

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

Other comments on languages

Group 1 (Pedagogy) teaches in Catalan, and some sessions in Spanish. Group 2 (Social Education) in Spanish.

Teachers

Nuria Grau Sancho
Sara Escuin Lopez

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.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- 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.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- 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. Analyse a situation and identify its points for improvement.
2. Analyse a situation and identify points for improvement.
3. Identify educational and care needs for people, groups or collectives by analysing situations and actions and establishing lines of intervention.
4. Identify situations in which a change or improvement is needed.
5. Know and identify the main developmental and personality disorders, their impact on development and educational implications.
6. Know and understand lifelong development.
7. Understand and analyse the educational implications of learning theories and models.
8. 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, video films, discussions, etc.

- Practices/workshop (15 hours): individual tasks, texts analysis and discussions, papers revision, organization and development of practices, forum, searching information.

This course uses a research-based learning methodology: introduction, method, results, discussion and educational implications.

Our teaching approach and assessment procedures may be altered if public Health authorities impose new restrictions on public gatherings for COVID-19.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Autonomous work	75	3	2, 1, 8, 7, 6, 5, 3, 4
Home work	30	1.2	2, 1, 8, 7, 6, 5, 3, 4
Lecture lesson	30	1.2	2, 1, 8, 7, 6, 5, 3, 4
Workshop	15	0.6	2, 1, 8, 7, 6, 3, 4

Assessment

This subject has three content points with 13 topics (see content section). The evaluation will consist of written evaluation (50%) and practical tasks (50%). There will be an individual test in mid-December or early January (50%). Three practicals will be carried out (50%), the first one will be in a group (10%) and the other two will be individual (20% + 20%).

Attendance at the seminar sessions is compulsory. In any case, any absence may be assessed after prior communication with the teacher of the subject.

The final grade will be the sum of the different evaluations (50+10+20+20+20). If the student does not pass the minimum of five points (5), he/she will have to take the scheduled assessment as a recovery. In this case, an overall assessment of all the student's activity will be carried out, the individual tests may be taken again, and the final result will be a pass (5 points) or a fail.

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 campusvirtual of the course at the beginning of the academic year, which willbeused as a communication tool.

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Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Individual key words test	50%	0	0	8, 7, 6, 5, 3
Workshop (individual task)	50%	0	0	2, 1, 8, 7, 6, 5, 3, 4

Bibliography

Guerrero, R. (2021). *El cerebro infantil y adolescente*. Barcelona: Planeta.

Lizaso Elgarresta, I., Acha Morcillo, J., Reizabal Arruabarrena, L., & García González, A. J. (2017). *Desarrollo Biológico y Cognitivo en el ciclo vital*. Madrid: Pirámide.

Martín Bravo, C., & Navarro Guzmán, J. (2011). *Psicología del desarrollo para docentes*. Madrid: Pirámide.

Martínez-Fernández, J. R., & Borràs, F. X. (comp., 2016). *Aspectos Biopsicológicos de la Persona: procesos psicológicos básicos, desarrollo y educación*. Madrid: Pearson Educación.

Palacios, J., Marchesi, A., & Coll, C. (comp., 2014). *Desarrollo Psicológico y Educación*. Madrid: Alianza Editorial.

RELEVANT JOURNALS:

Aloma, *Anales de Psicología*; *Anuario de Psicología*, *Cultura & Educación*, *EDUCAR*, *Elec. J. of Research in Ed Psychology*, *Infancia & Aprendizaje*, *Psicothema*.

Software

NO SPECIAL PROGRAM REQUIRED