

**DEVELOPMENTAL PSYCHOLOGY
2016-2017**

Bachelor Degree:	Primary Education	206G
Course title:	Developmental Psychology	737
Year/Semester:	Year	ECTS Credits: 12

DEPARTMENT

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CONTENTS

BLOCK1. EXPLANATION AND STUDY OF HUMAN DEVELOPMENT

UNIT1. Concept and types of development

UNIT2. Agents and constraints: contexts for development

UNIT3. Neuropsychological foundations. Theories in child development

UNIT4. Risk: types and consequences

UNIT5. Typical and atypical development

UNIT6. Research in child development

BLOCK2. 'WHAT' DEVELOPS

UNIT7. Biological foundations, prenatal development, and birth

UNIT8. Cognitive, physical, language, emotional and social development from 0 to 3 years: Initial competences

UNIT9. Cognitive, physical, language, emotional and social development from 3 to 6 years: Beyond Piaget

UNIT10. Cognitive, physical, language, emotional and social development from 6 to 12 years: Beyond concrete operational stage

UNIT11. Adolescence: Beyond formal operational stage

UNIT12. Development beyond adolescence: Adulthood and aging

BLOCK3. INTRODUCTION TO DIFFERENTIAL COGNITIVE DEVELOPMENT: RISK, DEFICIENCY AND HIGH ABILITIES

UNIT13. High intellectual abilities

UNIT14. The 'deficiency' process

BLOCK4. DEVELOPMENT AND EDUCATION

UNIT15. Development and education

REFERENCES

Title

Berk, L. E. (2013). Child development. Canada: Pearson Education.

Berger, K. S. (2015). Developing person through childhood and adolescence. London: Worth Publisher

Byrnes, J. P. & Amsel, E. (2002). Language, literacy, and cognitive development: The development and consequences of symbolic communication. Mahwah, NJ: Lawrence Erlbaum.

Cohen, D. (2012). How the child's mind develops. New York: Routledge.

Goswami, U. (2011). The Wiley-Blackwell of childhood cognitive development. Chichester, UK: Wiley-Blackwell.

McClelland, M. M. (2016). Stop, think, act: integrating self-regulation in the early childhood classroom. New York, USA: Routledge.

Moshman, D. (2011). Adolescent rationality and development: cognition, morality, and identity. New York: Psychology Press.

Pressley, M. & McCormick, C. B. (2007). Child and adolescent development for educators. New York: The Guilford Press.

Reynolds, C. R. & Fletcher-Janzen, E. (2009). Handbook of clinical child neuropsychology. New York, USA: Springer Science.

EVALUATION SYSTEM

Written test: Eight short questions to relate concepts. Content referred to both conceptual and practical lessons. Score is 75% of final grade.

Practical activities and projects: practical activities during practical lessons and a final written report of a research work, according to APA style. Score is 25% of final grade.

Attendance to practical lessons is **compulsory**. At least 75% of lessons must be attended. Student attendance will be controlled.