

## Developmental and Educational Psychology

Code: 105046  
ECTS Credits: 6

**2025/2026**

Degree	Type	Year
Social Education	FB	1
Education Studies	FB	1

### Contact

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### Teaching groups languages

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

### 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.

## Activities and Methodology

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

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 and/or team 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. The use of AI tools is not allowed.

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
Individuals key words test	80%	0	0	8, 7, 6, 5, 3
Self-assessment	10%	0	0	2, 7, 6
Teamwork presentation	10%	0	0	1, 2, 8, 7, 6, 5, 3, 4

This course has three content points with 13 topics (see content section). The evaluation will consist of two written evaluations (80%), group exposition (10%) and self-evaluation (10%). There will be a first individual test (40%) at the end of topic 7; and another one (40%) at the end of topic 13. There will be a group exposition on conceptualization (10%) and a self-evaluation exercise (10%). The schedule of the evaluations will be specified in the chronogram and planning that will be uploaded to the virtual campus. For the course 25/26 the dates of each of the evaluative activities are:

GROUP 1 (Pedagogy): conceptualization practice (10%) (between October and December according to the calendar agreed in class), the first concepts test (40%) will be on 9/December, the second concepts test (40%) will be on 13/January and the self-evaluation exercise (10%) on 20/January.

GROUP 2 (Social Education): conceptualization practice (10%) (between October and December according to the calendar agreed in class), the first concepts test (40%) will be on 10/December, the second concepts test (40%) will be on 14/January and the self-evaluation exercise (10%) on 21/January.

Attendance to the seminar sessions is compulsory. In any case, any absence may be evaluated after prior communication with the professor of the subject.

The final grade will be the sum of the different evaluations (10+40+40+10). If the student does not pass the minimum of five points (5), he/she will have to take the scheduled evaluation as a recovery (27/January for group 1 and 28/January for group 2). In this case, a global evaluation of the student's activity will be made. In the recovery the individual tests can be carried out again (a total of 8 points and the grade of the seminar 1 of conceptualization and the self-evaluation are maintained). The final result will be pass (5 points) or fail.

Plagiarism will be cause for suspension from the course. In the following enrollments, the evaluation may consist of a single synthesis test that allows the demonstration of the achievement of the expected learning outcomes. Those who do not take any of the evaluations during the course, nor the recovery evaluation, will obtain a grade of not evaluable. Even so, when one of the evaluations is taken, it is considered to be presented to the subject and therefore the rest of the evaluations must be presented, obligatorily.

The results of each of the evaluations will be communicated within fifteen days after its completion, and a review date will be offered. The recovery tests will be of immediate review and publication.

The treatment of particular cases, doubts, suggestions, etc., will be raised to the teacher of the subject.

All this information and additional information, as appropriate, will be published at the beginning of the course in the virtual campus of the course, which will be used as a communication tool.

In order to pass this subject, students must show good general communicative competence, both orally and in writing, and a good command of the vehicular language(s) listed in the teaching guide.

**SINGLE EVALUATION (from 11 a.m. to 1 p.m.) - GROUP 1 (13/Jan.) GROUP 2 (14/Jan.)**

It will consist of an EVALUATION including: conceptualization activity (1 point) + 45 completion questions (9 points).

In case of RECOVERY, the date is ídem to the class (27/January for group 1 and 28/January for group 2)

## **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, Journal for Study in Education & Development, Psicothema.

## Software

NO SPECIAL PROGRAM REQUIRED

## 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	111	Spanish	first semester	morning-mixed
(SEM) Seminars	112	Spanish	first semester	morning-mixed
(SEM) Seminars	113	Spanish	first semester	morning-mixed
(SEM) Seminars	211	Spanish	first semester	morning-mixed
(SEM) Seminars	212	Spanish	first semester	morning-mixed
(SEM) Seminars	213	Spanish	first semester	morning-mixed
(TE) Theory	1	Spanish	first semester	morning-mixed
(TE) Theory	2	Spanish	first semester	morning-mixed