

Developmental Psychology I

Code: 102575
ECTS Credits: 6

Degree	Type	Year	Semester
2502443 Psychology	FB	1	1

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Other comments on languages

There will be readings in English

Teachers

Esther Maria Secanilla Campo
Marta Padrós Castells
Mario Figueroa González
Maria Carme Cirera Amores

External teachers

(a determinar)

Prerequisites

There is no prerequisite specifically established for this subject, but it is highly recommended to be simultaneously studying the other subjects that make up the first semester of the first course. These subjects are: Foundations of Psychobiology I, History of Psychology, Personality and Individual Differences, Psychological Processes: Attention and Perception.

Objectives and Contextualisation

The Developmental Psychology programme provides a clear and simplified introduction to distinct interpretations of the changes and psychological transformations that occur in people during their life. The principal objective of the subject is to provide theoretical and practical knowledge about some of the main processes of human evolution: the ability to adapt to the environment from birth; the origin and development of communication and speech, and the intelligent forms with which individuals organise the world that surrounds them in order to understand it. Although the conceptual and methodological framing contemplates the distinct stages of human life, the study of evolutionary changes from conception to adolescence is taken as the

privileged period of time to describe and explain the development and value the importance of education and intervention in these distinct stages.

In accordance with this approach, the training objectives of the subject are:

- To read, write and speak carefully about human development.
- To place theoretical voices in their context: historical coordinates, epistemological models, empirical productivity and applications.
- To define concepts and to describe the sequences of evolutionary change in the early stages of life.
- To know how to indicate and comment on scientific problems, which comprises the study of psychological development, and to have an understanding of the efforts of evolutionary researchers to overcome conceptual, methodological and socio-economic and political difficulties.
- To have the ability to collect and interpret relevant data (usually within their study area) to make judgments that include a reflection on outstanding issues of a social, scientific or ethical nature.

The theoretical and practical content of this subject will be continued in Developmental Psychology II, thus covering all stages of development.

In each of these subjects, we will work on a different technique to approach development. In Developmental Psychology this will be approached through observation and in the course of Developmental Psychology II this will be done through drawing up and carrying out interviews.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Actively listen to be able to obtain and synthesise relevant information and understand the content.
- Distinguish and relate the different focuses and theoretical traditions that have contributed to the historical development of psychology as well as its influence on the production of knowledge and professional practice.
- Evaluate, contrast and take decision on the choice of adequate methods and instruments for each situation and evaluation context.
- Identify and describe the processes and stages in psychological development through the life cycle.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Work in a team.

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
3. Assess how stereotypes and gender roles impact professional practice.
4. Assess the impact of the difficulties, prejudices and discriminations that actions or projects may involve, in the short or long term, in relation to certain persons or groups.
5. Assess the relevance of the assessment methods of development in each of the stages of the life cycle.
6. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
7. Contrast the notions of evolution, development and genesis.
8. Contrasting biopsychosocial concepts and processes involved in the changes that are related to the growth, development and aging through research examples to everyday life.
9. Critically analyse the principles, values and procedures that govern the exercise of the profession.
10. Describe the main characteristics of the theoretical focuses in the study of Evolutive Psychology.
11. Explain the explicit or implicit deontological code in your area of knowledge.

12. Identify and analyse evolutionary concepts and processes from systematic observations on the development of people throughout the stages of their life cycle.
13. Identify situations in which a change or improvement is needed.
14. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
15. Identify the processes of change and stages of cognitive, psychomotor, perceptive and linguistic development.
16. Identify the social, economic and/or environmental implications of academic and professional activities in the area of your knowledge.
17. Propose new experience-based methods or alternative solutions.
18. Propose new ways of measuring the viability, success or failure of the implementation of innovative proposals or ideas.
19. Propose projects and actions that incorporate the gender perspective.
20. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
21. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.
22. Work in a team.

Content

Descriptors: Theories and models of human development. Bases of human development. Psychomotor development. Cognitive development. Development of communication and language.

Programme, Thematic Blocks:

Block A. Introduction to the study of human development

- Historical perspective of the study of childhood
- Development and genesis concepts
- The main theoretical schools in the study of development

Block B. Psychobiological development

- Prenatal and neonatal development
- Perceptive development
- Psychomotor development and movement coordination

Block C. Development of communication and language

- Niche ecological-social early childhood
- Beginning communication
- Emergence of meaning in the child's mind
- Theories explaining how we learn the language

Block D. Cognitive development

- Theoretical perspectives on the development of cognition (Piaget)
- Theoretical perspectives on the development of cognition (Vygotsky)

Conferences:

Presentation and introduction to developmental psychology.

Current views on development according to a systemic perspective.

Methodology

Methodology

Classroom-learning situations are organised as follows:

- Large-scale conferences aimed at sensitizing and revealing the interest in topics of particular relevance to understanding ontogenetic development in the early stages of life.
- Presentation lectures aimed at presenting the basic contents of the programme.
- Classroom practices aimed at the preparation, sharing and discussion of learning evidences and at carrying out an observational project within a small group.

Observational study of child development (aged between 4 months and 5 years old) and its context. This project has as its objectives:

- To know, analyse and identify some of the evolutionary characteristics of children referring to their psychomotor development, communication and language and cognitive development.
- To be able to plan and carry out observation and analysis of information in accordance with the evolutionary characteristics of a child.

- To use observation as an information-search procedure.
- To use the oral presentation and the written report as information-communication procedures.

For this project, working teams of 5 students will be formed. First, individually, there will be a theoretical-practical report adapted to the child being observed. Next, each work team will carry out as self-directed learning activities 3 observations on the same child (aged between 4 months and 5 years old). The observations will be made on distinct days. Observations will be directed towards the following aspects: Psychomotor development, development of communication and language, and cognitive development. Observations will be video recorded, and each team will present one filmed observation in class. Finally, each workteam will submit a final written report bringing together the analysis of each of the observations along with contributions made in class by the team as a whole. Compulsory attendance at practice class sessions. N.B. *The proposed teaching and assessment methodologies may experience some modifications as a result of the restrictions on face-to-face learning imposed by the health authorities. The teaching staff will use the Moodle classroom or the usual communication channel to specify whether the different directed and assessment activities are to be carried out on site or online, as instructed by the Faculty.*

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classroom practices: Observational study of child	20	0.8	8, 7, 10, 20, 22, 5
Conferences	3	0.12	8, 7, 10, 5
Exhibition sessions	28.5	1.14	8, 7, 10, 20
Type: Supervised			
Planning observations, exhibitons and final written	11.5	0.46	8, 7, 10, 22, 5
Type: Autonomous			
Bibliographic and other information sources	10	0.4	8, 7, 10, 20, 5
Carrying out group work	11	0.44	8, 10, 20, 22, 5
Carrying out individual work	11	0.44	8, 7, 10, 20, 5
Empirical project: Child observation	20	0.8	8, 7, 10, 20, 22, 5
Study	32	1.28	8, 7, 10, 20, 5

Assessment

Assessment

Subject assessment includes taking 2 individual written tests; the individual preparation of the theoretical-practical information adapted to the child being observed; writing the report for the small-group project and its presentation.

The final grade for the subject will be obtained from the sum of the weighted scores awarded for the learning evidences submitted. The relative weight of each of the learning evidences obtained and the weeks in which these are carried out are specified below:

Evidence presentation classes:

- Evidence 1: Individual written test - Block A and B: 25%.

- Evidence 2: Individual written test - Block C and D: 25%

Evidence seminar classes:

- Evidence 3a: Theoretical-practical report adapted to the child being observed (written test and present via virtual): 10%
- Evidence 3b: Oral group presentation of the observation project: 10%
- Evidence 4: Written report on the observation of a child (small-group project) (written test and present via virtual): 30%

ASSESSMENT

- Students who have submitted less than 40% of the required assessment evidences will be considered "NOT AVALUABLE".
- To pass the subject, students must have obtained a total of at least 5 in the continuous assessment, with a minimum of 4 or more (on a 0-10 scale) for each of the evidences, all of which are compulsory. In case of not meeting these requirements, the maximum grade that can be obtained is 4.5.
- FAIL grade will be awarded available students who obtain a final weighted grade of <5.

REASSESSMENT

- Reassessment is available to those students who during continuous assessment have submitted evidences with a weight equal to or greater than 2/3 of the total grade and have obtained a grade of between 3.5 to 4.9.
- Re-assessment is final and will consist of an individual written test for Evidences 1 and 2. Re-assessment for Evidence 3 requires re-submitting the written report incorporating the suggested modifications and / or to repeat the oral presentation. Re-assessment for Evidence 4 requires re-submitting the written report incorporating the suggested modifications.
- The re-assessment grade obtained for each evidence replaces the grade previously obtained up to a limit of 5 (maximum) for each re-assessed evidence.
- The final grade will be recalculated following the same criteria as for continuous assessment.

No unique final synthesis test for students who enroll for the second time or more is anticipated.

Link to the assessment guidelines for all Faculty degrees:

<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Ev1 Individual written test - Block A and B (first assessment period)	25%	1.5	0.06	9, 2, 8, 7, 10, 11, 15, 14, 17, 20, 4, 5
Ev2 Individual written test - Block C and D (second assessment period)	25%	1.5	0.06	2, 8, 7, 10, 15, 14, 17, 20, 5
Ev3a Theoretical-practical report adapted to the child being observed (Week 6)	10 %	0	0	2, 6, 8, 10, 15, 16, 14, 13, 19, 20
Ev3b Oral group presentation of the observation project (Week 15-16)	10 %	0	0	1, 15, 20, 22, 3, 5
Ev4 Written report on the observation of a child (small-group project) (week 17-18)	30%	0	0	9, 2, 6, 10, 11, 15, 12, 16, 14, 21, 18, 20, 22, 4

Bibliography

Reference manuals

Palacios, J., Marchesi, A. & Coll, C. (comp.) (2001). Desarrollo psicológico y educación. Psicología evolutiva. Madrid: Alianza Psicología.

Perinat, A. (2003). Psicología del desarrollo. Un enfoque sistémico. Barcelona: EDIUOC.

Basic bibliography

- Berger, K. S. (2012) *Psicología del Desarrollo: infancia y adolescencia*. Madrid: Médica Panamericana.
- Bronfenbrenner, U. (1987). *La ecología del desarrollo humano*. Barcelona: Paidós.
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- Delval, J. (1994). *El desarrollo humano*. Madrid: Siglo XXI.
- García Madruga, J. A., Gutiérrez, F. & Carriedo, N. (2002). *Psicología Evolutiva II. Desarrollo cognitivo y lingüístico (Vols. I y II)*. Madrid: UNED.
- García Madruga, J. A. & Delval, J. (Eds.) (2019). *Psicología del Desarrollo I*. 2ª Ed. Madrid: UNED
- Gessell, A. (1988). *El niño de 1 a 4 años*. Barcelona: Paidós.
- Gutiérrez Martínez, F. (2005). *Teorías del desarrollo cognitivo*. Madrid: McGraw Hill.
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- Silvestre, N. & Solé, R. M. (1993). *Psicología evolutiva. Infancia, preadolescencia*. Barcelona: Ceac.
- Vasta, R., Haiti, M. M., & Miller, S. A. (2001). *Psicología infantil*. Barcelona: Ariel.
- Vygotsky, Lev S. (1986) *Thought and Language* (Eugenia Hanfmann & Gertrude Vakar. Trans. Revised ed.) Cambridge, MA: MIT Press (Original work published 1934).

Complementary bibliography

- Berger, K.S. & Thompson, R.A (2008). *Psicología del desarrollo: Infancia y Adolescencia*. 7ª Edición. Madrid; Panamericana, 1997.
- Bradley, B. S. (1992). *Concepciones de la infancia*. Madrid: Alianza. (Original en anglès, 1989).
- Córdoba . A. I.; Descals, A. & Gil, M. D. (Coords.) (2006). *Psicología del desarrollo en la edad escolar*. Madrid: Pirámide.
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- Donaldson, M. (1984). *La mente de los niños*. Madrid: Morata.
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- Palau, E. (2001). *Aspectos básicos del desarrollo infantil. La etapa de 0 a 6 años*. Barcelona: CEAC.
- Peralta, A. (2002). *La percepció dels mestres sobre les famílies procedents del Marroc i llurs relacions. Aproximació des d'un enfocament sistèmic i ecològic*. En A C. Mir (Coord.). *Les portes de l'escola. L' heterogeneïtat de les persones i les seves relacions*. pp 81-109. Universitat Autònoma de Barcelona. Servei de Publicacions. Col.lecció Documents.

Pérez Pereira, M. (1995). Nuevas perspectivas en psicología del desarrollo. Un enfoque histórico crítico. Madrid: Alianza Editorial.

Perinat, A. (1986). La comunicación preverbal. Barcelona: Avesta

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Postman, N. (1990). La desaparició de la infantesa. Vic: Eumo. (Original en anglès, 1982). Rogoff, B. (1993): Aprendices del pensamiento. Paidós. Barcelona

Schaffer, H. R. (2000). Desarrollo social. Mexico: Siglo XXI. (Original en anglès, 1996).

Teberosky, A.; Rivero, M.; Ribera, N.; Peralta, A.; Rabassa, M. y Portilla, C. (2008). El discurso escolar: entre la oralidad y la escritura. Barcelona: Graó. ISBN:978-84-7827-526-7 DL: B-1.300-2008

Recommended articles

Alkire, S.(2002). Dimensions of Human development. World Development, 30 (2), 181-205.

Bronfenbrenner, U. (1985). Contextos de crianza del niño. Problemas y prospectivas. Infancia y Aprendizaje, 29, 45-55. (Original en anglès, 1979).

Bruner, J. (1972). Nature and uses of immaturity. American Psychologist, 27 (8), 1-22. (Versió en español de Ileana Enesco, 1989).

Bruner, J. (1981). Vygotski: una perspectiva histórico-cultural. Infancia y Aprendizaje, 14, 3-17.

Others books and reference materials

You can find videos on the subject of practices in the resource room (ADRE) of the Faculty of Science of Education and in the Humanities library

At the beginning of the course, updated references will be published in Moodle, if applicable; In addition, the following will be provided:

Web links

Dossiers of readings and videos

Software

Socrative and Kahoot but there is the drawback that the free versions of these programs have a participation limit of 50 students and the groups for this subject are greater than 80 students.