



## Teaching Guide

Identifying Data					2023/24
<b>Subject (*)</b>	Developmental Psychology (0 to 6 years olds)		<b>Code</b>	652G01004	
<b>Study programme</b>	Grao en Educación Infantil				
Descriptors					
<b>Cycle</b>	<b>Period</b>	<b>Year</b>	<b>Type</b>	<b>Credits</b>	
Graduate	1st four-month period	First	Basic training	6	
<b>Language</b>	SpanishGalician				
<b>Teaching method</b>	Face-to-face				
<b>Prerequisites</b>					
<b>Department</b>	Psicoloxía				
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<b>Web</b>					
<b>General description</b>	<p>This subject and "Psychology of learning in educational contexts" make up the Basic Training Module of the Degree: Educational processes, learning and personality development from 0 to 6 years of age (Regulation ECI/3854/2007, December 27th).</p> <p>The core of essential competencies deals with knowledge of the development of the evolutionary psychology of childhood in the periods from 0 to 3 and 3 to 6 years, specifically in the psychomotor, cognitive, linguistic, social and affective-emotional domains.</p> <p>This subject is "English Friendly":</p> <ol style="list-style-type: none"> <li>1. It is taught in an initial language (Galician or Spanish).</li> <li>2. Learning materials will be provided in English for international students.</li> <li>3. Tutorials may be conducted in English.</li> <li>4. Exams and presentations may be done in English.</li> <li>5. International students will have the opportunity to make classroom presentations in English.</li> </ol>				

## Study programme competences / results

Code	Study programme competences / results
A2	Coñecer os desenvolvementos da psicoloxía evolutiva da infancia nos períodos 0-3 e 3-6.
A3	Coñecer os fundamentos de atención temperá.
A4	Recoñecer a identidade da etapa e as súas características cognitivas, psicomotoras, comunicativas, sociais, afectivas.
A15	Coñecer os principios básicos dun desenvolvemento e comportamento saudables.
B1	Aprender a aprender.
B5	Traballar de forma colaborativa.
B11	Capacidade de busca e manexo de información.
B24	Recoñecemento e respecto á diversidade e á multiculturalidade.
C4	Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.
C6	Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.
C7	Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.

## Learning outcomes

Learning outcomes	Study programme competences / results



To know, understand and value the scientific knowledge contributed by Developmental Psychology to the study of the processes of behavioural change that occur in human beings as a result of processes of growth, development and significant life experiences (generically known as evolutionary change).	A2		
To know and understand the psychological development of girls and boys at the early childhood education level, i.e. in the first (0-3) and second childhood or temperate childhood (3-6 years).	A2 A3 A4 A15		
To know and identify the main psycho-evolutionary characteristics of early childhood education pupils in their cognitive and social-relational dimensions or domains and their interrelation and continuity.	A2 A3 A4 A15		
To identify and analyse some of the psycho-evolutionary characteristics of pupils in the early childhood education stage, through observation, self-reports and clinical studies.	A2 A4	B1 B5 B11	
To plan and carry out tasks critically and creatively, as a result of divergent thinking.		B24	C6
To manage computer tools and use different web resources to search for information.		B1 B5 B11	C6 C7
To produce tables, profiles and charts for the presentation of data, scores or information.		B1 B11	
To report systematically and in a planned way based on data obtained from the application of questionnaires or observation.	A4	B1 B5 B24	C6
To understand the interactive nature of the teaching/learning process in educational situations, and consequently value class attendance as the context in which it will materialise.		B1 B5 B24	
To value participation, dialogue and debate, with an attitude of respect, both towards turns and ideas, as well as active involvement and commitment to learning.		B1 B5 B24	C6 C7
To become aware, actively commit themselves, take responsibility and evaluate their learning process, developing work habits, effort, responsibility and attitudes of curiosity, scientific rigour as well as interest in learning.		B1 B5 B24	C6 C7
To develop techniques and attitudes favourable to cooperation, co-participation, commitment and exchange with other classmates. To develop forms of conversation and exploratory thinking that favour the understanding and construction of knowledge.		B1 B5 B24	C6 C7
To recognise and value individual differences, rejecting discrimination based on differences in gender, social class, beliefs, race and other individual and social characteristics. To accept and value diversity.		B5 B24	
To develop attitudes in favour of sustainable development.			C4

Contents	
Topic	Sub-topic
1. DEVELOPMENT IN EARLY CHILDHOOD EDUCATION	1. Developmental Psychology 1.1. Object of study of the Developmental Psychology 1.2. Processes and stages of development during infancy 1.3. Determinants of the development 1.4. Basic designs for developmental research 2. Early Childhood Education 2.1. Aims and objectives of early childhood education 2.2. Curriculum in early childhood education 2.3. Basic competencies in early childhood education



<p>2. PSYCHOMOTOR DEVELOPMENT</p>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Physical development</li> <li>3. Psychomotor development in early childhood             <ol style="list-style-type: none"> <li>3.1. Systems for acting in the world: reflexes</li> <li>3.2. Systems for receiving information: The senses</li> <li>3.3. Systems for transmitting information: Crying and smiling</li> <li>3.4. Motor skills</li> </ol> </li> <li>4. Psychomotor development in early childhood             <ol style="list-style-type: none"> <li>4.1. Progress in gross psychomotor skills</li> <li>4.2. Progress in fine psychomotor skills</li> <li>4.3. Establishment of lateral preference</li> <li>4.4. The body as a schema</li> <li>4.5. Muscle tone</li> <li>4.6. The structuring of space and time</li> </ol> </li> </ol>
<p>3. COGNITIVE DEVELOPMENT</p>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Development of attention</li> <li>3. Memory Development</li> <li>4. Development of intelligence             <ol style="list-style-type: none"> <li>4.1 Sensorimotor intelligence.</li> <li>4.2 Pre-operational intelligence</li> </ol> </li> <li>5. Educational implications for the stage</li> </ol>
<p>4. LANGUAGE ACQUISITION AND DEVELOPMENT</p>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Language acquisition and development in the first two years of life             <ol style="list-style-type: none"> <li>2.1. Pre-linguistic stage</li> <li>2.2. Linguistic stage</li> <li>2.3 . Aspects favouring language acquisition</li> </ol> </li> <li>3. Language development from the age of two             <ol style="list-style-type: none"> <li>3.1. Introduction</li> <li>3.2. Acquisition of the sounds of language: phonological development</li> <li>3.3. Acquisition of word meaning: semantic development</li> <li>3.4. Acquisition of the rules of word organisation: morphosyntactic development</li> <li>3.5. Knowledge of language</li> </ol> </li> <li>4. Educational implications for the stage</li> </ol>
<p>5. AFFECTIVE-EMOTIONAL AND PERSONALITY DEVELOPMENT</p>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Personal, affective-emotional and social development in early childhood             <ol style="list-style-type: none"> <li>2.1. The construction of personal identity</li> <li>2.2. Affective-emotional development</li> <li>2.3. Social development</li> </ol> </li> <li>3. Personal, affective-emotional and social development in second childhood             <ol style="list-style-type: none"> <li>3.1. Construction of personal identity</li> <li>3.2. Emotional and moral development</li> <li>3.3. Social development</li> </ol> </li> <li>4. Educational implications for the stage</li> </ol>

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Introductory activities	A2 B5 B24	3	0	3
Guest lecture / keynote speech	A2 A4	15	0	15
Objective test	A2 A4	2	0	2



Supervised projects	A2 A3 A4 A15 B1 B5 B11 B24 C4 C6 C7	18	60	78
Research (Research project)	A2 A4 B1 B5 B11 C6 C7	4	38	42
Personalized attention		10	0	10
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	Description
Introductory activities	Activities to be carried out before starting the teaching-learning process to find out the competencies, interests and motivation of the students to achieve the goals to be achieved. Presentation of the subject.
Guest lecture / keynote speech	These are oral presentations accompanied by audiovisual media (face-to-face or virtually). Some questions will be addressed to the students, to introduce and present the contents of each topic and facilitate their learning.
Objective test	A written test is used for the assessment of learning, the distinguishing feature of which is the possibility of determining whether or not the answers given are correct. The test may combine different types of questions: multiple choice, ordering, short answer, discrimination, completion and/or association questions. It can also be constructed with only one type of any of these questions.
Supervised projects	This methodology is designed to promote autonomous learning under the guidance of the teacher (face-to-face or virtually). It consists of orientation-execution and demonstration-practice activities so that students can significantly understand the information related to development in the 0 to 6 years stage and integrate it into their knowledge structure.
Research (Research project)	Teaching process (face-to-face or virtually) that aims at facilitating the expansive construction of knowledge using practical activities (psycho-evolutionary reports/research articles) based on the identification, analysis and study of some of the psycho-evolutionary characteristics of infant pupils through participatory observation, self-reports and clinical studies. All this will be done through a process of discussion in small groups.

Personalized attention	
Methodologies	Description
Supervised projects Research (Research project)	Personalised attention will be given both in the classroom and in tutorials. Its purpose is to guide the learning process in the activities, and also the preparation of class reports. All of this will be done to facilitate the students' meaningful understanding of the information, integrating it into their knowledge structure and actively involving them.

Assessment			
Methodologies	Competencies / Results	Description	Qualification
Supervised projects	A2 A3 A4 A15 B1 B5 B11 B24 C4 C6 C7	Report and presentation of the individual and group work carried out for the development of orientation-implementation and demonstration-practice activities. This report will be delivered through the virtual platform Moodle of the University of A Coruña. In assessment mode B, this work will be assessed using questions in the objective test.	20
Objective test	A2 A4	A written test is used for the assessment of learning, the distinctive feature of which is the possibility of determining whether or not the answers given are correct. The objective test can combine different types of questions: multiple choice, ordering, short answer, discrimination, completion and/or association questions. It can also be constructed with only one type of any of these questions. The acquisition of the key concepts of the subject will be assessed. The exam will take place via Moodle. Students will have to bring a portable device with a Moodle connection.	50



Research (Research project)	A2 A4 B1 B5 B11 C6 C7	The aim is to identify, analyse and study some of the psycho-evolutionary characteristics of a small sample of pupils and draw up psycho-educational reports/articles, based on participatory observation or the application of tests, based on the data obtained (or provided that it is not possible to go to the schools). This will be done through a process of discussion in small working groups.  This report will be delivered through the virtual platform Moodle of the University of La Coruña.	30
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### Assessment comments

1st CALL. 1st OPPORTUNITY Depending on the continuous attendance or not of the classes, there are two ways of following the subject "Developmental psychology from 0 to 6 years" which determine two different modes of evaluation: Mode A or Continuous Evaluation, and Mode B or Final Evaluation.

? Mode A. Continuous Evaluation. In this modality, a procedural type of evaluation will be carried out, consisting of a series of activities and practices of each subject carried out in groups with periodic monitoring of the same. Therefore, class attendance will be compulsory (at least 85% of the classroom hours, i.e., only a maximum of 4 modules may be missed in the four months with or without justification, otherwise the student must opt for mode B), with the active and continuous participation of the students in the group work in the classroom being essential (otherwise it will be counted as an absence). This assessment will be carried out based on:

- a) a written presentation of the group activities of each of the subjects (tutored work), which will account for a maximum of 20% of the qualification.
- b) a written presentation of the group activities indicated (research/research project), which will account for a maximum of 30% of the qualification.
- c) an objective test, with a minimum mark of 5.

To pass the subject students must present all the proposed activities (tutored work and research) and obtain 50% of the qualification in each of them. They will also have to participate in the non-classroom work for at least 85% of the hours worked (participation qualified by the members of the collaborative group).

The final qualification will be the sum of the scores obtained in each of the elements of the evaluation second to their respective weight (this qualification at the individual level can be affected by the qualifications that the members of the group make for the work carried out by each member).

? Mode B. Final Evaluation. For those students who do not attend 85% of the classroom hours, repeating students or students with recognition of part-time dedication and academic dispensation of exemption from attendance, the qualification will be determined by a final written test of the theoretical contents, and the completion and delivery of the research work of the subject. This test will have 70 % of the weight in the evaluation. The research work will weigh 30%.

1st CALL. 2nd OPPORTUNITY

- Mode A. The part of the subject in which 50% of the qualification was not achieved will have to be repeated.
- Mode B. The evaluation will be carried out as indicated for the 1st opportunity.

OTHER CALLS

In the remaining exams, the Mode B. Final Assessment will be followed, i.e. a written test of the theoretical-practical contents of the subject of the corresponding academic year.

Fraudulent performance of tests or evaluation activities, once verified, will directly imply suspension, regardless of the call in which it is committed: the student will be graded with "fail" (numerical grade 0) in the corresponding call for the academic course, whether the commission of the offense occurs on the first opportunity or on the second. For this, the qualification will be modified in the first opportunity catalogue, if necessary.

### Sources of information



<p>Basic</p>	<p>ADRIAN SERRRANO, J.E. (2008). El desarrollo psicológico infantil: áreas y procesos fundamentales. Castelló de la Plana: Publicaciones de la Universitat Jaume BASSÉDAS, E., HUGUET, T. e SOLÉ, I. (2006). Aprender y enseñar en educación infantil. Madrid: Graó BERGER, K.S. (2007). Psicología del desarrollo: Infancia y adolescencia (7ª ed.). Madrid: Editorial Médica Panamericana BERGER, K.S. e THOMPSON, R.A. (1997). Psicología del desarrollo: Infancia y adolescencia. Madrid: Editorial Médica Panamericana BERK, L.E. (1999). Desarrollo del niño y del adolescente. Madrid: Prentice Hall BERMÚDEZ, M.P. e BERMÚDEZ, A.M. (Eds.) (2004). Manual de Psicología Infantil. Aspectos evolutivos e intervención psicopedagógica. Madrid: Biblioteca Nueva BURMAN, E. (1994). La deconstrucción de la Psicología Evolutiva. Madrid. Aprendizaje Visor CARPINTERO, E. e BELTRÁN, J. (2013). Psicología del desarrollo. Madrid: CEFCONDE PLAZA, D. (2009). Psicología del desarrollo infantil. Málaga: Ediped (Material Audiovisual) CÓRDOBA, A.I.; DESCALS, A. e GIL, M.D. (Coords.) (2006). Psicología del desarrollo en la edad escolar. Madrid: Pirámide CORRAL, A., GUTIERREZ, F. e HERRANZ, P. (1997). Psicología Evolutiva. Tomo I. Madrid: UNED CRAIG, G.J. (2001). Desarrollo psicológico (8ª ed.). México: Prentice Hall DELVAL, J. (1994). El desarrollo humano. Madrid: Siglo XXI DELVAL, J. e UNESCO, I. (1991). La aventura de crecer (material audiovisual) UNESCO, I. (2010). El desarrollo del bebé: cognición, emociones y afectividad. Madrid: Alianza Editorial GARCÍA MADRUGA, J.A. e LACASA, P. (Dirs.) (1990). Psicología evolutiva. 2 Vols. Madrid: UNED GARCÍA MADRUGA, J.A. et al. (2010). Psicología del desarrollo I. Madrid: UNED (libro electrónico) GARCÍA MUÑOZ, A. (2010). Psicología del desarrollo en la etapa de educación infantil. Madrid: Pirámide GIMÉNEZ-DASI, M. et al. (2006). Psicología del desarrollo: addenda, guía didáctica y prácticas. Madrid: UNED GIMÉNEZ-DASI, M. e MARISCAL, S. (Coords.) (2008). Psicología del desarrollo. Desde el nacimiento a la primera infancia. Vol. 1. Madrid: McGraw Hill GÓMEZ ALBO, A. (2010). Unha viaxe pola infancia. Vigo: In Indo Edicións GUTIERREZ, F. e VILA, J.O. (coords.) (2011). Psicología del desarrollo 2. Madrid: UNED KLEIN, L. e HICKMAN, D. (1994). El mundo en pañales (material audiovisual) MAÍLLO, J.M. (2006). Psicología del desarrollo: en una perspectiva educativa. Madrid: CEP MARTÍN, C. e NAVARRO, J.I. (2009). Psicología del desarrollo para docentes. Madrid: Pirámide MARTÍN, C. e NAVARRO, J.I. (Coord.) (2016). Psicología evolutiva en Educación Infantil y Primaria. Madrid: Pirámide MARTÍN SÁNCHEZ, M.V. (2009). Psicología de la educación y del desarrollo en educación infantil. Málaga: Ediped (material audiovisual) MIRAS, F., SALVADOR, M. e ÁLVAREZ, J. (2001). Psicología de la educación y del desarrollo en la edad escolar. Granada: Grupo Editorial Universitario MUÑOZ GARCÍA, A. (2010). Psicología del desarrollo en la etapa de educación infantil. Madrid: Pirámide MUÑOZ TINOCO, V. et al. (2011). Manual de psicología del desarrollo aplicada a la educación. Madrid: Pirámide PALACIOS, J., MARCHESI, A. e COLL, C. (Comps.) (1990). Desarrollo psicológico y educación. I. Psicología Evolutiva. Madrid: Alianza Psicológica PALACIOS, J., MARCHESI, A. e COLL, C. (Comps.) (2002). Desarrollo psicológico y educación. I. Psicología Evolutiva (2ª edic.). Madrid: Alianza Psicológica PAPALIA, D.E., WENDKOS, S. e DUSKIN, R. (2005). Desarrollo Humano (9ª edic.). Madrid: McGraw-Hill PERINAT, A. (2002). Psicología del desarrollo. Del nacimiento al final de la adolescencia. Barcelona: UOC PÉREZ-DELGADO, E. e GARCÍA ROS, R. (2010). Psicología del desarrollo II. Madrid: McGraw-Hill/Interamericana de España (libro electrónico) PERINAT, A. (2007). Psicología del desarrollo: Un enfoque sistémico. Barcelona: UOC PÓVEDA, B. e GRANDE, P. (2013). Psicología del desarrollo. Zaragoza: Stylo Digital RICE, F.P. (2000). Desarrollo humano. Estudio del ciclo vital. México: Prentice Hall RUBIO, R. (1992). Psicología del desarrollo. Madrid: CCSSADURNI, M., ROSTÁN, C. e PLANUGUMÁ, P. (2008). El desarrollo de los niños paso a paso (3ª ed.). Barcelona: UOC SANTROCK, J.W. (2006). Psicología del desarrollo en la infancia (10ª ed.). Madrid: McGraw-Hill SHAFFER, D.R. (1999). Psicología del desarrollo: Infancia y adolescencia (5ª ed). México: Internacional Thomson Editores SILVESTRE, N. e SOLÉ, M.R. (1993). Psicología evolutiva. Infancia, preadolescencia. Barcelona: CEACTHALENBERG, E. (2006). Bebé Humano (material audiovisual) TRIANES, M.V. e GALLARDO, J.A. (Coords.) (2003). Psicología de la educación y del desarrollo. Madrid: Pirámide TRIANES, M.V. e GALLARDO, J.A. (Coords.) (2004). Psicología de la educación y del desarrollo en contextos escolares. Madrid: Pirámide YUSTE, N., GAZQUEZ, J.J. e PÉREZ FUENTES, M.C. (2007-2008). Psicología del desarrollo en la escuela (2 Vols.). Granada: Grupo Editorial Universitario</p>
<p>Complementary</p>	<p>&lt;br /&gt;</p>



## Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

## Other comments

The activities and practices will be delivered telematically (through the Moodle virtual platform) to contribute to sustainable development, prevent negative impacts on the environment, and avoid the depletion of natural resources. As stated in the different applicable regulations for university teaching, the gender perspective will be incorporated in this course (non-sexist language will be used, bibliography of authors of both sexes will be used, intervention in class of students of all genders will be encouraged etc)-Work will be done to identify and modify prejudices and sexist attitudes and promote values of respect and equality.-Situations of discrimination based on gender must be detected and actions and measures will be proposed to correct them.

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.