

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

**Code:** 33701  
**Name:** Development psychology  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2025-26

**STUDY (S)**

Degree	Center	Acad. year	Period
1307 - Degree in Pedagogy	Facultat de Filosofia i Ciències de l'Educació	1	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	Psychology I	BASIC

**COORDINATION**

GONZALEZ SALA FRANCISCO

**SUMMARY**

The compulsory subject of Developmental Psychology is taught in the first year of the Bachelor's Degree in Pedagogy. This subject is closely related to other subjects in this degree, such as didactics, strategies for learning and participation in the University, educational guidance, socio-educational intervention, although it is a basic subject for the rest of the subjects as it focuses on human development throughout the life cycle.

During the first year, the student needs a theoretical-practical base that allows him/her to understand contents such as the evolution and optimization of development, contexts, mechanisms, aspects and stages of development or the different psychological processes, aspects covered in this subject. Therefore, the contents covered in this subject are considered central topics of study for the understanding of other subjects and for the performance of active pedagogues. Specifically, the contents include a description of the changes that occur in the different areas of development (psychomotor, cognitive, linguistic, affective-social, personality, moral, sensory-perceptual, etc.) from birth to old age.

In short, the aim is for the future pedagogue to know and handle the developmental tools currently available that will allow him/her to successfully face his/her performance in the elaboration of optimization programs in educational centers, in children with specific educational needs, centers for minors or supervised flats, senior citizen centers, etc.



## 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 enrollment restrictions have been specified for other subjects in the curriculum. No prerequisites are required for taking the subject.

## COMPETENCES / LEARNING OUTCOMES

-

Acknowledge and respect diversity and promote interculturality.

Apply strategies and techniques for tutoring, training, peer counselling, consultation and guidance in educational and training processes.

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 conduct educational research in different contexts.

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

Be able to manage information.

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

Be prepared for independent lifelong learning.

Develop, promote and revitalise interpersonal communication skills.

Develop innovation and creativity in professional practice.

Develop organisational and planning skills.

Develop quality management models and processes for education and training.

Develop the capacity for criticism and self-criticism.

Develop the capacity to solve problems and make decisions.

Have abilities for quality management.



Organise and manage schools and educational institutions, services and resources.

Show active ethical commitment to human rights and sustainability.

Skills in analysis and synthesis.

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 acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

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

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

## DESCRIPTION OF CONTENTS

### 1. Developmental Psychology.

The concept of developmental psychology, its object of study, stages of development, developmental contexts, models, theories, and transitional concepts are addressed.

### 2. Basic processes and contexts of child development.

Different aspects associated with development from conception to adolescence are addressed, such as: biosocial aspects: reflexes, muscle tone, fine and gross motor skills; sensoriperceptual development: sensory capacities, evolution of perceptual organization, maturation of attention and perceptual exploration; cognitive development (Piaget's theory); multiple intelligences as an alternative to IQ; psychosocial and affective development (temperament, family context, parenting styles, attachment, moral and social rules); linguistic development: phonological, pragmatic, lexical, semantic, and grammatical development.

### 3. Adolescence.

Biosocial, cognitive, and psychosocial development in adolescence, the development of self-concept and identity, aggressive behavior, peer groups, psychosexual and gender development, and psychological



maturity are addressed.

#### 4. Young Adulthood, Middle Age, and Aging.

Biosocial, cognitive, and psychosocial development in young adulthood, middle age, and aging, and the contexts of development during this period of life.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
<b>Total hours</b>	<b>60,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	20,00
Independent study and work	40,00
Preparation of lessons	10,00
Preparation for assessment activities	10,00
Resolution of case studies	10,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

The teaching-learning methodology used throughout the course in this subject will depend on the type of content being covered at any given time: theoretical, practical, common to other subjects, etc. Additionally, new methodologies may be included, taking into account innovative educational projects implemented in the classroom.

This will promote an active and participatory methodology that encourages students to construct knowledge with teaching methodologies such as:

- Case studies.
- Reading and analysis of texts and sources.
- Problem-solving.
- Tutorials.
- Master classes.
- Seminars to exchange different points of view among attendees on a relevant topic.

## EVALUATION



## Assessment Elements

### Exam.

The score on the final exam will account for 50% of the final grade (5 points). Written test covering theoretical and practical content. It includes objective questions (30% of the exam grade) and essay or open-ended questions (20% of the exam grade. This section will be shared by all groups in the subject). A passing score of at least 50% is required to pass the course. This section will be fully recoverable in the second sitting.

### Portfolio: Classroom activities and report.

Classroom and out-of-class activities and tasks related to the subject syllabus. The activities or portfolio section represents 20% of the final grade (2 points). The student must submit at least 70% of these activities and obtain a minimum score of 1 out of the 2 points required to pass the first sitting. In the second sitting, 100% of this section, i.e., the 2 points, will be recoverable through a competency test.

Report. Submission of a report on the theoretical and practical application of the subject. This report can be individual or group. It accounts for 30% of the final grade for the course (3 points). A minimum score of 1.5 points is required to pass the first sitting. In the second sitting, 100%, i.e., 3 points, in this section will be recoverable through the submission of an individual assignment.

The minimum requirements to pass the subject are as follows:

#### In the first sitting:

Students must obtain a minimum grade of 5 (out of 10) or 2.5 (out of 5) on the exam, as well as submit and pass the classroom activities (1 point out of 2) and the fieldwork report (1.5 out of 3). Students will only be able to pass the subject if all of these requirements are met.

#### In the second sitting:

Students must obtain a minimum grade of 5 (out of 10) on the exam or 2.5 (out of 5), as well as pass the written test for the activities (with a maximum score of 1 point) and submit the fieldwork report (with a maximum score of 3 points).

Students must pass the continuous assessment (classroom activities and report) if the minimum required is exceeded, and will be retained until the second sitting.

### Honor Roll.

The honor roll (Art. 17) may be awarded to students who have obtained a grade equal to or higher than 9.0



in strict order of grade on the report card. In the event of a tie, the teaching unit/faculty will jointly decide on the awarding of the honor roll to the student at the request of the professor involved. The number of honor rolls cannot exceed 5% of the students enrolled in the subject during the academic year. These conditions will be applied to each group.

**Warning:**

Copying or plagiarism of any assignment that is part of the assessment will result in a failure in both the First and Second Examination Sessions, and the student will be subject to the appropriate disciplinary procedures. Please note that, according to Article 13.d) of the University Student Statute (RD 1791/2010, of December 30), students are required to refrain from using or cooperating in fraudulent procedures in assessment tests, in the work they complete, or in official university documents. However, in the event of plagiarism in the first sitting, the student has the right to apply for a second sitting. In all written tests, correct syntax, grammar, and spelling will be taken into account.

**Grading System:**

The grading of the course and the appeal of the grade obtained are subject to the provisions of the University of Valencia's Evaluation and Grading Regulations for Bachelor's and Master's degrees (ACGUV108/2017 of May 30, 2017).

[http://www.uv.es/graus/normatives/2017\\_108\\_reglament\\_avaluacio\\_qualificacio.pdf](http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf)

According to this regulation, the grade must be recorded numerically from 0 to 10 with one decimal place, and must conform to the following grading scale:

- 0 to 4.9: fail.
- 5 to 6.9: pass.
- 7 to 8.9: notable.
- 9 to 10: excellent or excellent with honors.

The different sections of the assessment are only added together when the minimum requirements established for each section have been met.

The grade obtained in the first sitting must be recorded in the course transcript according to the following rules:



- If there is no grade for the exam section, the grade will be "NOT SUBMITTED," regardless of the other sections.
- If there is a grade for the exam section and it does not meet the minimum requirements, a FAIL will be recorded, along with a numerical grade based on 10 for the grade for this section.
- If there is a grade for the exam section and it meets the minimum requirements, but these requirements are not met in the other section of activities and report, a FAIL must be recorded, along with a numerical grade based on 10 for the grade for which the student failed the course.

In the second sitting, the following rules will apply:

- The "NOT SUBMITTED" option is only available when the student has not submitted to one of the assessment sections.
- If there are grades in both assessment sections and the minimum requirements are not met in either of them, the student will receive a FAIL and the grade out of 10 corresponding to the section that was not passed. If both sections are failed, the highest grade within the fail category will be recorded, out of 10.
- If any of the minimum requirements are not met in either assessment section, the student will receive a FAIL and the numerical grade out of 10 for the failed section.
- If one assessment section is passed and no assessment evidence has been submitted for the other assessment section, the student will receive a FAIL and the grade will be the average of the scores, with 0 for the section not submitted (maximum possible 4.9).

#### FRAUDULENT ACTIONS AND USE OF GENERATIVE ARTIFICIAL INTELLIGENCE

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).

## REFERENCES

- Berger, K. S. (2007). *Psicología del Desarrollo. Infancia y Adolescencia* (7ª Edición). Editorial Médica Panamericana.
- Córdoba, A. I., Descals, A. y Gil, M. D. (2006). *Psicología Del Desarrollo En La Edad Escolar*. Pirámide.
- Delgado, B. (Coord.) (2008). *Psicología del Desarrollo desde la infancia a la vejez*. McGraw Hill.
- González-Sala, F. (2018) *Psicología del ciclo vital. Desarrollo humano desde la adultez*



*hasta la vejez*. Valencia: Ángeles Carrillo.

- Papalia, D. E. y Martorell, G. (2017). *Desarrollo Humano* (13ª Edición). McGraw Hill.
- Papalia, D.E y Martorell, G (2021). *Desarrollo Humano* (14ª edición). Mc Graw Hill.
- Shaffer, D.R. (2007) *Psicología del desarrollo: Infancia y adolescència* (6ªed). Ed: Paraninfo.