

Degree	Type	Year
Psychology	FB	1

Contact

Name: Ramon Cladellas Pros

Email: ramon.cladellas@uab.cat

Teachers

Antoni Castelló Tarrida

Maria Josep Corominas Perez

Marta Borrueco Carmona

Adrian Diaz Moreno

Alicia Peralta Serrano

(External) (a determinar)

Teaching groups languages

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

Prerequisites

There is no prerequisite specifically established for this subject, but it is highly recommended to be simultaneously studying the other subjects that make up the first semester of the first course. These subjects are: Foundations of Psychobiology I, History of Psychology, Personality and Individual Differences, Psychological Processes: Attention and Perception.

Objectives and Contextualisation

The Developmental Psychology programme provides a clear and simplified introduction to distinct interpretations of the changes and psychological transformations that occur in people during their life. The principal objective of the subject is to provide theoretical and practical knowledge about some of the main processes of human evolution: the ability to adapt to the environment from birth; the origin and development of communication and speech, and the intelligent forms with which individuals organise the world that surrounds them in order to understand it. Although the conceptual and methodological framing contemplates the distinct stages of human life, the study of evolutionary changes from conception to adolescence is taken as the privileged period of time to describe and explain the development and value the importance of education and intervention in these distinct stages.

In accordance with this approach, the training objectives of the subject are:

- To read, write and speak carefully about human development.
- To place theoretical voices in their context: historical coordinates, epistemological models, empirical productivity and applications.
- To define concepts and to describe the sequences of evolutionary change in the early stages of life.
- To know how to indicate and comment on scientific problems, which comprises the study of psychological development, and to have an understanding of the efforts of evolutionary researchers to overcome conceptual, methodological and socio-economic and political difficulties.
- To have the ability to collect and interpret relevant data (usually within their study area) to make judgments that include a reflection on outstanding issues of a social, scientific or ethical nature.

The theoretical and practical content of this subject will be continued in Developmental Psychology II, thus covering all stages of development.

In each of the subjects, we will work on a different technique to approach development. In Developmental Psychology this will be approached through observation and in the course of Developmental Psychology II this will be done through drawing up and carrying out interviews.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Actively listen to be able to obtain and synthesise relevant information and understand the content.
- Distinguish and relate the different focuses and theoretical traditions that have contributed to the historical development of psychology as well as its influence on the production of knowledge and professional practice.
- Evaluate, contrast and take decision on the choice of adequate methods and instruments for each situation and evaluation context.
- Identify and describe the processes and stages in psychological development through the life cycle.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- 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.
- Work in a team.

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
3. Assess how stereotypes and gender roles impact professional practice.
4. Assess the impact of the difficulties, prejudices and discriminations that actions or projects may involve, in the short or long term, in relation to certain persons or groups.
5. Assess the relevance of the assessment methods of development in each of the stages of the life cycle.
6. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
7. Contrast the notions of evolution, development and genesis.
8. Contrasting biopsychosocial concepts and processes involved in the changes that are related to the growth, development and aging through research examples to everyday life.
9. Critically analyse the principles, values and procedures that govern the exercise of the profession.
10. Describe the main characteristics of the theoretical focuses in the study of Evolutionary Psychology.
11. Explain the explicit or implicit deontological code in your area of knowledge.

12. Identify and analyse evolutionary concepts and processes from systematic observations on the development of people throughout the stages of their life cycle.
13. Identify situations in which a change or improvement is needed.
14. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
15. Identify the processes of change and stages of cognitive, psychomotor, perceptive and linguistic development.
16. Identify the social, economic and/or environmental implications of academic and professional activities in the area of your knowledge.
17. Propose new experience-based methods or alternative solutions.
18. Propose new ways of measuring the viability, success or failure of the implementation of innovative proposals or ideas.
19. Propose projects and actions that incorporate the gender perspective.
20. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
21. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.
22. Work in a team.

Content

Descriptors: Theories and models of human development. Foundations of human development. Psychomotor development. Cognitive development. Development of communication and language. Socio-affective development.

Program by Thematic Blocks:

- Block A: Introduction to the study of human development
- Block B: The temporal dimension in the study of development and the learning in childhood and preadolescence
- Block C: Psychobiological development
- Block D: Cognitive development
- Block E: Development of communication and language
- Block F: Socio-affective and personality development

Lectures:

- Subjective well-being in childhood: from the right to be properly heard to acting in ways that promote full personal and social development
- Acculturation

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classroom practices: Observational study of child	20	0.8	8, 7, 10, 20, 22, 5
Conferences	3	0.12	8, 7, 10, 5
Exhibition sessions	28.5	1.14	8, 7, 10, 20
Type: Supervised			
Planning observations, exhibits and final written	11.5	0.46	8, 7, 10, 22, 5

Type: Autonomous

Bibliographic and other information sources	10	0.4	8, 7, 10, 20, 5
Carrying out group work	11	0.44	8, 10, 13, 20, 22, 5
Carrying out individual work	11	0.44	8, 7, 10, 20, 5
Empirical project: Child observation	20	0.8	8, 7, 10, 20, 22, 5
Study	32	1.28	8, 7, 10, 20, 5

Methodology

Classroom-learning situations are organised as follows:

- Large-scale conferences aimed at sensitizing and revealing the interest in topics of particular relevance to understanding ontogenetic development in the early stages of life.
- Presentation lectures aimed at presenting the basic contents of the programme.
- Classroom practices aimed at the preparation, sharing and discussion of learning evidences and at carrying out an observational project within a small group.

Observational study of child development (aged between 4 months and 5 years old) and its context. This project has as its objectives:

- To know, analyse and identify some of the evolutionary characteristics of children referring to their psychomotor development, communication and language and cognitive development.
- To be able to plan and carry out observation and analysis of information in accordance with the evolutionary characteristics of a child.
- To use observation as an information-search procedure.
- To use the oral presentation and the written report as information-communication procedures.

For this project, working teams of 5 students will be formed. First, individually, there will be a theoretical-practical report adapted to the child being observed. Next, each work team will carry out as self-directed learning activities 3 observations on the same child (aged between 4 months and 5 years old). The observations will be made on distinct days. Observations will be directed towards the following aspects: Psychomotor development, development of communication and language, and cognitive development. Observations will be video recorded, and each team will present one filmed observation in class. Finally, each workteam will submit a final written report bringing together the analysis of each of the observations along with contributions made in class by the team as a whole. Compulsory attendance at practice class sessions.

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
Ev1 Individual written test - Block A and B (first assessment period)	30%	1.5	0.06	9, 2, 8, 7, 10, 11, 15, 14, 17, 20, 5, 4
Ev2 Individual written test - Block C and D (second assessment period)	30%	1.5	0.06	2, 8, 7, 10, 15, 14, 17, 20, 5
Ev3 Oral group presentation of the observation project (Week 13 and 15)	10 %	0	0	1, 15, 20, 22, 3, 5
Ev4a Written report on the observation of a child	15%	0	0	9, 2, 6, 10, 11, 15, 12, 16,

EV4b Individual work on he timeline	15%	0	0	10, 15, 18, 20, 5
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Course assessment includes the completion of two individual written tests; an oral presentation of the child observation and analysis of the proposed tasks; the writing of a report for the final project carried out in small groups; and an individual life timeline assignment.

The final grade will be based on the weighted sum of the completed learning evidence. Below is the relative weight of each assessment component and the weeks in which they are completed:

Lecture-based assessments:

- Evidence 1: In-person written individual test (Blocks A, B, and C): 30%. This test will be administered during the first assessment period. Feedback will consist of a document with the correct answers and a brief explanation. It will be uploaded to Moodle the day after the test.
- Evidence 2: In-person written individual test (Blocks D, E, and F): 30%. This test will take place during the second assessment period. Feedback will include correct answers and explanations, posted to Moodle the day after the test.

Seminar-based assessments:

- Evidence 3: Group oral presentation of the observation project: 10%. This will be conducted during the last two practice sessions. Feedback (rubric) will be posted on Moodle the following week.
- Evidence 4a: Written report of the child observation project done in small groups: 15%. Feedback (rubric) will be uploaded to Moodle the week after the presentation.
- Evidence 4b: Individual life timeline assignment: 15%. Feedback (rubric) will also be uploaded to Moodle the following week. Both classwork and the submitted activity will be considered in this component.

ASSESSMENT CRITERIA

- A student will be considered "NOT ASSESSABLE" if they have submitted less than 40% of the required assessment components.
- To PASS the course, students must obtain at least 5 points in continuous assessment, with a minimum of 4.5 out of 10 in Evidence 1 and 2, and a minimum of 5 in Evidence 3, 4a, and 4b. All components are mandatory. If these conditions are not met, the maximum grade that can be awarded is 4.5.
- A student will be considered FAILED if their final weighted average score is less than 5.

IMPORTANT INFORMATION

For Evidence 1 and 2:

- Each test includes 30 multiple-choice questions.
- A minimum score of 4.5 out of 10 is required to pass each.

RESIT POLICY

- Students are eligible for resits if they have completed assessment components worth at least two-thirds of the total grade and earned a final score of 3.5 to 4.9.
- The resit is final and will consist of:
 - A written individual test for Evidence 1 and 2.

- A repeat oral presentation for Evidence 3.
- A revised and corrected report submission for Evidences 4a and 4b.
- Resit grades will replace the original scores, with a maximum of 5 points per reassessed component.
- The final grade will be recalculated using the same weighting criteria as the continuous assessment.

> *Students in their second or subsequent enrollment cannot be assessed through a non-recoverable single synthesis test.*

SINGLE ASSESSMENT

- Single assessment must be requested online (E-form) during the designated period (see Faculty website).
- Students opting for single assessment waive continuous assessment and will be evaluated on all course content in one session, held on the same date and location as the second assessment period test.
- This session will include:
 - Two in-person exams (same format and content as Evidences 1 and 2).
 - The oral presentation (Evidence 3), conducted on the same day.
 - Submission of the observation project report (Evidence 4a) and a life timeline map (Evidence 4b).

Estimated total duration of the single assessment: 5 hours.

SINGLE ASSESSMENT SCHEDULE

Assessment Component	Weight	Duration (in-person session)	Date
Evidence 1 (1h30)	30%	6h30	Second assessment period
Evidence 2 (1h30)	30%		
Evidence 3 (30 min)	10%		
Evidence 4a (1h30)	15%		
Evidence 4b (1h30)	15%		

The passing and resit conditions for single assessment are the same as those for continuous assessment.

For more information, refer to the Faculty of Psychology's Evaluation Guidelines:

Bibliography

Reference manuals

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Perinat, A. (2003). Psicología del desarrollo. Un enfoque sistémico. Barcelona: EDIUOC.

Basic bibliography

- Berger, K. S. (2012) *Psicología del Desarrollo: infancia y adolescencia*. Madrid: Médica Panamericana.
- Bronfenbrenner, U. (1987). *La ecología del desarrollo humano*. Barcelona: Paidós.
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- Gessell, A. (1988). *El niño de 1 a 4 años*. Barcelona: Paidós.
- Gutiérrez Martínez, F. (2005). *Teorías del desarrollo cognitivo*. Madrid: McGraw Hill.
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Complementary bibliography

- Berger, K.S. & Thompson, R.A (2008). *Psicología del desarrollo: Infancia y Adolescencia*. 7ª Edición. Madrid; Panamericana, 1997.
- Bradley, B. S. (1992). *Concepciones de la infancia*. Madrid: Alianza. (Original en anglès, 1989).
- Córdoba . A. I.; Descals, A. & Gil, M. D. (Coords.) (2006). *Psicología del desarrollo en la edad escolar*. Madrid: Pirámide.
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- Donaldson, M. (1984). *La mente de los niños*. Madrid: Morata.
- Flavell, J.H. (1993). *El desarrollo cognitivo*. Madrid: Visor.
- García Madruga; J.A. & Lacasa, P. (1992). *Psicología evolutiva*. Madrid: UNED.
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- Palau, E. (2001). *Aspectos basicos del desarrollo infantil. La etapa de 0 a 6 años*. Barcelona: CEAC.
- Peralta, A. (2002). *La percepció dels mestres sobre les famílies procedents del Marroc i llurs relacions. Aproximació des d'un enfocament sistèmic i ecològic*. En A C. Mir (Coord.). *Les portes de l'escola. L' heterogeneïtat de les persones i les seves relacions*. pp 81-109. Universitat Autònoma de Barcelona. Servei de Publicacions. Col.lecció Documents.

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Perinat, A. (1986). La comunicación preverbal. Barcelona: Avesta

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Schaffer, H. R. (2000). Desarrollo social. Mexico: Siglo XXI. (Original en anglès, 1996).

Teberosky, A.; Rivero, M.; Ribera, N.; Peralta, A.; Rabassa, M. y Portilla, C. (2008). El discurso escolar: entre la oralidad y la escritura. Barcelona: Graó. ISBN:978-84-7827-526-7 DL: B-1.300-2008

Recommended articles

Alkire, S.(2002). Dimensions of Human development. World Development, 30 (2), 181-205.

Bronfenbrenner, U. (1985). Contextos de crianza del niño. Problemas y perspectivas. Infancia y Aprendizaje, 29, 45-55. (Original en anglès, 1979).

Bruner, J. (1972). Nature and uses of immaturity. American Psychologist, 27 (8), 1-22. (Versió en español de Ileana Enesco, 1989).

Bruner, J. (1981). Vygotski: una perspectiva histórico-cultural. Infancia y Aprendizaje, 14, 3-17.

Others books and reference materials

You can find videos on the subject of practices in the resource room (ADRE) of the Faculty of Science of Education and in the Humanities library

At the beginning of the course, updated references will be published in Moodle, if applicable; In addition, the following will be provided:

Web links

Dossiers of readings and videos

Software

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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
(PAUL) Classroom practices	11	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	12	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	21	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	22	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	31	Catalan	first semester	morning-mixed

(PAUL) Classroom practices	32	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	41	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	42	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	51	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	52	Catalan	first semester	morning-mixed
(SEM) Seminars	1	Catalan	first semester	afternoon
(TE) Theory	1	Catalan	first semester	morning-mixed
(TE) Theory	2	Catalan	first semester	morning-mixed
(TE) Theory	3	Catalan	first semester	morning-mixed
(TE) Theory	4	Catalan	first semester	morning-mixed
(TE) Theory	5	Catalan	first semester	morning-mixed