



COURSE DATA

DATA SUBJECT

Code: 33598
Name: Psychology of development
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1304 - Degree in Preschool Education	Facultat de Formació del Professorat	1	First quarter
1305 - Degree in Primary School Education	Facultat de Formació del Professorat	1	First quarter
1324 - Degree in Preschool Education (Ontinyent)	Facultat de Formació del Professorat	1	First quarter
1339 - Grado en Maestro/a Educación Primaria	Facultat de Formació del Professorat	1	

SUBJECT-MATTER

Degree	Subject-matter	Character
1304 - Degree in Preschool Education	Learning and personality development	BASIC
1305 - Degree in Primary School Education	Learning and personality development	BASIC
1324 - Degree in Preschool Education (Ontinyent)	LEARNING AND PERSONALITY DEVELOPMENT	BASIC
1339 - Grado en Maestro/a Educación Primaria	Learning and personality development	BASIC

COORDINATION

CANTERO LOPEZ MARIA JOSE

SUMMARY

Developmental Psychology is a fundamental course that belongs to Learning and Personality development. This domain inquiry into developmental and learning processes from birth and into adolescence.

This subject matter course covers the changes that children and adolescents undergo during development under the influence of age related variables, as well as sociocultural and historic variables or primarily personal events.



It is specially relevant to the career development of Kindergarten and Primary School teachers to become acquainted with the main developmental milestones through childhood and adolescence. This knowledge will allow them to detect developmental risks and will facilitate design of appropriate educational interventions.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

As a fundamental first year undergraduate course to be taught during the first semester, no specific previous knowledge is required.

COMPETENCES / LEARNING OUTCOMES

1305 - Degree in Primary School Education

Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multicultural and intercultural issues; discrimination and social inclusion, and sustainable development; Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.

Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.

Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.

Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.

Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.

Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.

Know how to promote the acquisition of habits as regards autonomy, freedom, curiosity, observation, experimentation, imitation, play and acceptance of rules and limits.

Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.

Know the characteristics of the students, as well as the characteristics of their motivational and social



contexts.

Know the main developmental milestones to detect risks in development.

Know the processes of interaction and communication in the classroom.

Master the knowledge needed to understand the development of the personality of children in the period 0-12 years.

Promote cooperative work and individual work and effort.

Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.

Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.

Use information and communication technologies effectively as usual working tools.

1324 - Degree in Preschool Education (Ontinyent)

Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multiculturalism and interculturalism; discrimination and social inclusion and sustainable development. Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.

Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.

Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.

Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.

Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.

Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.

Know how to promote the acquisition of habits as regards autonomy, freedom, curiosity, observation, experimentation, imitation, play and acceptance of rules and limits.

Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.

Know the characteristics of the students, as well as the characteristics of their motivational and social contexts.



Know the main developmental milestones to detect risks in development.

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Master the knowledge needed to understand the development of the personality of children in the period 0-12 years.

Promote cooperative work and individual work and effort.

Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.

Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.

Use information and communication technologies effectively as usual working tools.

DESCRIPTION OF CONTENTS

1. Thematic block 1: Conceptual and methodological bases

This block is an introduction to basic concepts and history of Developmental Psychology. An analysis is made of the main developmental theories, research methods and developmental designs.

Unit 1. Developmental Psychology: concepts, history and theories.

Unit 2. Developmental Psychology research methodology.

2. Thematic block 2: Perceptive and motor development

In this block we study facets of development that, due to their strong biological substrate, are usually highly channeled, offering a high regularity in their onset and developmental sequence.

Unit 3. Sensory and perceptive development.

Unit 4. Physical and psycho-motor development.

3. Thematic block 3: Cognitive and language development

In this block we study developmental processes that have a wide diversity among individuals, because in these, there is a preponderance of environmental factors, although they also possess an important biological substrate.

Unit 5. Cognitive development.



Unit 6. Language development.

4. Thematic block 4: Emotional, social and personality development

In this block we study the emotional, social, personality and psycho-sexual development of children and adolescents, and the influence exerted upon these by the various developmental contexts (family, school, peers).

Unit 7. Emotional, social and personality development.

Unit 8. Emotional and sexual development.

5. Thematic block 5: Assessment of child development

In this block we describe the main scales of child development.

Unit 9: Assessment of child development

WORKLOAD

PRESENCIAL ACTIVITIES

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

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	30,00
Independent study and work	50,00
Preparation of lessons	0,00
Preparation for assessment activities	10,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY

The workplan consist on the presentation of the fundamental aspects of each theme by the teacher. Additionally, at this level of university studies, the personal work of the student is taken into account (previous lecture of basic documents before attending to class) as well as active class participation. There will be lectures and practical activities in the classroom given by the teacher as he deems appropriate to reinforce concepts and apply the acquired knowledge. The teacher will specify the contents and manner to



work the activities in the classroom, which will consist on some of the following tasks: 1) book and article reports; 2) video analysis following an observation protocol; 3) practical activities to deepen some contents of the subject matter, etc. The classroom activities will be worked individually or in groups, and the results will be shared with the rest of the classroom.

The students shall work on a group project chosen from a list of themes proposed by the teacher. The project shall be presented in the classroom by all the members of the group. Each group shall hand-in a written report of the project. Each student shall be graded individually of the content of the group project (or through an individual report or through exam questions).

EVALUATION

Global and continual evaluation will be used on both individual and group-based learning processes.

Student evaluation will be based on three course elements: the final exam, class activities and group work.

1. **Exam.** The assessment of theory and practical contents will be assessed by means of a final test that will represent **a 60% of the final grade**. The exam will include multiple choice questions and/or essay questions (open questions).
2. **Class activities.** Class activities, readings and tool analysis and others will represent **a 20% of the final grade**.
3. **Group work.** Group work is intended to help students do an in-depth processing of the course contents and/or to help them apply the acquired knowledge to real situations. Group work includes a written report, a class presentation and a personal task in writing, and will represent **a 20% of the final grade**.

The **minimum requirements** to pass the course are as follows:

At the first evaluation:

- Passing the exam (mastering a minimum of 50%)
- Passing the class activities (at least 50% of activities passed) and
- Having handled at least 70% of the total number of activities.

The two elements with minimum requirements can be re-evaluated a second time. Students that have not completed the group work will be able to get a maximum grade of 8 at the first evaluation, after subtracting the 20% corresponding to this element.

Teachers may propose voluntary activities. These activities may be valued with a maximum of 0.5 points, as long as the minimum requirements to pass the course have been met and at least a 5 is achieved in the final mark.



At the second evaluation:

- Passing the exam (mastering a minimum of 50%)
- Passing a written exam on the competences that are targeted by the class activities (mastering a minimum of 50%). This test will cover all the activities whether or not the students has turned in/passed any of them at the first evaluation.

At the second evaluation, the scores from the elements meeting the minimum requirements **could be kept** and those from the group work element from the first evaluation **will be kept** and computed into the final grade. Students that have not completed the group work will be able to get a maximum grade of 8 at the second evaluation, after subtracting the 20% corresponding to this element.

WARNING ON PLAGIARISM

Plagiarism or improper use of artificial intelligence tools may be sanctioned in accordance with article 15 of the evaluation and qualification regulations of the University of Valencia (http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf).

During tutorials, lecturers may require individual or group interviews in order to verify the degree of participation and achievement of goals for any given task. Failure to accept the verification will result in such task or activity being failed.

GRADING SYSTEM

Grades shall be subject to the provisions of the University of Valencia Regulations on Marks. According to this, subjects are graded on a scale of 0 to 10 points to one decimal place, followed by a qualitative equivalence:

- From 0 to 4.9: fail.
- From 5 to 6.9: pass.
- From 7 to 8.9: good.
- From 9 to 10: excellent or excellent with distinction.

The mention of excellent with distinction will be awarded directly to the highest grades, always at the discretion of the teacher. Only one honors can be awarded for every twenty students within each group.

The different elements of assessment will only count towards the final aggregate mark if the minimum requirements established for those elements that have minimum requirements are met. To pass the subject, the sum of the three sections, once the weightings have been applied, must reach a mark of 5 out of 10.



Subject records will include the mark obtained at the **first evaluation** according to the following rules:

- If the element of assessment with the highest weighting (the exam) has not been assessed, the subject will be graded as ABSENT, irrespective of the rest.
- If the element of assessment with the highest weighting has been assessed but it does not meet minimum requirements, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for that element.
- If the element of assessment with the highest weighting (the exam) has been assessed and it does meet minimum requirements, but the other element with minimum requirements (class activities) has not been passed, the final grade will be FAIL, and the numerical grade on a 0-10 scale will correspond to the element that was not passed. If the class activities has not been assessed, the subject will be given a mark of FAIL and the final aggregate mark will be the mean of all marks, being 0,0 the absent element (the highest possible mark would be 4,9).
- If less than 70% of the required class activities have been submitted, the subject will be marked as FAIL, and the numerical grade on the 0-10 scale will depend on the number of activities not submitted.
- If the elements of assessment with minimum requirements have been passed (exam and class activities) but the final aggregate mark of three elements (exam, class activities and group work) is less than 5, the subject will be given a mark of FAIL, and the numerical mark will be the final aggregate mark of those three elements. The student will decide which element or elements he/she will retake in Second call.

For the **second evaluation**, the following rules shall apply:

- If the element of assessment with the highest weighting (the exam) has not been assessed, the subject will be graded as ABSENT, irrespective of the rest.
- If the element of assessment with the highest weighting (the exam) has been assessed but it does not meet minimum requirements, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for that element.
- If the element of assessment with the highest weighting (the exam) has been assessed and it does meet minimum requirements but the other element with minimum requirements (written test on the class activities) has not been passed, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for the element failed. If the student does not attend the class activities exam in the second evaluation, having passed the main exam in the first evaluation, the subject will be marked as ABSENT.
- If the elements of assessment with minimum requirements has been passed (exam and class



activities) but the final aggregate mark of those three elements (exam, class activities and group work) is less than 5, the subject will be given a mark of FAIL and the numerical mark will be the final aggregate mark of those three elements.

Review of and appeals against assessment results shall be subject to the Regulations for Appealing against Marks of the University of Valencia.

REFERENCES

BASIC BIBLIOGRAPHY

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COMPLEMENTARY BIBLIOGRAPHY

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Leman, P., & Bremner, A. (2019). *Developmental Psychology*. McGraw Hill.

Mariscal, S. y Giménez-Dasí, M. (2017). *Desarrollo temprano. Cognición, afectos y relaciones sociales (0-6 años)*. Ediciones Paraninfo.

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