



## Information about the subject

**Degree:** Bachelor of Science Degree in Speech and Language Therapy

**Faculty:** Faculty of Psychology

**Code:** 1171203 **Name:** Psychology of Education

**Credits:** 6,00 **ECTS** **Year:** 2 **Semester:** 2

**Module:** Basic Training

**Subject Matter:** Psychology **Type:** Basic Formation

**Field of knowledge:** Psychology

**Department:** Speech Therapy

**Type of learning:** Classroom-based learning

**Languages in which it is taught:**

**Lecturer/-s:**



## Module organization

### Basic Training

Subject Matter	ECTS	Subject	ECTS	Year/semester
Phisiology	12,00	Functional anatomy of the organs of speech and hearing II	6,00	1/2
		Fundamentals of Neuroscience	6,00	1/2
Anatomy	6,00	Functional anatomy of the organs of speech and hearing I	6,00	1/1
Psychology	36,00	Basic Psychological Processes	6,00	1/1
		Developmental psychology	6,00	1/1
		Psycholinguistics	6,00	2/1
		Psychology of Education	6,00	2/2
		Psychology of language development	6,00	1/2
		Research Methodology	6,00	2/1
Clinical linguistics	6,00	Linguistics applied to speech and language therapy	6,00	1/1



## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 To identify and characterize the sources of scientific and technical information.
- R2 To prepare bibliographic references in APA and Vancouver style.
- R3 To understand the concept of education and to have an integral vision of educational psychology in the contexts of formal and informal education.
- R4 To describe the educational phenomenon from the point of view of the Psychology of Education.
- R5 To recognize the possibilities and difficulties of introducing the current perspectives in the different educational contexts and specifically in the current school system.
- R6 Analizar la perspectiva del ciclo vital e identificar los ámbitos biosocial, cognitivo y psicosocial, así como los diferentes contextos en los que se da el desarrollo de la persona.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

SPECIFIC	Weighting			
	1	2	3	4
CE23 Understand, apply and critically evaluate teaching techniques and teaching methodology, in addition to resources for teaching language				x
CE25 Understand the organization of educational, health and social institutions			x	
CE34 Design, implement and evaluate actions to prevent communication and language disorders		x		
CE37 Master the terminology that allows one to interact effectively with other professionals			x	
CE46 Being able to develop skills such as regulating one's own learning, solving problems, thinking critically and adapting to new situations				x
TRANSVERSAL				
Weighting				
1	2	3	4	
CT1 Use the techniques of verbal and nonverbal communication in order to optimize relevant communicative situations				x
CT3 Have the flexibility to work within teams integrated by other professionals belonging to the same field			x	
CT5 Recognize, analyze and obtain solutions to ethical problems in professional practice situations				x
CT6 Adapt to new situations arising in their profession				x



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R3, R4, R5	50,00%	Written exam
R3, R4, R5	40,00%	Practical work assignments assessment
R3, R4, R5	10,00%	Attendance and participation of in-person formative activities

### Observations

To access honors the student must read a book (to be provided in class) and examine it.

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.

Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1      On-Campus Class

M2      Practical Class



M3	Seminar
M4	Laboratory
M5	Individual Work
M6	Group Work
M7	Work Exhibition
M8	Clinical Case Analysis
M9	Prácticas en clínicas y centros





## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS. Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge M1	R1, R2, R3, R4, R5, R6	24,00	0,96
PRACTICAL CLASSES. Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity M2	R1, R2, R3, R4, R5, R6	12,00	0,48
GROUP WORK EXHIBITION. Application of multidisciplinary knowledge M1, M7	R1, R2, R3, R4, R5, R6	6,00	0,24
SEMINAR. Supervised monographic sessions with shared participation M1, M3	R1, R2, R3, R4, R5, R6	6,00	0,24
OFFICE ASSISTANCE. Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M1, M5, M6, M7	R1, R2, R3, R4, R5, R6	9,00	0,36
ASSESSMENT. Set of oral and/or written tests used in initial, formative or additive assessment of the student M1, M2, M3, M5, M6	R1, R2, R3, R4, R5, R6	3,00	0,12
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK. Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M1, M6	R1, R2, R3, R4, R5, R6	36,00	1,44
INDEPENDENT WORK. Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M1, M5	R1, R2, R3, R4, R5, R6	54,00	2,16
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
PART 1. Concept of educational psychology	1- Educational psychology as science. 2.- Psychoeducational assessment.
PART 2. Agents of the educational situation	3.- The teacher as a main figure of instruction.4.- The student as a main figure of instruction. Cognitives Variables5.- The student as a main figure of instruction Afectives, motivacionals, emocionals variables.6- Self-regulated learning.
PART 3. The state of education in action.	7.- Attention-Deficit Hyperactivity Disorder. 8.- Emotional education. 9.-The classroom environment.

### Temporary organization of learning:

Block of content	Number of sessions	Hours
PART 1. Concept of educational psychology	10,00	20,00
PART 2. Agents of the educational situation	10,00	20,00
PART 3. The state of education in action.	10,00	20,00



## References

### Basic bibliography

ALVAREZ, L., GONZÁLEZ-PIENDA, J.A., NUÑEZ, J.C Y GONZÁLEZ-CASTRO (2007). Prácticas de psicología de la Educación. Evaluación e intervención psicoeducativa. Madrid:Pirámide.COLL, C., PALACIOS, J. y MARCHESI, A. (2001). Desarrollo psicológico y educación 2.Psicología de la educación escolar. Madrid: Alianza.DOMÉNECH, B. (2007). Psicología de la educación e instrucción: su aplicación al contexto de la clase. Castellón de la Plana: Universitat Jaume I.GONZÁLEZ-PIENDA, J.A., GONZÁLEZ, R., NUÑEZ, J.C. Y VALLE, A. (2002). Manual de Psicología de la Educación. Madrid: Pirámide.GONZÁLEZ, E. Y BUENO, A. (2004). Psicología de la educación y del desarrollo en la edad escolar. Madrid: CCS.PENNAC, D. (2007). Mal de escuela. Barcelona: Literatura MondadoriWOOLFOLK, A.E. (2010). Psicología Educativa. 11<sup>a</sup> Edición. México: Prentice Hall. RODRIGUEZ, S (Coord). (2015) Psicología de la Educación. Madrid: Pirámide.

BURON, J. (1993): Enseñar a Aprender: Introducción a la Metacognición. Bilbao: Mensajero.COLL, C., MARTIN, E., MAURI, T. y cols. (1993): El Constructivismo en el Aula. Barcelona: Graó.COLL, C., MIRAS, M., ONRUBIA, J. Y SOLÉ, I. (1998). Psicología de la Educación. Barcelona: Edhsa. GALLIFA, J. (1990). Models cognitius de l'aprenentatge. Barcelona: Raima.NISBET, J. y SCHUCKSMITH, J. (1987). Estrategias de aprendizaje. Madrid: Santillana.MESTRE, J.M. Y FERNÁNDEZ, P. (2007). Manual de Inteligencia emocional. Madrid: Pirámide.PRADOS, M.M. (2016). Manual de Psicología de la Educación. 2<sup>a</sup> Edición. Madrid: Pirámide.