

Course Unit	Developmental Psychology and Learning		Field of study	General Education	
Bachelor in	Basic Education		School	School of Education	
Academic Year	2022/2023	Year of study	1	Level	1-1
Type	Semestral	Semester	2	ECTS credits	4.0
Code	9853-531-1205-00-22				
Workload (hours)	108	Contact hours	T -	TP 36	PL -
			TC -	S -	E -
			OT 9	O -	

T - Lectures; TP - Lectures and problem-solving; PL - Problem-solving, project or laboratory; TC - Fieldwork; S - Seminar; E - Placement; OT - Tutorial; O - Other

Name(s) of lecturer(s) Rosa Maria Ramos Novo

Learning outcomes and competences

At the end of the course unit the learner is expected to be able to:

1. Describe the main assertions of the foundational models of development and its educational implications
2. Distinguish the main assertions of the foundational models of learning and its educational implications
3. Analyze the implications of models of development and learning for educational practice
4. Identify the characteristics of a learning environment that promotes self-regulation

Prerequisites

Before the course unit the learner is expected to be able to:
None.

Course contents

1 Psychology of development and learning and teacher training. 2 Some foundational models of development and its educational implications. 3 Some behavioral and cognitive models of learning and its educational implications. 4 The promotion of self-regulation of learning.

Course contents (extended version)

1. Psychology of development and learning and teacher training
 - Conceptions, goals and problems
 - Articulation with the training of teachers
2. Some foundational models of development and its educational implications:
 - Piaget's Constructivism
 - Vygotsky's theory
 - The moral development according to Piaget and Kohlberg
 - The bio-ecological theory of Bronfenbrenner
3. Some behavioral and cognitive models of learning and its educational implications:
 - The operant conditioning
 - Social learning (Albert Bandura)
 - A significant learning from the perspective of Ausubel
4. The promotion of self-regulation of learning.
 - The self-regulation construct of learning
 - The role of the teacher

Recommended reading

1. Omrod, J. (2017). How we think and learn: theoretical perspectives and practical implications. Cambridge University Press.
2. Papalia, D. & Martoleri, G. (2021). Desenvolvimento humano. Artmed.
3. Tavares, D., Pereira, A., Gomes, A., Monteiro, S., & Gomes, A. (2020). Manual de psicologia do desenvolvimento e aprendizagem. Porto Editora.
4. Veiga, F. (coord.). (2013). Psicologia da Educação: teoria, investigação e aplicação. Climepsi Editores.
5. Veiga, F. (coord.). (2019). Psicologia da Educação - Temas de aprofundamento científico para a educação XXI. Climepsi Editores.

Teaching and learning methods

Analysis and discussion of texts, projects in small groups and intergroup discussion; video viewing and questioning.

Assessment methods

1. Continuous evaluation - (Regular, Student Worker) (Final)
 - Intermediate Written Test - 60% (intermediate proof written)
 - Development Topics - 40% (Projects developed in small groups, and debated in large group.)
2. Exam Evaluation - (Regular, Student Worker) (Supplementary, Special)
 - Final Written Exam - 100% (Exam)

Language of instruction

Portuguese

Electronic validation

Rosa Maria Ramos Novo	Pedro Augusto Oliveira Salgueiro	Maria Cristina do Espírito Santo Martins	Carlos Manuel Costa Teixeira
10-12-2022	11-12-2022	19-12-2022	02-01-2023