UAB
Universitat Autònoma de Barcelona

Personality Development (0-6 Years)

Code: 102024
ECTS Credits: 12

2025/2026

Degree	Type	Year
Early Childhood Education	FB	1

Contact

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Teachers

Meritxell Garcia Gotzens

Teaching groups languages

You can view this information at the end of this document.

Prerequisites

Not covered

Objectives and Contextualisation

The purpose of this course is for students to learn about the development and learning processes that take place in early childhood, to identify social interaction and communication as a determining factor, and to see children as capable subjects.

Objectives:

- To conceive children from 0 to 6 years of age as active subjects, protagonists of their development and learning process, who construct their own knowledge through social interaction in joint activities, guided by culture and capable of acquiring significant levels of autonomy.
- To understand the developmental and learning processes that take place during early childhood (motor development and body schema; construction of personal identity and socialization; cognitive development and language acquisition) and the role that childhood activities (personal care routines and play) play in these processes.
- To analyze situations and practical cases that allow studying aspects of the development and learning processes in the activities where children participate and the interactions they establish with adults and other children.

Competences

- Accept that the exercise of the teaching function must be refined and adapted lifelong to scientific, educational and social changes.
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse and recognize one's own socio-emotional skills (in terms of strengths, potentials and weaknesses) to develop those necessary for work and professional development.
- Deal effectively with language learning situations in multicultural and multilingual contexts.
- Demonstrate knowledge and understanding of the aims, curricular contents and criteria of evaluation of Infant Education
- Demonstrate knowledge of the evolution of nonverbal communication and language in early childhood, and be able to identify possible dysfunctions and ensure proper development.
- Demonstrate knowledge of the evolution of the fundamentals of early care and the bases and developments that make it possible to understand the psychological processes of learning and personality construction in early childhood.
- Demonstrating knowledge of the evolution of non-verbal communication and language in early childhood, knowing how to identify possible dysfunctions and ensuring their proper development.
- Guide parents regarding family education in the 0-6 period.
- Master social skills in dealing and relating with the family of each pupil and all families.
- Promote and facilitate early infant learning, from a global and integrative perspective of different cognitive, emotional, psychomotor and developmental dimensions.
- Properly express oneself orally and in writing and master the use of different expression techniques.
- Recognize and evaluate the social reality and the interrelation between factors involved as necessary anticipation of action.
- Systematically observe learning and coexistence contexts and learn to reflect on them.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Understand developments in the evolutionary psychology of children in periods 0-3 and 3-6.
- Understand the educational and learning processes in the 0-6 period in the family, social and school context.

Learning Outcomes

1. Accept that a teacher's functions must be refined and adapted lifelong to scientific, educational and social changes.
2. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.
3. Critically analyse the principles, values and procedures that govern the exercise of the profession.
4. Deal effectively with language learning situations in multicultural and multilingual contexts.
5. Demonstrate knowledge and understanding of the aims, curricular contents and criteria of evaluation of Infant Education
6. Demonstrate knowledge of the evolution of nonverbal communication and language in early childhood, and be able to identify possible dysfunctions and ensure proper development.
7. Demonstrate knowledge of the evolution of nonverbal communication and language in early childhood, and be able to identify possible dysfunctions and ensure proper development. Effectively address language and communication learning situations in multicultural and multilingual contexts.
8. Demonstrate knowledge of the evolution of the fundamentals of early care and the bases and developments that enable us to understand the psychological processes of learning and personality construction in early childhood.
9. Explain the explicit or implicit code of practice of one's own area of knowledge.
10. Guide parents regarding family education in the 0-6 period.
11. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
12. Know the fundamentals of early care.
13. Knowing how to promote the acquisition of habits related to autonomy, freedom, curiosity, observation, experimentation, imitation, the acceptance of rules and limits, and symbolic and heuristic play.
14. Master social skills in dealing and relating with colleagues and other professionals.

15. Master social skills in dealing and relating with the family of each pupil and all families.
16. Promoting and facilitating learning in early childhood, from an overall perspective and integrating the different cognitive, emotional, psychomotor and volitional dimensions.
17. Properly express oneself orally and in writing and master the use of different expression techniques.
18. Propose ways to evaluate projects and actions for improving sustainability.
19. Recognising the identity of the stage and its cognitive, psychomotor, communicative, social and emotional characteristics.
20. Systematically observe learning and coexistence contexts and learn to reflect on them.
21. Understand the educational and learning processes in the 0-6 period in the family, social and school context.

Content

1. Physical, cognitive, and psychosocial development during the first three years

The senses and bodily systems from birth

The brain and environmental influences

Physical growth and motor skill development

The ability to learn and remember

The use of symbols and problem-solving skills

Language comprehension and use

Forming bonds with family and other people

The development of self-awareness

From dependence to autonomy

Increased interest in other children

Development and learning contexts

The family context as the first developmental context

2. Physical, cognitive, and psychosocial development in early childhood

Continued growth, changes in appearance, and body proportions

Decreased appetite and sleep problems

Laterality and improvement in gross motor skills and strength

Egocentric thinking and understanding the perspectives of others

Cognitive maturity and illogical ideas about the world

Intelligence and the process of written language construction

Preschool experience

Self-concept, self-esteem, and understanding emotions

Gender identity

Personal identity, ethnic identity, and moral development

Elaborate and social play

Altruism, aggression

3. Professional working procedures

Observation

Interview

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Directed	110	4.4	
Type: Supervised			
Supervised	90	3.6	
Type: Autonomous			
Autonomous	100	4	

Activity	Hours	Methodc
Presential in large group	30	Students are introduced to a new area of knowledge from th conceptual frameworks to facilitate their autonomous activity given.
Seminars linked to the expository sessions	60	The course proposes a work with the methodology of Challe challenge posed by an entity/institution with which it will be r solutions, which are planned and developed in three phases Implementation/Evaluation. For more information about chal

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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Class participation	10%	0	0	10, 3, 21, 7, 6, 8, 14, 17, 20
Evidence of Challenge-Based Learning (CBL) in groups and oral presentations (3)	40%	0	0	4, 10, 3, 2, 1, 21, 5, 7, 6, 8, 14, 15, 9, 17, 11, 20, 16, 18
Tests (2)	50%	0	0	4, 1, 21, 12, 7, 6, 8, 17, 20, 19, 13

Evaluation activities

It will be necessary to demonstrate that the competences and knowledge of the subject have been achieved. In all the subjects there will be some obligatory readings, small exercises and/or control questions that will be considered the participation to class that represents a 10% of the grade.

The student will have to demonstrate in the deliveries and small group presentations of the evidence of Challenge Based Learning (RBL) (3) their progress and solutions to the problem posed by an agent of the territory, which represent 40% of the final grade. This evaluation is not recoverable.

The individual tests (2) will have a weight of 50% and will be in January and May. The tests may be made up in a final evaluation in June which is equivalent to the re-evaluation.

Both the ABR evidences and the tests will have to be passed independently with a 5 out of 10. If this is not the case, the final grade will be the average of the failed grades. Each activity will have evaluation criteria that will be previously specified.

If it is considered that the student has not been able to provide sufficient evidence of assessment, the subject will be recorded in the transcript as non-assessable.

The course will be considered unassessable if fewer than 50% of the assessment activities are submitted.

This course does not include a single evaluation.

Criteria for evaluation

To pass this course, students must show a good general communicative competence, both orally and in writing, and a good command of the vehicular language included in the teaching guide. Therefore, linguistic correctness, writing and formal aspects of presentation will be considered in all activities. Students must be able to express themselves fluently and correctly and must show a high degree of understanding of academic texts. An activity may be returned (not evaluated) or failed if the teacher considers that it does not meet these requirements.

To pass the course, students must show an attitude compatible with the teaching profession and an ethical commitment to the deontological principles of the profession, i.e., an attitude of respect, including punctuality, empathy or respect for diversity, plurality of ideas, people and situations. Therefore, xenophobic, sexist, homophobic or discriminatory attitudes in general will not be accepted.

Attendance at 80% of classes, both theory and seminars, is mandatory.

In case of plagiarism, the activity will be suspended.

- A paper, activity or exam will be considered "copied" when it reproduces all or part of a classmate's work.
- A work or activity will also be considered "plagiarized" when a part of an author's text is presented as one's own without citing the sources, regardless of whether the original sources are in paper or digital format (more information on plagiarism at http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html).

- Copying or plagiarism, in any type of evaluation activity, constitutes an offense and will be penalized with a 0 as a grade for the course, losing the possibility of recovering it, whether it is an individual or group work (in this case, all members of the group will have a 0).
- If during the completion of an individual work in class, the teacher considers that a student is trying to copy or is discovered some kind of document or device not authorized by the teacher, it will be graded with a 0, without the option of recovery, and therefore, the student will fail the course.

The use of artificial intelligence (AI) technologies is permitted in this course as an integral part of the work, provided the final result demonstrates a substantial contribution from the student in terms of analysis and personal reflection. Students must clearly identify the parts generated using AI technology, specify the tools used and provide a critical reflection on their influence on the process and outcome of the activity. Failure to disclose the use of AI will be considered academic dishonesty and may result in a lower grade for the assignment, or more severe penalties in serious cases.

For clarification of doubts consult the document "Criteria and general guidelines for evaluation of the Faculty of Educational Sciences" approved by the COA on May 28, 2015
https://www.uab.cat/web/estudiar/grau/informacio-academica/avaluacio/en-que-consisteix-l-avaluacio-134566217

Evaluation Activity

Evidence of Challenge-Based Learning (CBL) in teams

1. Link/Compromises: definition of the sub-challenge (advance on digital whiteboard and oral presentation to the territory agent) = 10 %. In October
2. Research/Prototyping: proposal of solution of the sub-challenge (advance in digital blackboard and oral presentation to the agent of the territory) = 15 %. In January
3. Implementation/Evaluation: final solution (digital whiteboard preview and oral presentation to the territory agent) = 15 %. In May

Starting from a real challenge posed
a relationship, we will be required to
which are planned and developed in
Research/Prototyping and Implemen
on a thematic aspect. The results wi
other stakeholders. This evaluation i

Individual tests

1. Individual partial test 25% Finishing topic 1
2. Individual partial test 25% Finishing topics 2 and 3

Written tests on the basic contents t
any of these tests is failed or not pre
re-evaluation that will take place in J

Individual participation At each session

In all subjects there will be some co
control questions that will be conside

The deadlines for the completion/submission of the continuous evaluation activities must be scrupulously respected. The results of each of the evaluations will be published on the campus no later than 15 days after

their completion. Once the grades of each of the activities of the continuous assessment have been released, an overall assessment will be provided to serve as guidance and as a return of the work done. Based on this information, students will be able to carry out a self-evaluation exercise comparing their activity with the evaluation criteria previously provided. This self-evaluation exercise facilitates the competence on the learning process itself. In addition, if necessary, the revision of the grade can be done in the hours that the teachers have for tutorials.

Those who have obtained an excellent evaluation in all the evaluations and who have actively and systematically participated in the teaching activities will be eligible for a *Matrícula de Honor* (MH). If there are more people in the conditions than MH available (5% of the total number of people enrolled in the course), the professor will decide to whom to award this grade based on the quality of their contributions during the course.

Bibliography

Bibliography of reference:

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Triadó, Carme. (1988). *Psicología Evolutiva.* Vic: Eumo.

Vigotski, L. (1988). *Pensament i lenguatge.* Vic: Eumo.

Magazines:

Col·lecció temes d'infància: Associació de Mestres Rosa Sensat i Diputació de Barcelona

Guix

Infància

web interest:

Xarxa telemàtica educativa de Catalunya http://www.xtec.cat/

Ministerio de Educación, Cultura y Deporte http://www.educacion.es/portada.html

UNICEF http://www.unicef.es

Associació de Mestres Rosa Sensat http://www.rosasensat.org

Fundación Bernard van Leer, organización donante internacional, con sede en La Haya (Países Bajos) http://es.bernardvanleer.org

Software

Unspecified

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this link. To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(SEM) Seminars	611	Catalan	annual	morning-mixed
(SEM) Seminars	612	Catalan	annual	morning-mixed
(SEM) Seminars	621	Catalan	annual	afternoon
(SEM) Seminars	622	Catalan	annual	afternoon
(TE) Theory	61	Catalan	annual	morning-mixed
(TE) Theory	62	Catalan	annual	afternoon