

**Developmental and Educational Psychology**

Code: 105046  
 ECTS Credits: 6

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

**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: Yes

**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.

**Competences**

- 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.

## 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 educational implications of learning theories and models.
5. 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:

- 1.1. The relationships between development, learning, culture and education.
- 1.2. Paradigms in the study of human development: Piaget & Vygotsky.
- 1.3. Qualitative and Quantitative methods on the study of the development and the learning.
- 1.4. Current trends in theory and methods within the development and the learning.

2. Cognitive development, affective and psychomotor in the childhood, adolescence and maturity:

- 2.1. Gestation, birth and first two years of life. Psychomotor development and affective.
- 2.2. Cognitive-linguistic and socio-affective development in the childhood and adolescence.
- 2.3. Shaping the identity, personality, self-esteem and individual differences.
- 2.4. Maturity in the way of human development: cognition and social-affective factors.
- 2.5. Older people. Third age. New challenges.
- 2.6. Coping of death.

3. Approaches to respond to the diversity within the study of the development and the personality.

Evolutionary and educative aspects:

- 3.1. Educational needs: sensory, motor, cognitive, emotional and affective.
- 3.2. Personality development and main disorders.
- 3.3. Cultural differences, diversity and education. Inclusive school.

## Methodology

The teaching strategies in this course will be based on:

- Magistral lessons (30 hours): teacher presentations, students team presentations, video films, discussions, experts within others.

- Practices/workshop (15 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.

## Activities

Title	Hours	ECTS	Learning Outcomes
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Type: Directed

Autonomous work	75	3	5, 4, 3, 2, 1
Home work	30	1.2	5, 4, 3, 2, 1
Lecture lesson	30	1.2	5, 4, 3, 2, 1
Workshop	15	0.6	5, 4, 3, 1

## Assessment

This course has three points of contents (see section of contents). The assessment will be based on two written exams (key words test and comprehension test 20% + 50%); and some group or individual practical tasks (workshop 30%).

The assistance in the sessions of practical activities (seminars) is mandatory; in any case, few absences will be considered based on previously communication with the teacher.

The final qualification will be the sum of the different assessments (20+50+30). In the case of the student does not obtain a minimum of 5 points, he/she have to take the recovery exam. An overall assessment of the student will be made and the final result will be apt or suspended.

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 during the course nor the recovering test, they will obtain the qualification not attendance (NP). When, an evaluation is taken within one of those assessments, it will be considered attendance to the course. The results of each evaluation evidences have to be communicate 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 re-examination test will be an immediately revision.

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.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Comprehension and reflection test	50%	0	0	5, 4, 3, 2, 1
Key words test	20%	0	0	5, 4, 3, 2, 1
Workshop	30%	0	0	5, 4, 3, 2, 1

## Bibliography

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- Berger, K. H. (2007). *Psicología del Desarrollo: infancia y adolescencia*. Madrid: Médica Panamericana.
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- Gutiérrez Martínez, F. (2005). *Teorías del desarrollo cognitivo*. Madrid: McGraw Hill.
- LeDoux, J. (1999). *El cerebro emocional*. Barcelona: Ariel/Planeta.
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- Martínez-Fernández, J. R., García-Ravidá, L., & Mumbardó, C. (2014). *Semillero de Científicos Sociales*. Madrid: Pearson Educación. Disponible en:  
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