with teaching shared by several Departments, the student will address the request to any of them, and must be resolved by the Director of the Department to which the request is addressed. The evaluation procedure by a commission will only be applicable to the final exams.
Harassment Situations: If you experience or are aware of any cases of harassment, you can report them anonymously on the Equality Unit website of the University of Granada (UGR): https://viics.ugr.es/areas/igualdad-conciliacion/prevencion-y-atencion#title1
Evaluation of students with disabilities or other Specific Educational Needs (SEN): The teaching methodology and evaluation will be adapted to students with SEN, in accordance with the Article 11 of the Regulation of evaluation and qualifications of the students of the University of Granada, published in the Official Gazette of the University of Granada, no 112, November 9, 2016.
Information of interest for students with disabilities or Specific Educational Needs: https://ve.ugr.es/servicios/atencion-social/estudiantes-con-discapacidad
Información de interés para estudiantado con discapacidad y/o Necesidades Específicas de Apoyo Educativo (NEAE): Gestión de servicios y apoyos (https://ve.ugr.es/servicios/atencion-social/estudiantes-con-discapacidad).

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