

Degree	Type	Year
Primary Education	FB	3

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Teachers

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You can view this information at the [end](#) of this document.

Prerequisites

The course Learning and Development II, as a basic course, does not have any special entry prerequisites. However, the competencies and the methodological approach taken do require the student to actively participate in class, be open to conceptual changes, read the assigned texts, have proficiency in the Catalan language, and engage in cooperative work with classmates.

It is also highly recommended to have completed the propodeutic activity "*Competències digitals per a la formació universitària*."

Objectives and Contextualisation

The course Learning and Development II is a basic 4 ECTS course, situated in the first semester of the third year of the Primary Education Degree. It is linked to the field of Educational Psychology, as are the courses Learning and Development I (second year) and Differences and Inclusion (second semester of the third year). Its main objective is to help build knowledge and develop skills and competencies for professional teaching practice.

The course's educational objectives are:

- To review and, if necessary, reconstruct one's own conceptions of learning and teaching and one's own professional competencies with the help of the most relevant theoretical contributions and through the analysis and reflection on the teaching-learning experience and process.

- To analyze the psychopedagogical and motivational processes that take place in the context of school learning in order to optimize them.
- To acquire strategies and resources to implement competency-based teaching and assessment that are adapted to the current context and evidence-based.

Competences

- Analyse and recognise one's own socio-emotional skills (in terms of strengths, potentialities and weaknesses), to develop those that they are necessary for professional development.
- Analysing and understanding the educational processes in the classroom and outside of it related to the 6-12 period.
- Critically analyse personal work and use resources for professional development.
- Foster coexistence in and outside of the classroom, resolve problems with discipline and bring about peaceful resolution of conflicts.
- Know and apply information and communication technologies to classrooms.
- Know the current proposals and developments based on the learning of skills.
- Reflect on classroom experiences in order to innovate and improve teaching work. Acquire skills and habits for autonomous and cooperative learning and promote it among pupils.
- Tackling and resolving discipline problems.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Understand the characteristics of these students, as well as the characteristics of their motivational and social contexts.
- Understand the learning processes relative to the 6-12 period in the family, social and school context.
- Understanding and being able to exercise the functions of tutor and facilitator in relation to family education in the 6-12 age period.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning Outcomes

1. Assessing the value of interaction among equals, in order to understand the basis of peer learning as a process of reflection, and at the same time helping to foster autonomy.
2. Assessing the value of teamwork among teachers and other professionals in identifying, assessing and responding to the educational needs of children and producing as part of a team throughout the subject.
3. Being aware of the way the concept of intelligence has evolved towards more plural positions, and of the complexity of its potential influence on academic success.
4. Estimate the importance of socio-affective factors in school learning (self-concept, causal attributions and motivation).
5. Experience socio-emotional skills (such as evaluating others) in order to exercise and improve them.
6. Focusing the discipline on the learning of norms and values, within the framework of negotiating and resolving conflicts educationally.
7. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
8. Identifying the different conceptions about development, and its implications for teaching practices.
9. Identifying the educational influences on children's learning processes.
10. Identifying the strategies and phases in the learning of attitudes, values and norms, and understanding conflict as a learning opportunity.
11. Know and appreciate the different types of permanent teacher training, both formal and informal, to foster inclusion.
12. Master verbal and nonverbal communication skills and social skills to optimize classroom relationships and enhance teaching and tutorial functions.
13. Propose new methods or well-founded alternative solutions.

14. Recognising the importance of students' prior knowledge as a starting point for constructing knowledge, identifying the types and ways of activating them, evaluating them and restructuring them.
15. Recognize the importance of social skills, and within different types of knowledge, the relevance and the educational treatment of attitudes, values and norms.
16. Reflecting on the experiences of professional practice in the classroom in a critical and constructive way, in the light of the content worked with.
17. Seek information, organize it and present it in class using technologies for learning and knowledge resources.
18. Simulating the role of tutor appropriately in interviews with families.
19. Understand constructivist perspectives as a tool for analysis, understanding and improvement of school practices.
20. Understand the implications of the learning of skills (cross-cutting component, conditional use and identification of basic contents) and their relation to different types of knowledge.

Content

1. Competent socioconstructivist teacher
 - 1.1. Teaching-learning from socioconstructivism and scientific evidence.
 - 1.2. Professional competences in teaching.
 - 1.3. teaching identity, classroom management and resolution of critical incidents.
2. Students. Learning and personal development.
 - 2.1. Academic motivation.
 - 2.2. Inclusive Educational care and Universal Design for Learning.
3. Competences. What and how to learn and teach
 - 3.1. Teaching-learning and competency-based assessment.
 - 3.3. Digital competence and digital resources for teaching.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Seminars	20	0.8	
The whole group classroom course	10	0.4	
Type: Supervised			
Supervision time, tutorials and assessment	20	0.8	
Type: Autonomous			
Autonomous work	50	2	

In general terms, the methodology to be implemented in this course incorporates the following points:

- Child-centered approach.
- Cooperative and collaborative learning methods and techniques.
- Active and participatory methods.
- Socio-constructivist and dialogic conception, where reflection is an essential process.
- Use of digital tools.

The course combines different classroom methodologies such as debate, presentation, case analysis, role-play, etc.

This course proposes using the challenge-based learning (CBL) methodology for one of the assessment items. This involves tackling real and complex problems identified by professionals to provide an appropriate definition and suggest possible solutions.

This challenge can be developed with the Service Learning (SL) methodology through which students who decide to do so, with the approval of the teaching staff, will be able to participate in the resolution of a real need of an educational center. This methodology is based on the identification of a real need and involves three factors: the provision of a service to solve it, meaningful learning for the student and a reflective process. Regarding tutorials, each teacher will inform students of the schedule and the procedure for reserving a day and time. Tutorials can be individual or in groups. The teacher will also inform students if any of the tutorials are mandatory.

TransNatura Project:

TransNatura is the title of the sociolinguistic project designed by the teaching teams of five third-year courses in the Primary Education Degree (Learning and Development II, Didactics of Experimental Sciences, Musical Education Visual and Learning, Physical Education and its Didactics I, and Languages and Learning). It consists of a two-day, one-night trip to nature (Vall de Núria), aimed at providing an intense and formative experience in the natural environment. In addition to addressing specific disciplinary objectives, the trip also facilitates the tackling of transversal aspects such as sustainability, healthy living, coexistence, and the relationship between school and nature, among others.

The trip will take place on October 13th and 14th for groups 21 and 71, and on October 16th and 17th for groups 31 and 41, including overnight stays.

Attendance is mandatory. If someone cannot attend for a justified reason, they must provide evidence and complete compensatory work previously agreed upon with the teacher. The activities carried out during the trip will form part of the continuous assessment of the different courses. Details regarding schedules, cost, itinerary, and luggage will be provided at the beginning of the course.

The estimated cost is around 60 euros (including the bus, the rack railway, dinner, accommodation, breakfast, and lunch on the second day). The UAB opens a call for scholarships in October to finance field trips.

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

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Applied research: doing a proposal	20%	0	0	17, 12, 20, 5, 9, 13, 14, 16, 2, 1
Classroom tasks, Reflections and Attitude	25%	0	0	12, 20, 19, 4, 5, 15, 16, 3, 18, 6
Role-play: resolution of a case	30%	0	0	12, 20, 19, 9, 15, 16, 18
Video podcast	25%	0	0	11, 12, 20, 19, 4, 5, 8, 10, 7, 9, 14, 16, 3, 6, 2, 1

Requirements:

Attendance: The student must maintain a minimum attendance of 80% in order to obtain a positive grade. Partial absences or delays are also taken into account when assessing attendance.

The supporting documents that are sometimes presented in the event of absence serve only to explain the absence, in no case are they an exemption from face-to-face attendance. Only in exceptional cases, and duly documented, may the teaching staff responsible for the subject arbitrate, if possible, complementary activities that compensate for the required face-to-face attendance.

Students enrolling for the second time may request to be evaluated through a synthesis exam, provided they met the attendance requirement during their first enrollment and passed the evidence related to reflections and attitude. This will consist of a video reflection and an oral exam.

Copying and plagiarism: Copying or plagiarism, in any production or evaluation activity, constitutes a crime that may represent failing the subject. Copying or plagiarism will be penalized with a 0 as a grade, with no option to recover, whether it is individual or group evidence.

In this line, it is necessary that in all productions a correct citation of the sources consulted and/or generative artificial intelligence tools used is made, following the APA7 (*American Psychological Association*) standards. Not citing the sources and it is considered plagiarism.

Use of gen-AI

For this course, the use of Artificial Intelligence (AI) technologies is permitted exclusively for bibliographic or informational searches, text correction or translation, image generation, and other specific situations explicitly authorized. It is not permitted to use AI to generate content beyond images, that is, to produce text or discourse for any of the assignments.

Students must clearly identify which parts have been generated using such technology, specify the tools used, and include a critical reflection on how these tools have influenced both the process and the final outcome of the activity. A lack of transparency in the use of AI will be considered a breach of academic integrity and may result in a partial or total penalty in the evaluation of the submitted work, or more severe sanctions in serious cases. Misuse will be penalized with a 0.

Communicative competence: To pass this subject, it is necessary for the student to show good general communicative competence, both orally and in writing, and a good command of the language or vehicular languages that appear in the teaching guide. In all activities (individual and group) linguistic correctness, writing and formal aspects of presentation will therefore be taken into account. Students must be able to express themselves fluently and correctly and must show a high degree of understanding of academic texts. An activity can be returned (not evaluated) or suspended if the teacher considers that it does not meet these requirements.

Digital Competence: This subject includes activities for the development of Teaching Digital Competence, such as the use of digital tools for the search and analysis of scientific literature, to co-evaluate a class activity or for the preparation of a poster or digital presentation.

Attitude: To pass the subject, it is necessary to show an attitude compatible with the educational profession and an ethical commitment to the deontological principles of the profession, that is, an attitude of respect, which includes punctuality, empathy or respect for the diversity and plurality of ideas, people and situations. Therefore, xenophobic, sexist, homophobic or discriminatory attitudes in general will not be accepted. It also requires active participation, the appropriate use of digital devices, responsibility and critical thinking.

Achievement: To pass the subject, each of the evidences set out below must be passed.

Evidence of learning:

1) Team reflection video podcast.

A partial submission for Blocks 1 and 2 will be required, as well as a final revised submission that incorporates all blocks. Partial submissions will receive qualitative feedback but not a grade, as the evaluation will be given only for the final submission. In the final version, students must indicate and justify the revisions and changes made. Partial submissions must be delivered no later than six days after the completion of each block. The assessment includes an individual component (in written format) and a cooperative component (in video podcast format), and differentiated grades may be assigned to each team member.

2) Applied research (ABR and ApS)

It consists of the team elaboration and oral presentation of an educational proposal, based on research, to respond or solve the challenge or need posed.

3) Role-play of resolving a case

This test is done in *role-playing* format and can combine oral and written intervention, as well as individual reflection with group discussion, although the grade is individual.

4) Attitude, classroom tasks and questionnaires

Throughout the seminars, attitude, participation, oral and written reflections and the skills shown (critical thinking, communicative competence, cooperation, punctuality, respect...) will be assessed, as well as tasks related to the TransNatura project and the contents of the subject. For each block, individual questionnaires will be made on the proposed readings and the theory worked on.

Summary:

When it is performed

Evidence

Weight

Typology

Video podcast

Partial delivery at the end of each block.

Final delivery the day before the Role play.

Predictably, (the final delivery):

- G21: 12/14/25
- G31: 08/12/25
- G41: 12/14/25
- G71: 11/12/25

25%

Mixed: one part individual and another part as a team.

Applied research

The session after the end of the 2nd block.

Expected:

- G21: 10/11/25
- G31: 04/11/25
- G41: 10/11/25
- G71: 07/11/25

20%

APR as a team.

Case resolution role play

The session after the end of the 3rd block.

Expected:

- G21: 12/15/25
- G31: 09/12/25
- G41: 12/15/25
- G71: 12/12/25

30%

Role-play (in group, but individual grading)

Attitude, tasks and questionnaires

In each session, including TransNatura.

25%

Mixed. Individual

It will be considered Not Assessable when any of the evaluation evidence has not been provided or the attendance criterion is not met.

The returns, returns or grading of the evaluation activities will be made in a period not exceeding 20 working days of the academic calendar.

Recovery:

In order to be eligible for recovery, in addition to meeting the requirements indicated in the Academic Regulations of the Autonomous University of Barcelona, the following must be taken into account:

You may opt for retake when one or more evidences have been failed and at the same time the average grade of the subject is at least 3.5. The recovery will consist of carrying out one or more activities with the same learning criteria as the evidence or evidence suspended. Recoveries will be delivered one week after notification to the student. In the event of having to recover the whole subject, the student must carry out a set of activities, both written and oral, linked to the learning outcomes of the subject.

Recoveries will be penalized with a maximum grade of 5. The evidence "classroom tasks, Reflections and Attitude" is not subject to recovery

The date for face-to-face recovery activities is for both the continuous assessment and the single assessment:

- G21: 26/01/26
- G31: 27/01/26
- G41: 26/01/26
- G71: 30/01/26

Single Assessment:

In this subject, the student can take advantage of the single evaluation. The single assessment student must meet the same assessment requirements as the continuous assessment students, indicated at the beginning of this section (including attendance). They must also pass all the evidence but with the particularity that they will deliver all of them on a single date (this date coincides with the case resolution role-play activity, that is,

after finishing the 3rd block) and therefore will not receive feedback during the course. In the event that it is not possible to form a work team with the students who opt for a single assessment, all the evidence must be carried out individually. The evidence corresponding to the Learning Portfolio will be replaced by an oral test before a panel made up of two or more teachers of the subject, on the same day as the delivery of the evidence (date of the role-play activity). For the presentation of applied research, students must record themselves on video making this presentation and submit the recording. The case resolution Role-play will be carried out together with the continuous assessment students. The classroom tasks, activities or activities related to the seminars, in TransNatura and in the readings will be delivered all at the same time on the date corresponding to the day of the case resolution role-play (see summary table).

The same recovery system will be applied as for continuous evaluation.

Bibliography

The references present in this document are orientative; the professor will define which of those are compulsory, recommended, or optional. All the compulsory readings will be in English, the rest of readings might also be in Catalan or Spanish.

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Software

Throughout the subject, in addition to making use of the Moodle environment of the University (Virtual Campus), students may be asked to make use of various software such as:

1. Text editing (e.g., Microsoft Word).
2. CRS (e.g., Wooclap).
3. Creation of multimedia content (e.g., Genially)

For this reason, it is highly recommended to bring a laptop or tablet to class.

It is also essential that students frequently consult the institutional mail and the Moodle classroom.

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	211	Catalan	first semester	morning-mixed
(SEM) Seminars	212	Catalan	first semester	morning-mixed
(SEM) Seminars	311	Catalan	first semester	morning-mixed
(SEM) Seminars	312	Catalan	first semester	morning-mixed
(SEM) Seminars	411	Catalan	first semester	afternoon
(SEM) Seminars	412	Catalan	first semester	afternoon
(SEM) Seminars	711	English	first semester	afternoon
(SEM) Seminars	712	English	first semester	afternoon
(TE) Theory	21	Catalan	first semester	morning-mixed
(TE) Theory	31	Catalan	first semester	morning-mixed
(TE) Theory	41	Catalan	first semester	afternoon
(TE) Theory	71	English	first semester	afternoon