

Degree programme	Type	Course
Social Education	FB	1
Education Studies	FB	1

Contact lecturer

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Group languages

You can consult this information at the [end](#) of the 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

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.

Learning outcomes

1. Know and identify the main developmental and personality disorders, their impact on development and educational implications.
2. Understand how biological and psychological aspects affect development throughout the life cycle.
3. Know and understand lifelong development.
4. Understand and analyse the educational implications of learning theories and models.
5. Identify educational and care needs for people, groups or collectives by analysing situations and actions

- and establishing lines of intervention.
- 6. Identify situations in which a change or improvement is needed.
- 7. Analyse a situation and identify points for improvement.
- 8. Analyse a situation and identify its points for improvement.

Contents

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.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Lecture lesson	30	1.2	5, 6, 7, 8
Home work	30	1.2	5, 6, 7, 8
Workshop	15	0.6	5, 6, 7, 8
Autonomous work	75	3	5, 6, 7, 8

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

Continuous assessment activities

Title	Weight	Hours	ECTS	Learning outcomes
Individuals key words test	60%	0	0	1, 2, 3, 4, 5
Teamwork presentation	30%	0	0	2, 3, 4, 5, 6, 7, 8
Self-assessment	10%	0	0	3, 4, 7

This subject comprises three content areas covering 13 topics (please refer to the 'Course Content' section). Assessment will consist of two written assessments (60%), a group presentation (30%) and a self-assessment (10%).

An individual test (50%) will be held once all core content has been covered (in January) and another (10%) on reflection (resilience) in mid-December. There will be a group presentation on conceptualisation and methodology (30%) and a self-assessment exercise (10%). The assessment schedule will be specified in the timetable and course plan to be uploaded to the virtual campus. For the 2026/27 academic year, the dates for each of the assessment activities are:

GROUP 1 (Pedagogy): conceptualisation/methodology practical (30%) (between October and December according to the timetable agreed in class), the reflection-resilience test (10%) in mid-December, the concept test (50%) on 12 January and the self-assessment exercise (10%) on 12 January.

GROUP 2 (Social Education): conceptualisation/methodology assignment (30%) (between October and December according to the timetable agreed in class), the reflection-resilience test (10%) in mid-December, the concept test (50%) on 13 January and the self-assessment exercise (10%) on 13 January.

Attendance at seminar sessions is compulsory. However, absences may be taken into account provided prior notice has been given to the course lecturer.

The final mark will be the sum of the various assessments. If a student fails to achieve the minimum mark of five (5) points, they will be required to sit the scheduled resit assessment (26 January for Group 1 and 27 January for Group 2). In this case, an overall assessment of the student's entire work will be carried out. In the resit, the individual tests may be taken again (a total of 6 marks), whilst the marks for the conceptualisation-methodology presentation (30%) and the self-assessment (10%) will be retained. The final result will be a pass (5 marks) or a fail.

Plagiarism will result in expulsion from the course. In subsequent enrolments, the assessment may consist of a single synthesis test designed to demonstrate the achievement of the intended learning outcomes. Students who do not sit any of the assessments during the course, nor the resit, will receive a 'not assessable' mark. However, once one of the assessments has been taken, the student is considered to have enrolled in the course and must therefore sit the remaining assessments; this is compulsory.

The results of each assessment will be communicated within fifteen days of it being held, and a date for marking will be provided. Resit assessments will be marked and results published immediately.

Any specific cases, queries, suggestions, etc., should be raised with the course lecturer.

All this information, and any additional details as required, will be published at the start of the course on the course's virtual campus, which will be used as a communication tool.

** To pass this course, students must demonstrate good general communicative competence, both oral and written, and a good command of the language or languages of instruction listed in the course guide.*

SINGLE ASSESSMENT (11am-1pm) - GROUP 1 (12 January) GROUP 2 (13 January)

This will consist of an ASSESSMENT comprising: a conceptualisation and methodology task (3 points) + 35 fill-in-the-blank questions (7 points).

In the event of a RE-ASSESSMENT, the dates are the same as those for the class group (26 January for Group 1 and 27 January for Group 2).

Bibliography

Delval, J. (2006). *El desarrollo humano*. Madrid: Siglo XXI.

Foster, C. (2022). *Ser humano*. Madrid: Urano.

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.

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.

Rojas Marcos, L. (2026). *El regalo de los años*. Madrid: HarperCollins Ibérica.

RELEVANTS 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*, RELIEVE, *Revista de Investigación Educativa*.

Software

NO SPECIAL PROGRAM REQUIRED

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	1	Spanish	first semester	morning-mixed
(TE) Theory	2	Spanish	first semester	morning-mixed
(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