

**COURSE DATA****DATA SUBJECT**

Code: 33450
Name: Development psychology in education
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1306 - Degree in Social Education	Facultat de Filosofia i Ciències de l'Educació	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1306 - Degree in Social Education	Psychology	BASIC

COORDINATION

ZACARES GONZALEZ JUAN JOSE

SUMMARY

This subject is the specific development of the basic training course in Psychology during the first year of the Social Education degree. Like the other first-year subjects, it has a basic and introductory nature. It offers a systematic overview of the psychological changes associated with age, from conception to death, through the description of the various biological, cognitive, and socio-emotional processes throughout the life cycle, and the identification of the mechanisms and factors that explain these changes. Alongside the subject of Social Psychology, it represents the main contribution of psychological content in the Social Education curriculum. The knowledge acquired in this subject provides an evolutionary foundation for socio-educational intervention in various fields, which are covered in third- and fourth-year subjects such as "Family and Minors", "Educational Intervention in Processes of Social Maladaptation", "Pedagogy of the Elderly", "Youth Policy Initiatives and Models", "Pedagogy for Social Inclusion", and "Adult Education".

Due to its generalist nature, its content is essential for the future social educator in any area of professional practice.

PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**



There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

No prerequisites for learning the subject.

COMPETENCES / LEARNING OUTCOMES

1306 - Degree in Social Education

Acknowledge and respect diversity and promote interculturality.

Be able to adapt to new situations.

Be able to communicate professionally, both orally and in writing, in the Universitat de València's native languages.

Be able to develop, promote and revitalise interpersonal communication skills.

Be able to identify the degree of development of individuals in all their dimensions.

Be able to integrate and communicate with experts in other areas and in different contexts.

Be able to recognise and value affective processes.

Be able to use ICT in the field of study and in the professional context.

Be able to work in multi- and inter-disciplinary teams.

Be prepared for independent lifelong learning.

Diagnose needs, complex situations and possibilities of people as a basis for educational actions.

Have capacity for analysis and synthesis.

Have critical and self-critical capacity.

Have problem-solving skills and decision-making capacity.

Have skills for information management.

Know and understand the processes of teaching and learning and their impact on the comprehensive education and development of people and communities.

Show active ethical commitment to human rights, gender equality and sustainability.

Show commitment to professional identity, development and ethics.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving



in their field of study.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

Understand the theoretical references that constitute the human being as an active player in education.

DESCRIPTION OF CONTENTS

1. Introduction to Development Psychology

Concept of Developmental Psychology, object of study, developmental contexts, models and theories.

2. Basic processes of child development

Basic processes and contexts of child development up to adolescence: biosocial, cognitive, linguistic, psychosocial, and affective aspects.

3. Adolescence

Biosocial, cognitive, and psychosocial development during adolescence.

4. Young adulthood, middle age, and aging.

Biosocial, cognitive, and psychosocial development in early adulthood, middle age, and aging. Developmental contexts throughout adulthood and aging.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	5,00
Individual or group project	50,00



Independent study and work	35,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY

The teaching-learning methodology used throughout the course in this subject will depend on the type of content being addressed at any given time -whether theoretical, practical, or shared with other subjects -in the following way:

- For each topic, students will carry out prior preparation outside the classroom using materials provided by the teaching staff or selected by the students themselves through a bibliography search guided by the instructor.
- Subsequently, the instructor will present the basic concepts of the topic and address any doubts that arose from the prior reading of the materials, using an engaging and participatory methodology that encourages students' curiosity about the new information presented.
- A series of activities will be carried out both inside and outside the classroom, individually or in groups, to support better learning of the subject.

EVALUATION

Assessment will consist of two distinct parts:

Type of Assessment	% of Final Grade (out of 10 points)
Individual written exam	50 % (5 points)
Submission of a practical report and classroom activities	50 % (5 points), divided into two sections: 20 - 30% corresponding to fieldwork. 20 - 30% corresponding to attendance, active participation, and/or submission of classroom activities



Assessment Criteria

The evaluation process will be carried out according to the specific characteristics of the student group and the instructor at the time the course is taught. Various procedures may be used depending on the activities developed: written tests, attendance and participation in practical activities, workshops and seminars, individual or group assignments. Each section will have an assigned percentage of the final grade, depending on its relative importance.

To pass the course, both the exam and the fieldwork must be passed with a minimum of 5 out of 10 points in each, in order to add their scores to the rest of the components. If not passed in the first call, both parts can be retaken in the second call. The exam can be retaken through a written test of the same type as the first, maintaining its 50% weight of the final grade. Fieldwork can be retaken in the second call either by submitting an improved version of the assignment or by completing a new one, maintaining its 20-30% weight.

At least 70% of the required classroom activities must be submitted in order to be assessed in this section. If there are any non-recoverable classroom or fieldwork activities in the second call, the instructor will specify this in advance in the specific course guide. If the minimum requirement is not met, the grade for that section in the first call will be 0. These activities can be retaken in the second call through a practical exam, but only up to 50% of the original percentage can be earned (i.e., between 10-15% of the final grade).

An additional 10% (1 point) can be added to the final grade if, after passing the individual written exam, a project agreed upon with the instructor is submitted.

If an early official exam call is needed, this must be arranged with the instructor.

Grading System

In both exam calls, the components included in the evaluation will be added together, provided the minimum requirements for each section have been met. If a section is not passed in the first call, the scores of the successfully completed sections will be carried over to the second call.

The evaluation of the subject and the appeal of the grade obtained will be governed by the Regulations for the Evaluation and Grading of the University of Valencia for bachelor's and master's degrees (ACGUV 108/2017, of May 30, 2017):

http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf

According to these regulations, grades are expressed numerically from 0 to 10, with one decimal place, using the following grading scale:

- 0 to 4.9: Fail
- 5 to 6.9: Pass
- 7 to 8.9: Good



- 9 to 10: Excellent or Excellent with Distinction (Matrícula de Honor)

The grade recorded in the subject transcript for the first call will follow these rules:

- If there is no grade for the assessment component with the highest weight, the result will be marked as ABSENT, regardless of other sections.
- If a grade exists for the component with the highest weight, but the minimum requirements are not met, the result will be marked as FAIL and the score for that section will be shown (out of 10).
- If the component with the highest weight is passed, but the requirements are not met in another section, the result will also be marked as FAIL, showing the score of the section not passed.

According to the regulations for awarding Distinctions (Matrículas de Honor), these will be granted strictly in order of final grade. In case of a tie, the distinction will go to the student with the higher score on the written exam. If the tie persists, the grade for the fieldwork and practical activities will be used. If still tied, the instructor may administer an additional test for the students involved.

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

ted according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

o current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

REFERENCES

Basic references

- BERGER, K. S. (2016). *Psicología del Desarrollo. Infancia y Adolescencia*. 9ª Edición. editorial Médica Panamericana
- DELGADO, B. (Coord.) (2008). *Psicología del Desarrollo desde la infancia a la vejez*. Madrid:



McGraw Hill.

- MELÉNDEZ, J.C. (Coord.) (2025). *Psicología del Ciclo Vital. Desarrollo y transiciones en la adultez y el envejecimiento*. Pirámide
- PALACIOS, J. MARCHESI, A. & COLL, C. (Comps.)(1999). *Desarrollo psicológico y educación. 1. Psicología Evolutiva*. (2ª ed.) Madrid: Alianza Editorial.
- PAPALIA, D. E., & MARTORELL, G. (2021). *Desarrollo Humano*. 14ª Edición. México: McGraw Hill.
- SALES, A., FERNÁNDEZ, O. & GIL, M.D. (Coords.) (2024). *Descripción y análisis del desarrollo infantil y adolescente*. Pirámide

Additional references

- ARRANZ, E. (Coord.) (2004). *Familia y desarrollo psicológico*. Madrid: Pearson.
- CANTÓN, J. & CORTÉS, M.R. (2001). *El apego del niño a sus cuidadores. Evaluación, antecedentes y consecuencias para el desarrollo*. Madrid: Alianza.
- DE PAUL, J. & ARRUABARRENA, F. (2001). *Manual de protección infantil*. Barcelona: Masson.
- GARAIGORDOBIL, M. (2003). *Intervención psicológica para desarrollar la personalidad infantil (juego, conducta prosocial y creatividad)*. Madrid: Pirámide.
- GÓMEZ, A., VIGUER, P. & CANTERO, M.J. (Coords.) (2003). *Intervención temprana. Desarrollo óptimo de 0 a 6 años*. Madrid: Pirámide.
- LÓPEZ, F., CARPINTERO, E. et al. (2006). *Programa Bienestar. El bienestar personal y social y la prevención del malestar y la violencia*. Madrid: Pirámide.
- LÓPEZ, F. & OLÁZABAL, J.C. (2006). *Sexualidad en la vejez* (2ª edición). Madrid: Pirámide.
- MARTÍNEZ, I. (2006). *Resiliencia invisible: infancia, inclusión social y tutores de vida*. Barcelona: Gedisa.
- MORENO, P & LÓPEZ, E. (2001). *Educación sexual. Guía para un desarrollo sano*. Madrid: Pirámide.
- NEIMEYER, R.A. (2007). *Aprender de la pérdida. Una guía para afrontar el duelo*. Barcelona: Paidós.
- PÉREZ-BLASCO, J. (2008). *Aprender de los grandes cambios vitales*. Valencia: Tirant lo Blanch.
- POCH, C. & HERRERO, O. (2003). *La muerte y el duelo en el contexto educativo*. Barcelona: Paidós.
- RICO, C. , SERRA, E. & VIGUER, P. (2001). *Abuelos y nietos*. Madrid: Pirámide.
- TORRES; E., CONDE, E. & RUIZ, C. (2002). *Desarrollo humano en la sociedad audiovisual*. Madrid: Alianza.
- VÁZQUEZ, C. (2008). *Bienestar: Fundamentos científicos de una Psicología Positiva*. Madrid: Alianza.
- ZACARÉS, J. J. & SERRA, E. (1998). *La Madurez Personal. Perspectivas desde la Psicología*. Madrid: Pirámide.