

Biopsychological Aspects of the Person

Code: 101632
ECTS Credits: 12

Degree	Type	Year	Semester
2500260 Social Education	FB	1	A
2500261 Education Studies	FB	1	A

Contact

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Use of languages

Principal working language: spanish (spa)
Some groups entirely in English: No
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

Teachers

F. Xavier Borràs Hernández
Nair Elizabeth Zárate Alva

Prerequisites

As a subject of the first year, the course does not have formal prerequisites. However, it is recommended that students should revise their basic knowledge about biology that they have learnt throughout the previous courses (genetics, hominization, evolution, brain, nervous system and other issues related to those). As far as psychology is concerned, it is desirable to revise issues such as structure, brain functioning, sensation, attention, perception, memory, reasoning, intelligence, family relationships, childhood development, adolescence, maturity and old age.

In addition, it is desirable among the students a high motivation, capacity to organize the information, strategies of synthesis, analysis and critical thinking.

Objectives and Contextualisation

This course aims to bring closer students to the human reality, in terms of phylogenetic view and ontogenetic (life, development, mental processes, gender, culture, society...). The student is expected to understand and reflect critically about the psychological and biological bases, which allow describing the behavior and the mental processes of the human being and how those elements are developed across the life cycle (from the gestation to the reflection concerning the death).

Besides this, through this course, the students have to acquire enough learnings to identify and act if it is required in cases with specific special needs that require attention with the aim of acquire an appropriate development based on the consideration of the biopsychological aspects of the person.

Skills

Social Education

- Accompany people in their processes of growth and emancipation.
- Contextualize educational action based on the different theoretical paradigms that have developed in science and education in accordance with the socio-historical context of individuals, groups and institutions.
- Master the theoretical and applied knowledge of Educational Sciences to develop the capacity for analysis and observation of the social and educational reality.
- Recognize and evaluate the social reality and the interrelation between factors involved as necessary anticipation of action.

Education Studies

- Analyse and understand the theoretical, historical, cultural, political, environmental and legal references and situations involved in education and training proposals.
- Develop and coordinate educational interventions with individuals or groups with specific needs in situations of inequality or discrimination based on gender, class, ethnicity, age and / or religion.
- Recognize and evaluate the social reality and the interrelation between factors involved as necessary anticipation of action.
- Understand the processes that occur in educational and training activities and their impact on learning.

Learning outcomes

1. Identify educational and care needs for people, groups or collectives by analysing situations and actions and establishing lines of intervention.
2. Know and identify the main developmental and personality disorders, their impact on development and educational implications.
3. Know and understand lifelong development.
4. Understand and analyse the biological basis of psychological processes.
5. Understand and analyse the educational implications of learning theories and models.
6. Understand how biological and psychological aspects affect development throughout the life cycle.

Content

1. Theories, models and methods within the study of the development and the learning (1ECTS) / (Block 1)/ Unit of Developmental and Educational Psychology

1.1. The relationships between development, learning, culture and education: Piaget, Vygotsky, Freud, Erikson. Information processing and metacognition.

1.2. Qualitative and Quantitative methods on the study of the development and the learning.

1.3. Current trends in theory and methods within the development and the learning.

2. Basic psychological processes applied to the education (2ECTS) (Block 2) / Unity of Basic Psychology

2.1. The access to knowledge: the nature of sensation, perception and the conscious experience.

2.2. The construction of the knowledge: the learning (conditioning, cognitive learning) and the memory.

2.3. The activation of the conduct: the motivation (instinct, desire, activation, intrinsic and extrinsic motivation) and the emotion (basic emotions, theories, non verbal communication, gender and culture).

2.4. Superior psychological processes: Cognition (problems resolution, decision-making) and language. Intelligence (theories, tests, nature vs nurture), mental capacities (human diversity, edges of the intelligence) and creativity.

2.5. Educational applications related to basic psychological processes.

3. Cognitive development, affective and psychomotor in the childhood, adolescence and maturity (3ECTS) (Block 1) / Unity of Developmental and Educational Psychology

- 3.1. Gestation, birth and first two years of life. Psychomotor development and affective.
- 3.2. Cognitive-linguistic and socio-affective development in the childhood and adolescence.
- 3.3. Shaping the identity, personality, self-esteem and individual differences.
- 3.4. Maturity, older age and death: cognitive, affective and motor development.

4. Approaches to respond to the diversity within the study of the development and the personality. Evolutionary and educative aspects (2ECTS) (Block 1) / Unity of Developmental and Educational Psychology.

- 4.1. Identification and educational needs assessment.
- 4.2. Educational needs: sensory, motor, cognitive, emotional and affective.
- 4.3. Educational needs within the language and scripture development.
- 4.4. Personality development and main disorders.
- 4.5. Cultural differences, diversity and education. Inclusive school.

5. The nervous system and psychological processes (2 ECTS) (Block 3) / Unity of Systematic and Social Pedagogy

- 5.1. Structural and functional aspects of the human brain.
- 5.2. The communication between neurons. Nerve nets.
- 5.3. Characteristics of the human brain (plasticity, functional asymmetry, closure, and self- organization, emergency, asynchronous maturation...)
- 5.4. Brain and mental processes.
- 5.5. Cognition, language and communication. The states of consciousness.

6. Genetic and socio-biological factors that determine the development and the learning (2 ECTS) (Block 3)/ Unity of Systematic and Social Pedagogy

- 6.1. Life and evolution. The complexity of the living beings.
- 6.2. Genetic and evolution. Neo-Darwinism. The hominization process.
- 6.3. Phylogenetic aspects of the human behavior (motor activities, key stimulus, motivations and primary emotions, impregnation...)
- 6.4. Perceive, know and sense.
- 6.5. Ethics and evolution. Bioethics.

Methodology

The teaching strategies in this course will be based on:

- **Magistral** lessons (60 hours): teacher presentations, students team presentations, video films, discussions, experts within others.
- **Practices** (30 hours): students teamwork, texts analysis and discussions, papers revision, discussions about note taking at class, map tools, organization and development of practices, focus group, searching information and oral discussion presentations. There is the chance to participate at SEMILLERO DE CIENTÍFICOS

SOCIALES research project (18 students maximum). It's necessary to pass an interview with the project coordination.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Magistral lessons	30	1.2	
Practices	60	2.4	
Type: Supervised			
Supervised tasks	60	2.4	
Type: Autonomous			
Autonomus tasks	150	6	

Evaluation

This course has six points of contents (see section of contents) which are distributed in three thematic blocks. It is required that the students acquire a minimum basic training in all and each of them. Therefore, the students have to provide evidences of those minimums in the various thematic blocks, structured following the form:

Block 1 (50%): issues 1, 3 and 4.

Block 2 (17%): issue 2.

Block 3 (33%): issues 5 and 6.

The assessment will be based on written exams, which will have a minimum weight of 60% in the final score of each Block of the course, and the remaining weight will consist on individual and group practical tasks. In the case of the BLOCK 1 (50%) will conduct two individuals tests (35%) and individual practices (15%). In the BLOCK 2 there will be only one evaluative evidence. The BLOCK 3 will have an exam and individual paper. So, in general the result of the course is based on the individual effort.

In addition, the weight of the thematic blocks in the global qualification is also related to the ECTS weight. Thus, the Block 1 has an equivalent weight of 6 ECTS (50%), the Block 2 corresponds to 2 ECTS (17%) and the Block 3 represents 4 ECTS (33%).

Hence, in each Block there is a minimum weight of written assessments, with a total weight of the qualification representing more than 60%. In that way, the students will obtain a score, based on exams and practical assignments (and mentorships) in each block, based on the corresponding competencies. The assistance in the sessions of practical activities (seminars) is mandatory; in any case, few absences will be considered, as long as the total assistance may be at least the 80%.

To pass the course, it must be proved the acquirement of the minimum requirements in each Block (mentioned above). If the student does not pass any of the blocks, the final score corresponds to the average mark of the failed block/s, and it will be necessary to take the programed exam as a reexamination. If finally any block is not passed, means that the expected minimums are not achieved and it will fail the course with the corresponding mark of the fail block/s. The plagiarism will be reason for the suspension of the course. The next college tuitions of this course will be able to consist in a synthesis assignment that allows the assessment concerning the expected learning outcomes.

The students who neither do not take part of any evaluation of one of three blocks throughout the academic year, nor the reexamination, they will obtain the qualification not attendance (NP). When, an evaluation is taken within one of those blocks, it will be considered attendance to the corresponding block. Therefore, the student must conduct the rest of the evaluations obligatory; otherwise, it will be calculated the average with the evaluation qualification, which the student has attended, and the corresponding "zeros" of the remaining evaluation not taken of that block. If one of those blocks is passed, the reexamination test will be to show the achievements of the contents and the remaining competencies of the others blocks.

The results of each evaluation evidences have to be published on Campus virtual in a maximum of one month after the realization of the evidence, and it has to offer a date to revise it within a period of 10 days after the publication. However, the reexamination test will be an immediately revision. The final qualification will be obtained from the pondered average of the achievements of each thematic block (50%, 17%, and 33%).

The treatment of particular cases, doubts, suggestions..., it will be propounded to the corresponding professors of each block. The coordinator of the course will ensure that the final evaluation criteria may be adopted with consensus by the teaching team regarding the global score of the subject.

All this information, and the additional, which suits, it will be put on campus virtual of the course at the beginning of the academic year, which will be used as a communication tool.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Assesment: Developmental Psychology	50%	0	0	6, 5, 4, 3, 2, 1
Assessment: Cognitive processess	17%	0	0	5, 4
Biology assesment	33%	0	0	6, 4

Bibliography

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