



UNIVERSIDAD
DE MURCIA

1. Identification

1.1. About the course

Academic Term	2024/2025
Degree	GRADO EN EDUCACIÓN PRIMARIA, PROGRAMA ACADÉMICO DE SIMULTANEIDAD DE DOBLE TITULACIÓN CON ITINERARIO ESPECÍFICO DE GRADO EN EDUCACIÓN PRIMARIA (MENCIÓN EN EDUCACIÓN FÍSICA) Y GRADO EN CIENCIAS DE LA ACTIVIDAD FÍSICA Y DEL DEPORTE, PROGRAMA ACADÉMICO DE SIMULTANEIDAD DE DOBLE TITULACIÓN CON ITINERARIO ESPECÍFICO DE GRADO EN EDUCACIÓN INFANTIL Y GRADO EN EDUCACIÓN PRIMARIA (MENCIÓN EN RECURSOS EDUCATIVOS PARA LA ESCUELA Y EL TIEMPO LIBRE)
Course	PSICOLOGÍA DEL DESARROLLO
Code	5440
Year	PRIMERO PRIMERO PRIMERO
Course type	FORMACIÓN BÁSICA
Number of groups	6
ECTS	6.0
Estimation of workload	150.0 150.0 150.0
Timeline	1º Cuatrimestre 1º Cuatrimestre 2º Cuatrimestre
Languages	English, Spanish

1.2. Teaching staff

ATO LOZANO, ESTHER

Professor: **GRUPO 2, GRUPO 4**

Group coordination: **GRUPO 2, GRUPO 4**

Course coordinator

Category

PROFESORES TITULARES DE UNIVERSIDAD

Area

PSICOLOGÍA EVOLUTIVA Y DE LA EDUCACIÓN

Department

PSICOLOGÍA EVOLUTIVA Y DE LA EDUCACIÓN

Email / Personal web page / Online tutoring sessionsesterato@um.es Online tutoring sessions: **Sí****Phone number and office hours**

Duration:	Day:	Hours:	Place:
C1	Miércoles	09:30-12:30	868888204, Facultad de Psicología y Logopedia B1.4.050 (DESPACHO PROF. ESTER ATO LOZANO)

Remarks:

Se requiere cita previa.

FERRANDO PRIETO, MARIA MERCEDESProfessor: **PCEO INFANTIL+PRIMARIA**Group coordination: **PCEO INFANTIL+PRIMARIA****Category**

PROFESORES TITULARES DE UNIVERSIDAD

Area

PSICOLOGÍA EVOLUTIVA Y DE LA EDUCACIÓN

Department

PSICOLOGÍA EVOLUTIVA Y DE LA EDUCACIÓN

Email / Personal web page / Online tutoring sessionsmferran@um.es <http://www.mercedesferrandoprieto.es> Online tutoring sessions: **Sí****Phone number and office hours**

Duration:	Day:	Hours:	Place:
C2	Viernes	10:30-12:30	There are no records

Remarks:

There are no records

Duration:	Day:	Hours:	Place:
C2	Jueves	12:30-14:00	There are no records

Remarks:

Desp. 1.31B Fac. Educación. Tlf. 86888 4588

HERNANDEZ ORTIZ, ANA FUENSANTAProfessor: **PCEO PRIMARIA+DEPORTE**Group coordination: **PCEO PRIMARIA+DEPORTE**

Category

ASOCIADO A TIEMPO PARCIAL

Area

PSICOLOGÍA EVOLUTIVA Y DE LA EDUCACIÓN

Department

PSICOLOGÍA EVOLUTIVA Y DE LA EDUCACIÓN

Email / Personal web page / Online tutoring sessionsanafuensanta.hernandez@um.es Online tutoring sessions: **Sí****Phone number and office hours**

Duration:	Day:	Hours:	Place:
A	Lunes	10:00-11:00	868889476, Facultad de Educación B1.0.038

Remarks:

Concertar cita previa por email. Las tutorías serán online si la situación no permite la presencialidad

Duration:	Day:	Hours:	Place:
A	Viernes	10:00-12:00	868889476, Facultad de Educación B1.0.038

Remarks:

Concertar cita previa por email. Las tutorías serán online si la situación no permite la presencialidad

MARTINEZ RAMON, JUAN PEDROProfessor: **GRUPO BILINGÜE**

Group coordination:

Category

PROFESOR PERMANENTE LABORAL

Area

PSICOLOGÍA EVOLUTIVA Y DE LA EDUCACIÓN

Department

PSICOLOGÍA EVOLUTIVA Y DE LA EDUCACIÓN

Email / Personal web page / Online tutoring sessionsjuanpedromartinezramon@um.es <https://webs.um.es/juanpedromartinezramon/miwiki/doku.php?id=inicio> Online tutoring sessions: **Sí****Phone number and office hours**

Duration:	Day:	Hours:	Place:
A	Jueves	09:30-12:30	There are no records

Remarks:

Despacho B1.01.004 Facultad de Psicología y Logopedia. Tel. 868884586

PEREZ MANZANO, ANTONIOProfessor: **GRUPO 5**Group coordination: **GRUPO 5**

Category

ASOCIADO A TIEMPO PARCIAL

Area

PSICOLOGÍA EVOLUTIVA Y DE LA EDUCACIÓN

Department

PSICOLOGÍA EVOLUTIVA Y DE LA EDUCACIÓN

Email / Personal web page / Online tutoring sessionsaperez@um.es Online tutoring sessions: **Sí****Phone number and office hours**

Duration:	Day:	Hours:	Place:
C1	Martes	17:00-18:00	868884076, Facultad de Educación B2.1.015

Remarks:
There are no records

Duration:	Day:	Hours:	Place:
C1	Lunes	20:00-21:00	868884076, Facultad de Educación B2.1.015

Remarks:
There are no records

Duration:	Day:	Hours:	Place:
C1	Lunes	17:00-18:00	868884076, Facultad de Educación B2.1.015

Remarks:
There are no records

VEAS INIESTA, ALEJANDROProfessor: **GRUPO BILINGÜE**Group coordination: **GRUPO BILINGÜE****Category**

PROFESORES TITULARES DE UNIVERSIDAD

Area

PSICOLOGÍA EVOLUTIVA Y DE LA EDUCACIÓN

Department

PSICOLOGÍA EVOLUTIVA Y DE LA EDUCACIÓN

Email / Personal web page / Online tutoring sessionsalejandro.veas@um.es Online tutoring sessions: **Sí****Phone number and office hours**

Duration:	Day:	Hours:	Place:
A	Jueves	10:00-13:00	868883438, Facultad de Psicología y Logopedia B1.4.013 (DESPACHO PROF. ALEJANDRO VEAS INIESTA)

Remarks:
Es necesario solicitar cita previa a través del correo electrónico o el aula virtual.

2. Presentation

This subject addresses the study of psychological development in childhood, highlighting the developmental milestones that undergo in this period of life. The contents include the delimitation of Developmental Psychology as a scientific discipline, with a brief introduction to the main theoretical frameworks, and further addresses children's development in the biosocial, cognitive, emotional, and social areas. The scheduled activities aim that students acquire knowledge about developmental processes in humans and that students develop assessment abilities, as well as critical thinking and reflection about human behaviour.

3. Conditions of access to the course

3.1. Incompatibilities

There are no records

3.2. Requirements

There are no records

3.3. Recommendations

No existen recomendaciones para esta asignatura.

4. Competencies

4.1. Basic competencies

- CB2: Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio

4.2. Degree competencies

- CG1: Ser capaz de expresarse correctamente en español en el ámbito disciplinar de la Educación Primaria.
- CG5: Ser capaz de proyectar los conocimientos, habilidades y destrezas adquiridos para promover una sociedad basada en los valores de la libertad, la justicia, la igualdad y el pluralismo.
- CG6: Capacidad para trabajar en equipo y para relacionarse con otras personas del mismo o distinto ámbito profesional.
- CE4: Diseñar y regular espacios de aprendizaje en contextos de diversidad y que atiendan a la igualdad de género, a la equidad y al respeto de los derechos humanos que conformen los valores de la formación ciudadana.
- CE5: Fomentar la convivencia en el aula y fuera de ella, resolver problemas de disciplina y contribuir a la resolución pacífica de conflictos. Estimular y valorar el esfuerzo, la constancia y la disciplina personal en los estudiantes.

- CE10: Reflexionar sobre las prácticas de aula para innovar y mejorar la labor docente. Adquirir hábitos y destrezas para el aprendizaje autónomo y cooperativo y promoverlo entre los estudiantes.
- MB02: Conocer las características de estos estudiantes, así como las características de sus contextos motivacionales y sociales.
- MB03: Dominar los conocimientos necesarios para comprender el desarrollo de la personalidad de estos estudiantes e identificar disfunciones.
- MB05: Conocer las propuestas y desarrollos actuales basados en el aprendizaje de competencias.
- MB06: Identificar y planificar la resolución de situaciones educativas que afectan a estudiantes con diferentes capacidades y distintos ritmos de aprendizaje.

4.3. Transversal and course competencies

- CM2 Conocer las características del desarrollo psicológico de los niños y niñas en el período 6-12 años y los factores que influyen en el mismo
- CM3 Conocer las características de los contextos motivacionales y sociales en los que ocurre el desarrollo infantil
- CM4 Conocer los procesos de interacción y comunicación en el aula que favorecen el desarrollo psicológico

5. Contents

5.1. Theoretical contents

Theme 1: Developmental Psychology as scientific discipline

Contents: the concept of development; methods and designs in addressing the study of development Bronfenbrenner's biopsychosocial theory.

Theme 2: Biosocial development

Main changes in children's brain in connection to cognitive and emotional skills; motor development; the Epigenetic theory of development.

Theme 3: Cognitive-linguistic development

Piaget's theory of cognitive development and research derived from this theory; the Information Processing theory applied to children's cognitive development; Vygotsky's socio-cultural theory. Connections between cognitive skills and academic learning (mathematics and reading/writing); Cognition and language interactions.

Theme 4: Personality and socio-emotional development

Basic emotions. Moral emotions: Empathy and guilt Individual differences: temperament and personality. Self-concept and self-esteem. Gender identity, education and cultural context. Moral reasoning and behaviour. Prosocial behaviour and aggression.

5.2. Practical contents

- **Practical activity 1: Development in its ecological context**

The influence of culture on development. Observation and analysis of an individual from the Bioecological theory of development. Application of this theoretical perspective to the school.

Related to:

- Theme 1: Developmental Psychology as scientific discipline

■ Practical activity 2: Biosocial development

Physical exercise, health, and learning at school.

Related to:

- Theme 2: Biosocial development

■ Practical activity 3: Cognitive development

The child's mind in the classroom: strategies to foster children's abilities to learn.

Related to:

- Theme 3: Cognitive-linguistic development

■ Practical activity 4: Personality and socio-emotional development

The development of gender identity. Assessment of temperament and its contribution to adaptation in the school context. Assessment of parenting styles and its influence on child development; identification of children's moral reasoning level and its connection with social behavior.

Related to:

- Theme 3: Cognitive-linguistic development
- Theme 4: Personality and socio-emotional development

6. Training activities

There are no records

7. Course schedule

<https://www.um.es/web/estudios/grados/educacion-primaria/2024-25#horarios>

8. Assessment systems

Identifier	Name of the assessment tool	Assessment criteria	Weighting
SE1	Pruebas escritas (exámenes): pruebas objetivas, de desarrollo, de respuesta corta, de ejecución de tareas, de escala de actitudes realizadas por los alumnos para mostrar los conocimientos teóricos y prácticos adquiridos.	Test: Number of correct answers- (incorrect answers/2). Short questions: adequacy of the answers to the requested contents.	65.0
SE3	Informes escritos, trabajos y proyectos: trabajos escritos, portafolios con independencia de que se realicen individual o grupalmente	Accuracy of the concepts presented. Organization of work. Critical thinking. Expression of reflections and personal opinions. Correct written expression (spelling, grammar). Clean presentation of the written report.	30.0
SE6	Procedimientos de observación del trabajo del estudiante: registros de participación, de realización de actividades, cumplimiento de plazos, participación en foros	Attending and participation in class.	5.0

9. Exam dates

<https://www.um.es/web/estudios/grados/educacion-primaria/2024-25#exámenes>

10. Learning outcomes

RA1 / To know children development between 6-12 year-old RA2. To understand the basic experimental paradigms in research on developmental psychology.

RA3 / To discriminate the different learning and developmental theories, know their functions and critically discuss about them.

RA4 / To differentiate the distinct educational contexts (both formal and informal) and the most relevant psychological processes which may impact on each to promote development.

RA5 / To know the role different type of families may have on children's social and emotional development.

RA8 / To recognize the social interaction and communication with others as a key element on children's social and cognitive development.

RA12 / To recognize the interdependence of personal, familial, social, and school factors during the individual development.

RA13 / To acquire independence and autonomy as apprentices, and take responsibility of the own learning process.

RA14 / To adequately use critical arguments in decision-making process during the own learning and development of abilities.

RA15 / To adequately use expressions and specific vocabulary in the field of psychology.

RA16 / To express with clarity and grammar and orthographical accuracy.

11. Bibliography

Basic bibliography

- [Berger, K. S. \(2018\). The developing person through childhood and adolescence \(9th. ed.\). New York: Worth Publishers.](#)
- [Martín, C. y Navarro, J. I. \(Coords\) \(2016\). Psicología Evolutiva en Educación Infantil y Primaria. Madrid: Pirámide.](#)
- [Muñoz, V., López, I., Jiménez-Lagares, I., Ríos, M., Morgado, B., Román, M., Ridao, P., Candau, X., y Vallejo, R. \(2011\). Manual de psicología del desarrollo aplicada a la educación. Madrid: Pirámide.](#)
- [Papalia, D. E. y Martorell, G. \(2016\). Desarrollo humano. México: McGraw-Hill](#)

Further reading

- [Berger, K. S. \(2016\). Psicología del desarrollo: infancia y adolescencia \(9ª edición\). Madrid: Editorial Médica Panamericana.](#)
- [Berger, K. S. \(2021\). The developing person through childhood and adolescence \(12th ed.\). New York: MacMillan International Higher Education.](#)
- [Berk, L. \(1999\). Desarrollo del niño y del adolescente \(4ª edición\). Madrid: Prentice-Hall.](#)
- [Berk, L. E., & Meyers, A. B. \(2018\). Child development \(Tenth Edition\). UK: Pearson.](#)
- [Carranza, J. A. y Ato, E. \(Coords.\) \(2010\). Manual de prácticas de psicología del desarrollo. Murcia: Universidad de Murcia, Servicio de Publicaciones.](#)
- [Crain, W. \(2011\). Theories of development: Concepts and applications \(6th International Edition\). UK: Pearson.](#)
- [Córdoba, A. I., Descals, A. y Gil, M. D. \(Coords\) \(2006\). Psicología del desarrollo en la edad escolar. Madrid: Pirámide.](#)
- [Delgado Egido, B. \(Coord.\) \(2009\). Psicología del desarrollo. Desde la infancia a la vejez. Madrid: McGraw-Hill.](#)
- [Feldman, R. S. \(2007\). Desarrollo psicológico a través de la vida. México: Prentice-Hall. Inc.](#)
- [Giménez Dasi, M. y Mariscal Altares, S. \(2008\). Psicología del desarrollo. Desde el nacimiento a la primera infancia. Madrid: McGraw-Hill](#)
- [Kreppner, K. \(2015\). Aplicación de la metodología de la observación en psicología del desarrollo y de la familia. Paraná: Juruá Editora.](#)
- [Liben, L. \(2009\). Current directions in developmental psychology \(2th Ed.\). UK: Pearson.](#)
- [López, F., Etxebarria, I., Fuentes, M. J. y Ortiz, M. J. \(Coords.\) \(2005\). Desarrollo afectivo y social. Madrid: Ediciones Pirámide.](#)
- [Martorell, G., Papalia, D. E., & Feldman, R. D. \(2014\). A child's world. Infancy through adolescence \(13th ed.\). New York: McGraw-Hill International Edition](#)
- [McClowry, S. G. \(2014\). Temperament-based elementary classroom management. Lanham: Rowman & Littlefield.](#)
- [Menéndez, S., Muñoz, A. y Granado, M. C. \(2007\). El desarrollo psicológico en el ciclo vital: actividades académicas dirigidas. Málaga: Ediciones Aljibe](#)
- [Muñoz García, A. \(2010\). Psicología del desarrollo en la etapa de educación primaria. Madrid: Pirámide.](#)

- [Peñacoba Puente, C., Álvarez Loro, E. y Lázaro Arnal, L. \(2006\). Teoría y práctica de psicología del desarrollo. Madrid: Editorial universitaria Ramón Areces.](#)
- [Siegler, R., Eisenberg, N., DeLoache, J., & Saffran, J. \(2014\). How children develop \(4th ed.\). New York: Worth Publishers.](#)

12. Remarks

A minimum score of 5 out of 10 is necessary to pass the subject, provided that the 50% of the assigned load for exams and written reports/projects has been achieved.

If an incidence call exam were necessary, the exam could consist of test items or short open questions, depending on the group coordination criterion.

In case some student had to deal with some personal and justified issue which cannot let him/her attend the mandatory activities related with the continuous evaluation system, he/she will have the right to attend a global evaluation of all competences. This global evaluation exam will consist on: (1) a theory exam (70%) in the official call; (2) an individual portfolio of practical activities (30%); and (3) the attendance to online tutoring (5%).

Timing Developmental Psychology (5440) COURSE 2023-2024

Week

Dedication

Learning Results

Week 1

Presentation of the course, group configuration.

UNIT ONE: The study of human development: Fundamentals, main theoretical approaches, and research methods.

RA2, RA3, RA15

Week 2

UNIT ONE: The study of human development: Foundations, main theoretical approaches, and research methods.

PRACTICE ONE: Main theoretical perspectives in developmental psychology.

RA2, RA3, RA15

RA3, RA13, RA14, RA15, RA16

Week 3

UNIT ONE: The study of human development: Foundations, main theoretical approaches, and research methods.

PRACTICE ONE: Main theoretical perspectives in developmental psychology.

RA2, RA3, RA15

RA3, RA13, RA14, RA15, RA16

Week 4

UNIT ONE: Physical and Motor Development in Primary Education.

PRACTICE TWO: Physical Development in Childhood.

RA1, RA4

RA1, RA4, RA13, RA14, RA15, RA16

Week 5

UNIT ONE: Physical and motor development in Primary Education.

PRACTICE TWO: Physical development in childhood

RA1, RA4

RA1, RA4, RA13, RA14, RA15, RA16

Week 6

UNIT ONE: Cognitive and linguistic development in primary education.

PRACTICE TWO: Physical Development in Childhood.

RA1, RA4, RA8

RA1, RA4, RA13, RA14, RA15, RA16

Week 7

UNIT ONE: Cognitive and linguistic development in primary education.

PRACTICE THREE: Cognitive and/or Linguistic Development in Childhood.

RA1, RA4, RA8

RA1, RA4, RA8, RA13, RA14, RA15, RA16

Week 8

UNIT ONE: Cognitive and linguistic development in primary education.

PRACTICE THREE: Cognitive and/or linguistic development in childhood.

RA1, RA4, RA8

RA1, RA4, RA8, RA13, RA14, RA15, RA16

Week 9

UNIT ONE: Cognitive and linguistic development in Primary Education.

PRACTICE THREE: Cognitive and/or linguistic development in childhood.

RA1, RA4, RA8

RA1, RA4, RA8, RA13, RA14, RA15, RA16

Week 10

UNIT ONE: Social-emotional and personality development in primary education.

PRACTICE THREE: Cognitive and/or linguistic development in childhood.

RA1, RA5, RA 8, RA12

RA13, RA14, RA15, RA16

Week 11

UNIT ONE FOUR: Social-emotional and personality development in Primary Education.

PRACTICE FOUR: Social-emotional and personality development in childhood.

RA1, RA5, RA8, RA12

RA1, RA5, RA 8, RA12, RA13, RA14, RA15, RA16

Week 12

UNIT ONE FOUR: Social-emotional and personality development in Primary Education.

PRACTICE FOUR: Social-emotional and personality development in childhood.

RA1, RA 5, RA 8, RA12

RA1, RA5, RA 8, RA12, RA13, RA14, RA15, RA16

Week 13

UNIT ONE FOUR: Social-emotional and personality development in primary education.

PRACTICE FOUR: Social-emotional and personality development in childhood.

RA1, RA 5, RA 8, RA12

RA1, RA5, RA 8, RA12, RA13, RA14, RA15, RA16

Week 14

UNIT ONE FOUR: Social-emotional and personality development in Primary Education.

PRACTICE FOUR: Social-emotional and personality development in childhood.

RA1, RA 5, RA 8, RA12

RA1, RA5, RA 8, RA12, RA13, RA14, RA15, RA16

With respect **methodology**:

-Professors will be able to use innovative educational tools to improve the students' learning process.

-All the presentations will be available at the Virtual Classroom.

-Additional materials for practical assignments will be available.

SUSTAINABLE DEVELOPMENT GOALS: This subject is directly linked to Sustainable Development Goal 3: "Health and Well-being"

SPECIAL EDUCATIONAL NEEDS

Those students with disabilities or special educational needs may contact the Service of Attention to Diversity and Volunteering (ADYV - <https://www.um.es/adyv>) to receive guidance on better use of their training process and, where appropriate, the adoption of measures of equalization and improvement for inclusion, under the Rectoral Resolution R-358/2016. The treatment of information about this student body, in compliance with the LOPD, is strictly confidential.

STUDENT EVALUATION REGULATIONS

Article 8.6 of the Student Evaluation Regulation (REVA) provides that "except in the case of activities defined as compulsory in the teaching guide, if the student is unable to follow the continuous evaluation process due to duly justified supervening circumstances, he/she shall be entitled to take a global test".

It is also recalled that Article 22.1 of the Student Evaluation Regulations (REVA) stipulates that "the student who uses fraudulent conduct, including the improper attribution of identity or authorship, or is in possession of means or instruments that facilitate such conduct, will obtain a grade of zero in the evaluation procedure and, where appropriate, may be subject to sanction, after opening disciplinary proceedings".