UAB
Universitat Autònoma de Barcelona

Learning and Development I

Code: 102085
ECTS Credits: 6

2025/2026

Degree	Type	Year
Primary Education	FB	2

Contact

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Teachers

Inmaculada Gardela Santacruz

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Teaching groups languages

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

Prerequisites

Learning and Development I is a core subject within the curriculum and does not have any prerequisites.
However, the chosen methodological approach and the competencies to be developed require an active
attitude, as well as regular attendance and participation in class activities. A willingness to engage in
conceptual change, the completion of assigned readings (both basic and complementary), and active
involvement in small-group cooperative work are also essential.

Objectives and Contextualisation

The course *Learning and Development I* is part of the subject *Basic Formation: Learning and Development of
Personality* (Ministry Order ECI/3857/2007). It is a basic and compulsory course linked to the foundational
subjects of the Social and Juridical Sciences, specifically in the fields of Education and Psychology.

The subject comprises 18 ECTS credits, distributed across three compulsory courses worth 6, 4, and 5 credits
respectively: *Learning and Development I*, *Learning and Development II*, and *Differences and Inclusion*.

Each course has a duration of one semester and corresponds to the second, third, and fourth years of the
degree program. *Learning and Development I* is a core 6-credit course within the Primary Education Degree
Study Plan.

This course is designed to strengthen the professional training of future primary education teachers,
complementing other subjects in the degree program, particularly in the areas of pedagogy, sociology, and
special didactics. Specifically, the course aims to develop criteria for the analysis and understanding of school

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educational practices, as well as to foster skills for the design and implementation of teaching and learning processes.

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.
- Design and regulate learning spaces in contexts of diversity that take into account gender equality, equity and respect for human rights and observe the values of public education.
- Develop the functions of tutoring and guidance of pupils and their families, attending to the pupils' own needs. Understand that a teacher's functions must be perfected and adapted in a lifelong manner to scientific, pedagogical and social changes.
- Foster coexistence in and outside of the classroom, resolve problems with discipline and bring about peaceful resolution of conflicts.
- Master the necessary knowledge to understand the personality development of these pupils and identify dysfunctions
- Recognise and evaluate the social reality and the interrelation of factors involved as a necessary anticipation of action.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take part and be implicated in the acts, meetings and events at the institution to which one belongs.
- 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.

Learning Outcomes

1. Active and constructive participation in the classroom, both in guided activities and in independent work.
2. Being aware of the importance of interactions between peers in the development of empathy, social relations and status within the group.
3. "Develop positive attitudes towards intervention for the development of all people whatever their personal characteristics; towards interaction with family members, cooperation in professional teams and socio-educational institutions."
4. Identify the social, economic and environmental implications of academic and professional activities within one?s own area of knowledge.
5. Identifying the basic elements of affective, social and moral development (norms and values, self-concept and self-esteem and identity and gender), as general characteristics of elementary school students.
6. Identifying the basic elements of cognitive development (attention, memory) in the developmental stage of primary school pupils, as general characteristics of these students.
7. Identifying the different conceptions about development, and its implications for teaching practices.
8. Integrating cognitive and socio-emotional development into a personal vision about the student which allows the tutorial action to be undertaken.
9. Master verbal and nonverbal communication skills and social skills to optimize classroom relationships and enhance teaching and tutorial functions.
10. Propose new methods or well-founded alternative solutions.
11. Recognising the influence of the development of identity, especially gender, and of moral reasoning in developing the values and rules of the classroom and the school.
12. Understand the fundamentals of the sociocultural and contextual perspective of development.
13. Understand the personality development of primary pupils, on the basis of the formation of identity and individual differences.

14. Understand the processes for developing standards and values, and also moral reasoning. Understand conflict as a learning opportunity.

Content

Thematic Block 1: Biological, Social, and Cultural Foundations of Lifelong Development
1.1. Conceptions of human development and their influence on educational orientation and pedagogical approaches to teaching. Overview of major theoretical frameworks.
1.2. Sociocultural contexts and developmental perspectives. The role of education and formal schooling in shaping developmental trajectories.

Thematic Block 2: Psychomotor Development
2.1. Development of psychomotor abilities, including coordination and movement regulation.
2.2. Evolution of graphic expression and the construction of body schema.

Thematic Block 3: Cognitive and Linguistic Development
3.1. Development of thinking processes: concept formation and problem-solving strategies.
3.2. Development of language.

Thematic block 4: Socio-emotional development
4.1. Emotional regulation and the progression of social behavior.
4.2. Interpersonal relationships and socio-emotional development

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Expositive class	15	0.6	12, 13, 14, 5, 6, 7, 8, 2, 11
Small class group	30	1.2	12, 3, 9, 7, 8, 1, 2
Type: Supervised			
Supervisors (tutorial and assessment)	30	1.2	12, 13, 14, 3, 9, 5, 6, 7, 8, 2, 11
Type: Autonomous			
Autonomous study	75	3	12, 14, 7, 8, 2, 11

The course is grounded in the Inquiry-Based Learning (IBL) methodology, a student-centered pedagogical approach that fosters the development of critical and analytical thinking through exploration, questioning, and reflective engagement.
Throughout the course, students will be expected to engage in autonomous learning tasks, both individually and in collaborative teams. These tasks include the reading of assigned texts and other relevant materials necessary to successfully complete the planned learning activities.
Systematic tutorial sessions will be scheduled to monitor the progress of team-based projects and to provide academic support in relation to the study of the course content and emerging inquiries.

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
Attendance and participation in learning activities	Compulsory requisite	0	0	9, 1
First individual written assessment. Thematic blocks 1, 2, and 3.	35%	0	0	12, 3, 9, 6, 7, 4, 10
Second individual written assessment. Thematic block 4.	25%	0	0	13, 14, 3, 9, 5, 8, 2, 11
Team Work. Applied micro-researchT (Inquiry-Based Learning). Group work carried out throughout the entire course.	40%	0	0	12, 13, 14, 3, 9, 5, 6, 7, 4, 8, 1, 2, 10, 11

To be eligible for continuous assessment, students must meet a minimum of 80% attendance and active participation. Frequent tardiness or early departure will be considered as non-compliance.

The assessment will be continuous, aligned with an active and experiential learning model. The final grade will be based on two types of activities:

1. Individual written test (60%)
There will be two partial assessments:
1st test: week 7 (35%)
2nd test: week 12 (25%)

If the grade is below 5 but at least 3.5, a partial retake may be taken on the following dates:
23/01/2026 - groups 31, 41 and 71
28/01/2026 - group 21
If the grade is below 3.5, recovery will only be possible through a comprehensive written exam on:
30/01/2026 - groups 31, 41 and 71
04/02/2026 - group 21
No other resit options will be offered.
2. Group project: Applied micro-research (40%)
This inquiry-based group activity aims to promote critical thinking, knowledge application and basic research skills in real educational contexts. It consists of three stages:

1. Critical review of a scientific article and formulation of inquiry questions
2. Interview with a professional and subsequent analysis
3. Design of an applied educational proposal

Each stage requires a learning evidence to be submitted in weeks 13, 14 and 15, respectively. The project will be developed mostly in class but also requires autonomous work. It will end with an oral presentation at a Symposium during weeks 16 and 17.
This activity cannot be retaken. If the project is not submitted or the student does not participate actively, the subject will be marked as failed.

Complementary activities (micro-challenges):
Micro-challenges will be offered as additional learning activities throughout the course. They will be introduced

occasionally during class sessions. These activities are optional and are designed to encourage active participation, creativity, and consolidation of learning.

If successfully completed, these micro-challenges can contribute to improving the final grade of the course by up to 5%, provided that the minimum assessment requirements have been met (5 out of 10 in all compulsory elements). The exact weighting added will depend on the quality and relevance of the solution provided.

Other assessment options

- Single assessment: Not available in this course.
- Second enrolment: Students may request a single synthesis test consisting of an oral examination based on applying the course content to practical situations. The test will be agreed with the teaching staff on the firstday of the course and finalised within the first month.
- Third enrolment: Students may request an evaluation by a panel of three instructors appointed by the Dean's Office. This evaluation will consist of an oral examination. At least one of the instructors must be a specialist in the subject.

ASSESMENT CRITERIA

a) Specific criteria: Each activity will have specific evaluation criteria, communicated in advance. Rubrics and guidelines will be used to ensure formative monitoring.

b) Passing requirements: A minimum of 5/10 is required in each activity. Missing a key evidence will result in a "not assessable" grade.

c) Retake conditions: Students may only opt for re-evaluation if they have failed one of the two partial exams. If they fail both exams, they must opt to take the recovery exam, which covers the entire syllabus. The dates foreseen in the course syllabus are when these evaluations will be carried out.

The group project is not recoverable. If not submitted or participated in, the subject is failed.

d) Communication skills: Proper use of oral and written language is required. Serious language issues may result in non-assessment.

e) Citation rules: APA referencing and citation must be correctly applied. ➤ UAB citation guide

f) Plagiarism and copying: Result in a 0 with no right to retake. Repeated offenses lead to failing the course. ➤ UAB info on plagiarism

g) Submission deadlines: Activities must be submitted on time. Grades will be published within 20 working days, with a 10-day review period. Retakes will be reviewed immediately.

h) Attitude and engagement: Respectful, responsible, and professional behaviour is required. Discriminatory behaviour will not be tolerated.

i) Distinction (honourable mention- MH): Awarded to students with excellent performance and active participation. If more candidates than slots (max 5%), contribution quality will be considered.

j) Use of artificial intelligence (AI): Generative AI may be used only if explicitly declared and responsibly justified. Students must specify which tool was used, how, and for what purpose. Full AI-generated content will not be accepted. Any undeclared or fraudulent use will be considered plagiarism or cheating, resulting in a 0-point penalty on the affected exam or assignment.

More information: UAB Undergraduate Assessment Criteria

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Audiovisual Sources

- Center on the Developing Child (2012). *In Brief: Executive Function: Skills for Life and Learning* [video] Disponible a https://developingchild.harvard.edu/resourcetag/executive-function/
- XTEC - Xarxa Telemàtica Educativa de Catalunya. Recursos. http://xtec.gencat.cat/ca/inici

Software

In the event of online work sessions, the Teams platform will be used. In the event of recording work sessions with a video camera to proceed with a formative analysis of the content, there will be the support of the SAE of the Faculty of Education.

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	213	Catalan	first semester	morning-mixed
(SEM) Seminars	311	Spanish	first semester	morning-mixed
(SEM) Seminars	312	Spanish	first semester	morning-mixed
(SEM) Seminars	313	Spanish	first semester	morning-mixed
(SEM) Seminars	411	Spanish	first semester	afternoon
(SEM) Seminars	412	Spanish	first semester	afternoon
(SEM) Seminars	413	Spanish	first semester	afternoon
(SEM) Seminars	711	English	first semester	afternoon
(SEM) Seminars	712	English	first semester	afternoon
(SEM) Seminars	713	English	first semester	afternoon
(TE) Theory	21	Catalan	first semester	morning-mixed
(TE) Theory	31	Spanish	first semester	morning-mixed
(TE) Theory	41	Spanish	first semester	afternoon
(TE) Theory	71	English	first semester	afternoon