



TEACHING GUIDE OF THE SUBJECT **Psychology of Education**

DEGREE IN SOCIAL EDUCATION

Faculty of Teaching and Education Sciences

Catholic University of Valencia, San Vicente Mártir

Year 2023-24



TEACHING GUIDE OF THE SUBJECT

		ECTS
SUBJECT: Psychology of Education		6
Field: Psychology		18
Module: Socio-educational Intervention in non-formal contexts and informal		30
Educational Model ¹ : Basic	COURSE: 3 ^o Semester: 1 ^o	
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MODULE ORGANIZATION

SOCIO-EDUCATIONAL INTERVENTION IN NON-FORMAL AND INFORMAL CONTEXTS				Nº ECTS 18	
Duration and temporal location within the curriculum:					
Subjects and Subjects					
Field:	ECTS	COURSE		ECTS	Course/ Semester
PSYCHOLOGY	18	DEVELOPMENTAL PSYCHOLOGY		6	1/1
		SPECIFIC EDUCATIONAL SUPPORT NEEDS		6	1/2
		PSICOLOGÍA DE LA EDUCACIÓN		6	3/1
BASES OF INTERVENTION IN NON-FORMAL AND INFORMAL CONTEXTS	12	SOCIO-CULTURAL ANIMATION PROGRAMMES		6	3/2
		INTERCULTURAL SOCIETY AND EDUCATION		6	1/1

¹ Basic training (common subject), Compulsory subjects, Optional subjects, External practical, Final Degree Project.



TEACHING GUIDE FOR THE COURSE PSYCHOLOGY OF EDUCATION

Prerequisites: No prerequisites

GENERAL AIMS

The subject **Psychology of Education** is conceived with the general objective of making students reflect and motivate their interest in the development of the fundamental concepts, theoretical and methodological frameworks that in the field of Educational Psychology have been conceived throughout its history as a basic and applied discipline. In addition, it is intended to emphasize the attitudes and skills necessary for the professional performance of the student of the Degree in Social Education, as well as the need to apply such knowledge in the planning of socio-educational intervention.

TRANSVERSAL COMPETENCES

Competence measuring scale

1. Capacity of analysis and synthesis				X
3. Oral and written communication in mother tongue(s)			X	
10. Recognition and respect for diversity and multiculturalism				X
11. Interpersonal skills				X
13. Autonomy in learning			X	
14. Adaptation to new situations			X	
18. Openness to lifelong learning				X

SPECIFIC COMPETENCES

6. To know the pedagogical, psychological and sociological assumptions that are the basis for the planning of socio-educational intervention.			X	
15. Know and use specific techniques of socio-educational and community intervention (group dynamics, motivation, negotiation, assertiveness, etc.).			X	
20. Show an empathetic, respectful, supportive and trusting attitude towards the subjects and institutions of social education.				X



LEARNING ACHIEVEMENTS	COMPETENCIES
R1. The student analyses, from different theoretical perspectives, the teaching/learning process according to the factors that influence it and the psychological characteristics of the people.	CT1, CT3, CT10, CT14, CT18, CE6, CE12
R2. The learner identifies, through case studies, the socio-educational implications of each theoretical model of the Educational Psychology.	CT3, CT13, CE15
R3. The student optimizes the influence that personal variables have on learning.	CT10, CT18, CE20
R4. The learner optimises the influence of interpersonal factors on learning.	CT10, CT11, CT18

TRAINING ACTIVITIES ON-CAMPUS STUDENT WORK			
ACTIVITY	Teaching-Learning Methodology	Relationship to Learning Outcomes of the subject	ECTS ²
ON-CAMPUS CLASS	Presentation of contents by the teacher, analysis of competences, explanation and demonstration of abilities, skills and knowledge in the classroom.	R1, R2, R3, R4	0.6
PRACTICAL CLASSES	Group work sessions in groups supervised by the teacher. Case studies, diagnostic analysis, problems, field study, computer classroom, visits, data search, libraries, network, Internet, etc. Meaningful construction of knowledge through the student interaction and activity.	R2, R3, R4,	0.8
LABORATORY	Activities carried out in spaces with specialized equipment.	-	
SEMINAR	Supervised monographic sessions with shared participation	-	

² The teaching-learning methodology is described in this guide in a generic way, specifying the didactic units into which the subject is organised.



EXHIBITION GROUP WORK	Application of interdisciplinary knowledge	R2, R3, R4	0.2
TUTORIAL	Personalized and small group attention. Period of instruction and/or orientation by a tutor with the objective of reviewing and discussing the materials and topics presented in the classes, seminars, readings, assignments, etc.	R1, R2, R3, R4,	0.4
EVALUATION	A set of oral and/or written tests used in the initial, formative or additive assessment of the student.	R1, R2, R3, R4,	0.4
Total			(2,4*)

TRAINING ACTIVITIES TO SELF STUDENT WORK			
ACTIVITY	Teaching-Learning Methodology	Relationship to the Learning Outcomes of the course	ECTS
GROUP WORK	Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the University's platform (www.plataforma.ucv.es)	R2, R3, R4,	1
SELF- STUDY	Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work carried out in the University platform (www.plataforma.ucv.es)	R1, R2, R3, R4	2.6
Total			(3,6*)



SYSTEM OF EVALUATION OF THE ACQUISITION OF COMPETENCES AND ASSESSMENT SYSTEM		
Assessment Tool	ASSESSED LEARNING OUTCOMES	Weighting
Exam (objective test with three alternatives)	R1, R2, R3, R4	60%
Practical activities	R2, R3, R4,	20%
Group work	R1, R2, R3, R4	10%
Theoretical presentation of group work	R2, R3, R4	10%

In order to pass the course, it will be essential to obtain a grade equal to or higher than 5 out of 10 in the exam, which will consist of a series of multiple-choice questions with three alternatives, only one of which is correct. Once this requirement has been fulfilled, the grades in the rest of the assessment instruments will be considered. The evidence of the different works carried out by the students will be delivered through the Virtual Platform in the time and form established by the teacher of the subject.

Criteria for the awarding of Honour Grades: The Honour Grade, as a sign of academic exceptionality, will be awarded to the student who, in addition to obtaining a maximum grade in the above criteria, is considered by the professor to be deserving of such distinction.

DESCRIPTION OF CONTENTS	COMPETENCIES
<p>GUIDE I. Educational Psychology: conceptual and methodological aspects.</p> <p>1. Educational Psychology: definition, object of study and contents.</p> <p>2. Basic foundations of research in Educational Psychology.</p> <p>GUIDE II. The most relevant models, theories and authors in Educational Psychology.</p> <p>3. Behavioural Theories</p> <p>4. Cognitive Theories</p> <p>5. Cognitive-contextual theories</p>	<p>CT1, CT3, CT10, CT11, CT13, CT14, CT18 CE6, CE15, CE20</p>



<p>GUIDE III. Intrapersonal variables of learning.</p> <p>6. Self-concept and self-esteem</p> <p>7. Motivation</p> <p>8. Intelligence and cognitive styles.</p> <p>9. Basic psychological processes</p> <p>GUIDE IV. Interpersonal variables that influence learning.</p> <p>10. Educator-learner interaction</p> <p>11. Peer interaction</p>	<p>CT1, CT3, CT10, CT11, CT13, CT14, CT18 CE6, CE15, CE20</p>
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TEMPORAL ORGANIZATION OF LEARNING:

	CONTENT BLOCK/ DIDACTIC UNIT	Nº OF SESSIONS
1	GUIDE I. Educational Psychology: conceptual and methodological aspects.	4
2	GUIDE II. The most relevant models, theories and authors in Educational Psychology.	7
3	GUIDE III. Intrapersonal variables of learning.	8
4	GUIDE IV. Interpersonal variables that influence learning.	5



Addendum to the Course Guide of the Subject Psychology of Education

(Social Education)

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject:

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching.



Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:



Microsoft Teams



Kaltura

Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen onsite activities described in this section of the Course Guide, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:



Microsoft Teams



Kaltura



Explanation about the practical sessions:

2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

- ☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.
- ☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: Classroom activities and group work will be delivered via the platform. The group presentations will be done through



Microsoft teams and, subsequently, will be shared with the rest of the group through a link to the recording if it is not possible to follow them by the whole group-class. Similarly, if it is not possible to take the objective test in person, it will be carried out online in the faculty's exam calendar.

ONLINE WORK

Regarding the Assessment Tools:

- ☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.
- ☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.