

# Module Study Guide

Academic Year 2022–2023

Developmental Psychology: Theory  
and Methods

Level: 4

Credits: 5 ECTS; 10 UK credits

Academic Partner:

Marbella International University Centre  
(MIUC)

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## Key team contact details

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# 1 Module overview

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## 1.1 Introduction

Welcome to the Developmental Psychology: Theory and Methods module. This is a Level 4 core module for the BA in Psychology. This module will guide you in exploring the fundamental themes in the study of psychological development. Likewise, you will be introduced to the methodological and theoretical approaches to the study of development, and the main theoretical approaches to the key domains of psychological development.

This module will run throughout the semester (14 weeks).

## 1.2 Module summary content and aims

The module will be structured around four blocks of contents:

- 1) Key issues on the study of psychological development
- 2) Research methods on Developmental Psychology
- 3) Main theoretical approaches to the key domains of psychological development
- 4) Integration and revision of the module

This module will be taught through a combination of learning strategies, including among others: brief lectures delivered by the module leader, in which key ideas will be presented and questions for reflection will be posed; class discussions around specific questions, cartoons, topics, or selected materials (e.g., readings, videos, podcasts); collaborative activities (e.g., research on one specific topic, elaboration and delivery of brief presentations, elaboration of concept maps).

Throughout our class sessions, you will be expected to actively participate and engage in the suggested practical activities and in the class discussions. Also, throughout the semester you will be expected to engage in the activities proposed to be developed outside the class, such as the revision of the discussed contents, the coverage of readings, the exploration of selected materials and the individual or collaborative preparation of specific tasks to be later shared in class.

Likewise, you will be expected to engage in all the proposed formal assessments, which include:

- a) 4 Partial Assessments distributed throughout the 14 weeks of the semester:
  - Partial Assessments 1, 2, and 3 will have a weight of 10% of your final mark each, and will be elaborated at home and submitted through the virtual learning platform (NEOImS) in Week 4, Week 8, and Week 11 (specific date and time to be later confirmed).
  - Partial Assessment 4 will have a weight of 25% of your final mark, and will consist of an individual oral presentation scheduled for week 14, the last week of the module.
- b) 1 Final Assessment at the end of the semester

This is called Final Integrative Assignment and it will have a weight of 45% of your final mark. The specific guidelines will be provided by the module leader in the last week of classes of the module (Week 14), and you will count with a period of two weeks in order to elaborate it at home. Then, you will submit it through the virtual learning platform (NEOImS) in Week 16.

The key principles of the teaching methodology adopted in the module will be active learning (through the above referred discussions and group activities), personalized learning (enabled by work on small

groups and one-to-one attention from the module leader), the connection between theory and practice, and the development of your critical thinking and self-direction.

The module will have its own page on a virtual learning platform (NEOImS), where you will have access to a wide array of sources relevant for your learning process (e.g., readings, presentations, videos, podcasts, links to websites, etc.), as well as to submit the referred assessments.

## 1.3 Learning outcomes to be assessed

At the end of the module, the student will be able to:

**LO1.** Demonstrate knowledge and understanding of the key issues on the study of psychological development (Summative Assessments 1, 2, 3, 4, and 5).

**LO2.** Demonstrate knowledge and understanding of the variety of research methods on Developmental Psychology (Summative Assessment 3).

**LO3.** Demonstrate knowledge and understanding of the main theoretical approaches to the various domains of psychological development (Summative Assessments 3, 4, and 5).

**LO4.** Apply the theoretical content of the module to understand people's real experiences and analyse given cases (Summative Assessments 3 and 5).

**LO5.** Take a critical view of the various debates and theory on developmental psychology (Summative Assessments 1 and 3).

**LO6.** Describe in detail, from a developmental perspective, a given case, identifying key moments, meaningful changes, and existing patterns (Summative Assessment 5).

**LO7.** Demonstrate critical self-assessment of the own developmental and learning process throughout the module (Summative Assessment 5).

**LO8.** Demonstrate the ability to locate reliable academic sources and present them in accordance with Harvard Reference Style (Summative Assessments 4 and 5).

**LO9.** Demonstrate the ability to clearly communicate ideas in a specified written, verbal, or visual form, adapting to the target audience (Summative Assessment 1, 2, 3, 4 and 5).

## 1.4 Indicative Contact Hours

|                         |  |
|-------------------------|--|
| Teaching Contact Hours  | 56 hours                                   |
| Independent Study Hours | 44 hours (for modules with 10 UK credits)  |
| Total Learning Hours    | 100 hours (for modules with 10 UK credits) |

## 2 Assessment and feedback

### 2.1 Summative assessment grid

| Type of Assessment                               | Word Count or equivalent                            | Threshold<br>(if Professional Body-PSRB applies) | Weighting | Pass Mark | Indicative Submission week     | Method of Submission & Date of Feedback (refer to NEOImS) |
|--|---|--|-----------|-----------|--------------------------------|---|
| A1: Written Assignment<br>(Partial Assessment 1) | Position piece<br>800 (+/-10%) words                | n/a  | 10%       | 40        | Week 4<br>(Date and Time TBC)  | Via NEOImS & 10 working days after submission             |
| A2: Written Assignment<br>(Partial Assessment 2) | Questions about a text<br>800 (+/-10%) words        | n/a  | 10%       | 40        | Week 8<br>(Date and Time TBC)  | Via NEOImS & 10 working days after submission             |
| A3: Written Assignment<br>(Partial Assessment 3) | Application article<br>800 (+/-10%) words           | n/a  | 10%       | 40        | Week 12<br>(Date and Time TBC) | Via NEOImS & 10 working days after submission             |
| A4: Oral Assignment<br>(Partial Assessment 4)    | Oral presentation<br>15 minutes                     | n/a  | 25%       | 40        | Week 14<br>(Date and Time TBC) | Via NEOImS & 10 working days after delivery               |
| A5: Written Assignment<br>(Final Assessment)     | Final Integrative Assignment<br>3500 words (+/-10%) | n/a  | 45%       | 40        | Week 16<br>(Date and Time TBC) | Via NEOImS & 10 working days after submission             |

## 2.2 Assessment brief including criteria mapped to learning outcomes

### 2.2.1. Assessment 1: Partial Assessment 1 - Position piece (10% of final mark)

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In Week 4 you will elaborate the Partial Assessment 1, consisting of writing a position piece.

The position piece will be about one of the key debates on developmental psychology\* addressed in class during the previous sessions (e.g., nature vs. nurture).

\* The debate in developmental psychology to write the position piece about will be randomly selected by the module leader and will be the same for all the students.

The position piece will have the following structure:

1. *Introduction* (one paragraph): provide a description of the assigned debate on developmental psychology and state what is your own position in such a debate (e.g., whether you think that development is more a matter of nature or a matter of nurture).
2. *Body of the text* (one paragraph per every provided argument): provide detailed arguments (at least two) to support your personal position with regards to the assigned debate.
3. *Conclusion* (one paragraph): summarize the points that you have previously made.

The position piece (800 +/-10% words) will be written at home and submitted through NEO virtual learning platform in the indicated date and time within week 4.

### Assessment criteria

**Assessment criteria for Assessment 1** (LO1, LO5 and LO9 will be assessed)

This assessment will be marked according to the following criteria:

- ❖ **Knowledge and understanding (40%).** The student is able to demonstrate a comprehensive knowledge and understanding of the assigned key debate on developmental psychology.
- ❖ **Cognitive skills (40%).** The student is able to provide detailed arguments (at least two) to support the personal position with regards to the assigned debate on developmental psychology.
- ❖ **Communication skills (20%).** The student is able to communicate ideas fluently in written form and using an appropriate style of writing. This written presentation element requires students to be able to present an assignment that is correct in terms of spelling, grammar, and paragraphing.

### 2.2.2. Assessment 2: Partial Assessment 2 – Questions about a text (10% of final mark)

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In Week 8 you will engage in Partial Assessment 2, which will entail answering a selection of questions about a text on Research methods on Developmental Psychology, which is the topic which will have been discussed along the two previous weeks of the module (weeks 6 and week 7).

The Partial Assessment 2 will be elaborated at home and submitted through NEO virtual learning platform in the indicated date and time within week 8.



## Assessment criteria

### Assessment criteria for Assessment 2 (LO2 and LO9 will be assessed)

This assessment will be marked according to the following criteria:

- ❖ **Knowledge and understanding (80%).** The student is able to demonstrate a comprehensive knowledge and understanding of Research Methods on Developmental Psychology.
- ❖ **Communication skills (20%).** The student is able to communicate ideas fluently written form and using an appropriate style of writing. This written presentation element requires students to be able to present an assignment that is correct in terms of spelling, grammar, and paragraphing.

### 2.2.3. Assessment 3: Partial Assessment 3 - Application article (10% of final mark)

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In Week 12 you will elaborate Partial Assessment 3, consisting of the elaboration of an application article aimed to address this question: “How can the theory on one specific domain of psychological development\* be applied to understand people’s daily experiences?”.

\*The three domains of development illegible as a topic for the article will have been discussed in class throughout weeks 8, 9 and 10, and include: 1) Emotional development (Bowlby’s, Mary Ainsworth’s and other authors’ contributions to the theory of attachment); 2) Psychosocial development (Erik Erikson’s theory of psychosocial development); 3) Moral development (Kohlberg’s theory of moral development).

The specific domain of development to focus on when writing the application article will be randomly selected by the module leader and will be the same for all the students.

When writing the article, you are invited to imagine that it will be published on a website aimed to present psychological content to general public of the age group 15-25 in a simple and attractive way (as an inspiration, you can explore this website: [www.verywellmind.com](http://www.verywellmind.com)).

The application article will have the following structure:

1. *Introduction* (one paragraph): provide an overview of the key principles of the theory on the assigned domain of development (emotional, psychosocial, or moral).
2. *Body of the text* (three to five paragraphs): provide examples of real experiences of people that can be understood at the light of the key principles of such a theory.
3. *Conclusion* (one paragraph): provide a critical overview of how useful and/or how limiting the key principles of such a theory can be when it comes to understand people’s daily experiences.

When elaborating the application article, you will have to demonstrate adaptation to the target audience (15-25 years old users who might be diving into the imaginary website) through:

- a) An adequate use of language, avoiding specialized jargon and using terms and expressions that can be familiar for the target age group.
- b) An attractive presentation of the article that promotes the potential readers’ interest, including:

- The use of a catchy title.
- The application of an appealing format to the text (e.g., using wisely different font type, size, or colour, taking care not to be disruptive).
- The inclusion of high-quality and relevant images that can add meaning and value to the written text.

The application article (800 +/-10% words) will be elaborated at home and submitted through NEO virtual learning platform in the indicated date and time within week 12.

### **Assessment criteria**

**Assessment criteria for Assessment 3** (LO1, LO2, LO3, LO4, LO5 and LO9 will be assessed)

This assessment will be marked according to the following criteria:

- ❖ **Knowledge and understanding (30%).** The student is able to demonstrate a comprehensive knowledge and understanding of the key principles of the theory on the assigned domain of development.
- ❖ **Cognitive skills I (30%).** The student is able to establish connections between the theory on the assigned domain of development and people's daily experiences, giving evidence of application of knowledge.
- ❖ **Cognitive skills II (20%).** The student is able to provide a critical overview of how useful and/or how limiting the key principles of the theory on the assigned domain of development can be when it comes to understand people's daily experiences.
- ❖ **Communication skills I (10%)** The student is able to demonstrate adaptation to the target audience (15-25 years old readers) through the use of an adequate language and an attractive presentation of the article to promote readers' interest.
- ❖ **Communication skills II (10%).** The student is able to communicate ideas fluently in written form and using an appropriate style of writing. This written presentation element requires students to be able to present an assignment that is correct in terms of spelling, grammar, and paragraphing.

### **2.2.4. Assessment 4: Partial Assessment 4 - Oral presentation (25% of final mark)**

In Week 14, the last week of the module, you will do the Partial Assessment 4, consisting of an individual oral presentation.

The focus of the oral presentation will be a topic of your interest within the frame of this module on Developmental Psychology.

You will choose the topic during the first weeks of the module. In doing so, you are encouraged to do an initial screening of possible topics by taking a look at: (a) the module's contents and the essential readings associated to such contents, available in NEO virtual learning platform; (b) MIUC Library (you can see the list of core textbooks and other recommended readings in the corresponding section of the Module Study Guide).

By week 6, you will schedule a meeting with the module leader in order to discuss the suitability of the chosen topic, as well as to be given advice or suggestions whether needed.

Once the topic of the presentation has been selected and agreed upon, you will do a thorough research about it, resorting to reliable academic sources (e.g., books, book chapters, journal

articles, conference proceedings). In this regard, you will receive support by the module leader in how to look for relevant information.

In week 10, you will submit a written draft of your research on the selected topic (which will be the material to elaborate later your presentation), so that you will receive formative feedback from the module leader.

In week 13, you will submit a first version of your presentation, so that you will receive formative feedback from the module leader.

As for the structure of the oral presentation, it will include:

1. An academic approach to the selected topic, providing theoretical background on the topic, which will be the product of your personal research on it. The academic sources used to elaborate the presentation should be referenced adequately throughout the presentation, following Harvard Reference Style.
2. A list of references of the sources that were used to elaborate the presentation, presented in accordance with Harvard Reference Style. At least 3 academic sources will be cited throughout the presentation and included in the list of references at the end of it.

You will prepare your oral presentation in advance outside class.

You will have to use some kind of presentation software (for example, *Power Point*, [Prezi](#), [Canva](#), [Genially](#), etc.) to support your oral discourse.

Once a specific presentation resource is selected, the format of the presentation will be open to your preferences. Still, the following recommendations should be taken into consideration:

- Do not include too much text
- Double check correct spelling and grammar
- Pay attention to the size and colour of the text font, making sure that the audience will read it easily
- Include high-quality images when relevant

Each of you will have 15 minutes in class for doing your oral presentation, which will be followed by comments from the module leader and your classmates and of a joint dialogue between all of you.

The presentation, whatever the format (e.g., file of Power Point presentation, link to presentation in a website, etc.) will be submitted through NEO virtual learning platform in the indicated date and time within week 14.

### **Assessment criteria**

**Assessment criteria for Assessment 4** (LO1, LO3, LO8 and LO9 will be assessed)

This assessment will be marked according to the following criteria:

- ❖ **Knowledge and understanding (40%).** The student is able to demonstrate a comprehensive knowledge and understanding of the selected topic in the field of Developmental Psychology.
- ❖ **Academic skills I (20%).** The referenced sources are drawn from a wide range of reliable academic sources.

- ❖ **Academic skills II (10%).** The referenced sources are presented in accordance with Harvard Reference Style.
- ❖ **Communication skills I (15%).** The student is able to use a presentation software in order to organize and communicate information successfully in its clarity, format and stylistic appropriateness.
- ❖ **Communication skills II (15%).** The student is able to communicate ideas fluently and effectively in oral form.

### **2.2.5. Assessment 5: Final Assessment - Final Integrative Assignment (45% of final mark)**

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The last week of the module (Week 14), you will be introduced by the module leader the detailed guidelines for the elaboration of the Final Integrative Assignment, which will be elaborated at home and submitted in Week 16.

The Final Integrative Assignment will consist of two activities:

- 1) The analysis of a film at the light of the contents addressed throughout the module.
- 2) A self-assessment of your development and learning process and outcomes throughout the module, establishing connections with the contents addressed throughout the module.

In order to elaborate these two activities, you are expected to check reliable academic sources and cite them adequately throughout the text, following Harvard Reference Style. In this regard, a list of references of the cited sources should be included at the end of the submitted document, following Harvard Reference Style.

The goal of this Final Integrative Assignment is to provide you with an open space where to: a) elaborate and make connections between the contents of the module and several selected resources, b) demonstrate your knowledge and understanding of the contents as well as the development of cognitive, practical and transferrable skills.

The Final Integrative Assignment will be 3500 (+/-10%) words long, not including references, and will be submitted through NEO virtual learning platform in the indicated date and time within week 16.

#### **Assessment criteria**

**Assessment criteria for Assessment 5** (LO1, LO3, LO4, LO6, LO7, LO8 and LO9 will be assessed)

This assessment will be marked according to the following criteria:

- ❖ **Knowledge and understanding (20%).** The student is able to demonstrate a comprehensive knowledge and understanding of the contents covered throughout the module.
- ❖ **Cognitive skills I (10%).** The student is able to describe in detail a specific case (i.e., film, own developmental and learning process throughout the semester), identifying key moments, meaningful changes, and existing patterns.
- ❖ **Cognitive skills II (20%).** The student is able to apply the contents of the module to analyse a proposed film.
- ❖ **Cognitive skills III (10%).** The student is able to establish connections between the contents of the module and the own developmental process throughout the module.
- ❖ **Self-assessment skills (15%).** The student is able to demonstrate critical self-assessment of his/her own developmental and learning process throughout the module.

- ❖ **Academic skills I (10%).** The referenced sources are drawn from a wide range of reliable academic sources.
- ❖ **Academic skills II (5%).** The referenced sources are presented in accordance with Harvard Reference Style.
- ❖ **Communication skills (10%).** The student is able to communicate ideas fluently in written form and using an appropriate style of writing. This written presentation element requires students to be able to present an assignment that is correct in terms of spelling, grammar, and paragraphing.

For a detailed description, please read the assessment guidelines

For guidance on online submission of assignments, including how to submit and how to access online feedback, please refer to the MIUC lms student guideline.

## 2.3 Learning materials

The reading list for this module is available on lms in the module area

### 2.3.1 Core textbook(s):

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- Crain, W. (2011) *Theories of development: Concepts and Applications*. 6<sup>th</sup> ed. New York: Pearson [\[Available in MIUC Library\]](#).
- Keenan, T., Evans, S., and Crowley, K. (2016) *An introduction to child development*. 3rd ed. Sage [\[Available in MIUC Library\]](#).
- Newman, B. M. and Newman, P. R. (2016) *Theories of human development*. 2<sup>nd</sup> ed. New York and London: Psychology Press [\[Available in MIUC Library\]](#).

### 2.3.2 Recommended reading:

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#### Specific articles / chapters

- Bretherton, I. (1992) 'The origins of attachment theory: John Bowlby and Mary Ainsworth'. *Developmental psychology*, 28(5), pp. 759-775. doi: 10.1037/0012-1649.28.5.759
- Elder, G. H. and Shanahan, M. J. (2006) 'The life course and human development', in Lerner, D. W. and Eisenberg, R. M. (eds.) *Handbook of child psychology. Volume 1. Theoretical models and human development*. Hoboken, New Jersey: John Wiley & Sons, pp. 665-715.
- Feeney, J. A. and Noller, P. (1990) 'Attachment style as a predictor of adult romantic relationships'. *Journal of personality and Social Psychology*, 58(2), pp. 281-291.
- Lapsley, D. and Carlo, G. (2014) 'Moral development at the crossroads: New trends and possible futures'. *Developmental Psychology*, 50(1), pp. 1-7. doi: 10.1037/a0035225
- Nesselroade, J. R. and Molenaar, P. C. M. (2010) 'Emphasizing Intraindividual Variability in the Study of Development Over the Life Span', in Overton, W. F. and Lerner, R. M. (eds.) *The Handbook of life-span development. Volume 1. Cognition, Biology, and Methods*. Hoboken, New Jersey: John-Wiley & Sons, pp. 30-54.
- Overton, W. F. (2010) 'Life-span development: Concepts and issues', in Lerner, R., Lamb, M. E. and Freund, A. M. (eds.) *The Handbook of Life-Span Development, Volume 2: Social and emotional development*. Hoboken, New Jersey: John Wiley & Sons, pp. 1-29.

#### Books

- Bergen, D. (2008) *Human development: Traditional and contemporary theories*. New Jersey: Pearson [\[Available in MIUC Library\]](#).
- Burman, E. (2008) *Deconstructing developmental psychology*. 2<sup>nd</sup> ed. New York, NY, US: Routledge/Taylor & Francis Group.
- Dunn, W.L. and Craig, G.J. (2013) *Understanding Human Development*. 3<sup>rd</sup> ed. New York: Pearson.
- Erikson, E.H. and Erikson, J.M. (1998) *The Life Cycle Completed*. New York: Norton [\[Available in MIUC Library\]](#).
- Harris, M. and Westermann, G. (2015) *A Student's Guide to Developmental Psychology*. London and New York: Psychology Press.
- Lam, V., Gillibrand, R. and O'Donnell, V. (2016) *Developmental Psychology*. 2<sup>nd</sup> ed. Essex, UK: Pearson.
- Lerner, R. M. (2006) *Handbook of Child Psychology. Volume 1: Theoretical models and human development*. 6<sup>th</sup> ed. Hoboken, New Jersey: John Wiley & Sons, Inc.
- Lerner, R. M. (2018) *Concepts and theories of human development*. 4<sup>th</sup> ed. New York and

London: Routledge [\[Available in MIUC Library\]](#).

- Ludlow, A. and Gutierrez, R. (2014) *Developmental Psychology*. New York: Palgrave MacMillan.
- Overton, W. F. and Lerner, R. M. (2010) *The Handbook of life-span development. Volume 1. Cognition, Biology, and Method*. Hoboken, New Jersey: John-Wiley & Sons.
- Piaget, J. and Inhelder, B. (1969/2000) *The Psychology of the Child*. New York: Basic Books.
- Salkind, N.J. (ed.) (2006) *Encyclopedia of Human Development*. Thousand Oaks, California: SAGE Publications.
- Shaffer, D. and Kipp, K. (2014) *Developmental Psychology: Childhood and Adolescence*. 9<sup>th</sup> ed. Boston, MA: Cengage Learning.
- Sugarman, L. (2001) *Lifespan Development: Theories, Concepts and Interventions*. 2<sup>nd</sup> ed. New York: Psychology Press.
- Upton, P. (2011) *Developmental Psychology*. Sage.
- Vygotsky, L.S. (1986). *Thought and Language*. Massachusetts: MIT Press.

### 2.3.3 Other resources:

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Here is a list of websites related to the content of the module that might be worthy to explore:

#### Associations

- American Psychological Association – Division 7. Developmental Psychology  
<http://www.apa.org/about/division/div7.aspx>
- Association for Psychological Science – Developmental Psychology  
<https://www.psychologicalscience.org/tag/developmental>
- /Cognitive Development Society  
<https://cogdevsoc.org/>
- Developmental Psychology Organization  
<http://www.devpsy.org/>
- European Society for Research in Adult Development (ESRAD)  
<http://www.europeadultdevelopment.org/>
- European Association for Research on Adolescence (EARA)  
<https://www.earaonline.org/>
- European Association of Developmental Psychology  
<https://www.eadp.info/>
- International Society for Developmental Psychobiology  
<http://isdpo.org/>
- Society for Research in Child Development (SRCD)  
<https://www.srco.org/>
- The British Psychology Society – Developmental Psychology Section  
<https://www.bps.org.uk/member-networks/developmental-psychology-section>

#### Conferences

- 26th Biennial Meeting of the International Society for the Study of Behavioural Development  
<https://www.issbd2022.org/>
- International Congress on Infant Studies  
<https://infantstudies.org/>

#### Journals

- British Journal of Developmental Psychology  
<https://onlinelibrary.wiley.com/journal/2044835x>

- Child Development  
<https://onlinelibrary.wiley.com/journal/14678624>
- Developmental Psychology  
<http://www.apa.org/pubs/journals/dev/index.aspx>
- Developmental Review  
<https://www.journals.elsevier.com/developmental-review/>
- Developmental Science  
<https://onlinelibrary.wiley.com/journal/14677687>
- European Journal of Developmental Psychology (EJDP).  
<https://www.eadp.info/journal/>  
<https://www.tandfonline.com/loi/pedp20>
- Journal of Applied Developmental Psychology  
<https://www.journals.elsevier.com/journal-of-applied-developmental-psychology>

**Remember to log into MIUC Ims daily to receive all the latest news and support available at your module sites!**

**You are reminded that the University applies penalties to students who commit an academic offence, in which case the Academic Offences Regulations will be used to deal with any cases of academic misconduct including examination offences, plagiarism, use of ghost-writing services and other means of cheating to obtain an advantage.**



## 3 Things you need to know

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### 3.1 Engagement

Face to-face-teaching, access to MIUC facilities and being part of our unique University community are key parts of the excellent student experience at MIUC. We have been working to create a safe and efficient plan that will allow us to deliver these elements when you start with us in the fall semester, subject to government regulation.

We are committed to engaging with you as closely as we can, and to ensuring that you have a rich educational experience that is safe and protected to ensure that you continue to get the most from the University life and the city of Marbella.

You should aim to stick to assessment deadlines; if you are concerned that you will not be able to complete your assessments on time, you should talk to your module leaders. Your engagement will be tracked and if we see that you are not engaging, we will get in contact with you. However, we encourage you to let us know if you are struggling so we can work with you to find solutions and get you back on track as soon as possible. Give yourself the best possible chance to succeed by engaging with the full range of learning and teaching activities available to you.

All students should refer to the Attendance and Engagement Monitoring Policy

### 3.2 Need help, just ask

The University recognises that there are times when you may encounter difficulties during your course of study and provisions are made to help you. If you are struggling with meeting deadlines please talk to us, whether it's your course/module leader, personal tutor or any member of staff, speak to them so they can get you the support you need to succeed. You can extend your deadline if you have a good reason why you are not able to submit a piece of coursework on time, [apply online for an extension](#) before your deadline. An extension will allow you an extra 10 working days. If an extension is not sufficient and circumstances beyond your control are preventing you from completing your assessment, then you can, [apply online for mitigation](#).

Please remember late submission without extension or mitigation will result in penalties depending on how late it is, see [Academic Regulations](#).

You are reminded that MIUC applies penalties to students who commit an academic offence, in which case the Academic Offences Regulations will be used to deal with any cases of academic misconduct including examination offences, plagiarism and other means of cheating to obtain an advantage.

You are encouraged to seek advice from the Students' Union and counselling service which support you with all aspects of your academic experience by providing advice and guidance to ensure you are fully informed of the academic regulations as well as advocate for student views.

You are expected to behave in line with University expectations, irrespective of whether your interactions with staff and other students are in person or online. As you will be engaging with others online and a range of online materials, it is important to consider how to stay safe online and ensure your communications are secure and appropriate. If you have any questions about how to manage your online activities, please contact your module leader.

If you have an issue about the module, you should speak to your Module Leader or Course Leader informally in the first instance. Your Course Representative can also raise your concerns at Course

Committees, which take place each semester. If you are unable to resolve it informally, you should refer to the Complaints Procedure which is outlined in the student handbook and consult the Students' Union about it. The University aims to ensure that issues are resolved informally as quickly as possible to have minimum impact on your studies.

### **3.3 Getting support for your studies**

Throughout your course of study, you will have access to a wide variety of sources of support depending on your individual circumstances and needs. Your first point of call for getting general academic support is your Personal Tutor. As well as approaching your Module Leader with any questions specifically related to your module and your Course Leader with questions on your Course, do contact your Personal Tutor for academic advice in relation your studies and your academic development.

Apart from the University-wide support framework, which encompasses the Module Leaders, Course Leader, the Subject Librarian and your Course Administrator, you will also have at your disposal the MIUC Academic Support Team. The Team offers Academic Skills Workshops throughout the year, helping you to develop skills relevant to your degree. Workshops include for instance Essay Planning and Writing; Critical Thinking; Reflective Writing; Group Work and Presentation Skills.

English Language support and One-to-one academic support opportunities are also available. For information about all these services, please consult the Academic Office.

### **3.4 Student support**

In addition to the support listed in the previous section, there is also more help offered by MIUC Student services, consisting of Student Life Department, Internship Support, Life Coaching Service and Counselling service. They offer a wide range of support and services consisting of extracurricular activities; Careers and internship support; Student Welfare and Counselling.

Contact Student Services for more information at:

Student Life Department: [student.life@miuc.org](mailto:student.life@miuc.org)

Internship Support: [ana.cantle@miuc.org](mailto:ana.cantle@miuc.org)

Life Coaching Service: Ms. Ana Cantle, [ana.cantle@miuc.org](mailto:ana.cantle@miuc.org)

Counselling Service: Ms. Eva Berkovic, [eva@miuc.org](mailto:eva@miuc.org) and Dr. Alena Kiriljuk, [alena.kiriljuk@miuc.org](mailto:alena.kiriljuk@miuc.org)

### **3.5 Module evaluation – have your say!**

Towards the end of the module, you will be invited to provide some anonymous feedback to the Module Leader through a(online) survey. This is your opportunity to give some direct feedback about the module through a series of questions and free text. Your constructive feedback will help the Module Leader and teaching team to understand the module experience from your perspective and helps inform the development of the module.

## 4 Appendix: Weekly Content

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### Block I. Key issues on the study of psychological development

#### Week 1 – Introduction to the module

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##### Description:

The first week of the module will serve as an introduction. We will start by introducing ourselves and by exploring your motivations and expectations about the module. Furthermore, we will go in depth on your previous and implicit knowledge about development. Finally, some general information and guidelines about formal and organizational aspects of the module will be provided to you.

**Key concepts:** introduction, motivations and expectations, implicit knowledge about development, general information.

##### Recommended reading:

Module Study Guide

#### Week 2 – Basics of development (I): The concept of development

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##### Description:

In the second week of the module we will start, from an exploration of + student's implicit conceptions of development, to address key issues in the concept of development, such as the difference between change and development, the distinction between variational and transformational change, or the epigenetic and orthogenetic principles.

**Key concepts:** change, development, variational change, transformational change, epigenetic principle, orthogenetic principle

##### Recommended reading:

- Essential reading:
  - o Keenan et al. (2016) Chapter 1. The principles of developmental psychology
- Possible further reading:
  - o Berk (2007) Chapter 1. History, theory and research strategies
  - o Sugarman (2001) Chapter 1. Lifespan developmental psychology

#### Week 3 – Basics of development (II): key debates, developmental domains and stages

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##### Description:

During the third week of the module, we will address key debates on the study of development (e.g., nature Vs nurture, stability VS change), we will discuss on key domains of psychological development (cognitive, moral, emotional, psychosocial), and we will introduce the concept of developmental periods or stages.

**Key concepts:** key debates on the study of development, domains of psychological development, developmental stages

##### Recommended reading:

- Essential reading:
  - Keenan et al. (2016) Chapter 1. The principles of developmental psychology
- Possible further reading:
  - Berk (2007) Chapter 1. History, theory and research strategies
  - Sugarman (2001) Chapter 1. Lifespan developmental psychology

## **Week 4 – A life-course approach to the study of development**

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### **Description:**

Throughout the fourth week of the module, we will focus on the life-course approach to development, discussing on concepts such as developmental trajectory, developmental transition or turning point.

**Key concepts:** life course approach to development, developmental trajectory, developmental transition, turning point.

### **Recommended reading:**

- Essential reading:
  - Newman and Newman (2016) Chapter 7. Life course theory
- Possible further reading:
  - Elder and Shanahan (2006) The life-course and human development
  - Sugarman (2001) Chapter 3. Age stages and lifeline
  - Sugarman (2001) Chapter 6. Life events and transitions

## **Week 5 – A dynamic systems approach to the study of development**

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### **Description:**

In the fifth week of the module, we will focus on some key theoretical distinctions on the study of development from a dynamic systems perspective, such as variability, bifurcations, transitions, attractors or repellers.

**Key concepts:** dynamic systems approach to development, variability, bifurcation, transitions, attractors, repellers.

### **Recommended reading:**

- Essential reading:
  - Newman and Newman (2016) Chapter 11. Dynamic Systems Theory
- Possible further reading:
  - Nesselroade and Molenaar (2010) Emphasizing intra-individual variability

## Block II. Research methods on Developmental Psychology

### Weeks 6 and 7 – Research methods on Developmental Psychology (I)

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#### Description:

Throughout the sixth and the seventh weeks of the module, we will focus our discussion on the methodological approaches and considerations in the psychological study of development. We will discuss the different research methods and research designs used, including ethical considerations.

**Key concepts:** research methods on Developmental psychology, research designs, ethical considerations.

#### Recommended reading:

- Essential reading:
  - o Keenan et al. (2016) Chapter 3. Research Methodology in Developmental Psychology
- Possible further reading:
  - o Sugarman (2001) Chapter 2. Collecting data about lives

## Block III. Main theoretical approaches to the key domains of psychological development

### Week 8 – Emotional development

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#### Description:

The eight week of the module we will discuss emotional development and, particularly, the importance of affective attachment in psychological development and the key role of John Bowlby and Mary Ainsworth in the development of this framework.

**Key concepts:** emotional development, attachment, John Bowlby, Mary Ainsworth.

#### Recommended reading:

- Essential reading:
  - o Bretherton (1992) The Origins of Attachment Theory: John Bowlby and Mary Ainsworth
- Possible further reading:
  - o Crain (2011) Chapter 3. Ethological theories: Darwin, Lorenz, Bowlby and Ainsworth
  - o Feeney and Noller (1990) Attachment style as a predictor of adult romantic relationships

### Week 9 – Psychosocial development

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#### Description:

Throughout the ninth week of the module. we will focus on psychosocial development, focusing specifically on Erik Erikson's approach to psychological development. We will discuss Erikson's stages of development and the 8 stages of the life span.

**Key concepts:** psychosocial development, Erik Erikson's stages of psychosocial development.

**Recommended reading:**

- Essential reading:
  - o Erikson and Erikson (1998) Chapter 3. Major Stages in Psychosocial Development
- Possible further reading:
  - o Crain (2011) Chapter 12. Erikson and the eight stages of life

**Week 10 – No class – Public holiday**

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**Week 11 – Moral development**

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**Description:**

The eleventh week of the module we will cover the issues and processes of moral development. Specifically, we will discuss Lawrence Kohlberg's theory of moral development and its proposed stages.

**Key concepts:** moral development, Lawrence Kohlberg's theory of moral developmental.

**Recommended reading:**

- Essential reading:
  - o Crain (2011) Chapter 7. Kohlberg's stages of moral development
- Possible further reading:
  - o Lapsley and Carlo (2014) Moral development at the crossroads: New trends and possible futures

**Week 12– Cognitive development**

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**Description:**

During the twelfth week of the module, we will address cognitive development and, specifically, we will discuss the influential approach to cognitive development presented by Jean Piaget's, covering his theory and developmental stages.

**Key concepts:** cognitive development, Jean Piaget's theory of cognitive development.

**Recommended reading:**

- Essential reading:
  - o Crain (2011) Chapter 6. Piaget's cognitive-developmental theory
- Possible further reading:
  - o Newman and Newman (2016) Chapter 4. Cognitive development theory

## **Block IV. Integration and revision of the module**

### **Week 13 – Revision and integration of the module**

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**Description:**

This week students will do a revision and integration of the module's contents discussed throughout the semester.

**Key concepts:** cognitive development, Jean Piaget's theory of cognitive development.

**Recommended reading:**

- n/a

### **Week 14 – Students' oral presentations**

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**Description:** This week students will be doing their oral presentations (Partial Assessment 4).

**Key concepts:** students' oral presentations

**Recommended reading:**

- n/a



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