Information about the subject

Degree: Bachelor of Arts Degree in Early Childhood Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1411205 **Name:** Psychology of Education

Credits: 6,00 **ECTS Year:** 2 **Semester:** 1

Module: Learning and personality development

Subject Matter: Educational processes, learning and personality development **Type:** Basic

Formation

Department: Inclusive Education and Socio-Community Development

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

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Module organization

Learning and personality development

Subject Matter	ECTS	Subject	ECTS	Year/semester
Educational processes, learning and personality development	18,00	Developmental Psychology	6,00	1/1
		Psychology of Education	6,00	2/1
		Psychology of Language Development	6,00	1/2
Learning difficulties and developmental disorders	18,00	Care of Students with Specific Needs of Educational Support	6,00	3/1
		Specific Learning Difficulties	6,00	3/2
		Specific Needs of Educational Support	6,00	2/2

Recommended knowledge

None

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   The student analyzes, from different theoretical perspectives, the school learning process according to the factors that influence it and the psychological characteristics of the child.

R2   The student identifies, through practical cases, the educational implications of each theoretical model of school learning.

R3   The student optimizes the influence that intrapersonal factors have on school learning.

R4   The student optimizes the influence that interpersonal factors have on school learning: teacher-student interaction and peer interaction.

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):

BASIC		Weighting			
		1	2	3	4
CB1	That students have demonstrated possession and understanding of knowledge in an area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.		x		
CB2	That students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the development and defense of arguments and problem solving within their area of study.	x			
CB3	That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.				x
CB4	That students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences.		x		
CB5	That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.		x		

GENERAL		Weighting			
		1	2	3	4
G3	To design and regulate learning spaces in contexts of diversity that address the unique educational needs of students, gender equality, equity and respect for human rights.		x		
G4	To promote coexistence in the classroom and outside it and address the peaceful resolution of conflicts. To know how to systematically observe learning and coexistence contexts and to know how to reflect on them.			x	

		1	2	3	4
G5	To reflect as a group on the acceptance of rules and respect for others. Promote the autonomy and uniqueness of each student as factors in the education of emotions, feelings and values in early childhood.			x	
G6	To know the evolution of language in early childhood, know how to identify possible dysfunctions and ensure their correct evolution. To deal effectively with language learning situations in multicultural and multilingual contexts. Express themselves orally and in writing and master the use of different techniques of expression.	x			
G10	To act as a counselor for parents in relation to family education in the 0-6 period and to master social skills in dealing and relating with the family of each student and with the families as a whole.	x			
G11	To reflect on classroom practices to innovate and improve teaching. To acquire habits and skills for autonomous and cooperative learning and promote it in students.				x

SPECIFIC		**Weighting**			
		1	2	3	4
E1	To understand the learning and educational processes during childhood in the family, social and school environments.				x
E7	To know the psychological and educational dimension of interaction with peers and adults and to know how to promote participation in collective activities, cooperative work and individual effort.				x
E11	To know the bases that allow understanding the psychological processes of school learning in early childhood as mediators and facilitators of later learning, as well as the role they play in the construction of personality during that period.				x

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	80,00%	Written test: Final summative or continuous theoretical and practical test (open questions, objective test questions, truncated exam, etc.). Preparation of fieldwork memorandums. Solution of case studies, single case, etc.
R1, R2, R3, R4	10,00%	Oral presentation of group and individual work.
R1, R2, R3, R4	10,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.

Observations

Assessment Criteria:

　·**50% Written test** (40% objective test and 10% practical case analysis)

　·**30% Preparation of work memorandums**

　·**10% Oral presentation of group and individual assignments**

　·**10% Individual monitoring of class attendance and participation** in theoretical-practical sessions, seminars, and tutorials

To pass the course, it is essential to obtain a **minimum grade of 5 out of 10** on the objective test. Once this requirement is met, the grades obtained in the other assessment components will be considered.

All evidence from the various assignments completed by the students must be submitted via the Virtual Platform, within the deadlines and in the format specified by the course instructor.

Criteria for Awarding Honors Distinction (Matrícula de Honor):

The *Matrícula de Honor*, as a mark of exceptional academic performance, will be awarded to students who, in addition to achieving the highest possible grade based on the above criteria, are deemed by the instructor to be deserving of this distinction.

Alternative Assessment (Single Evaluation):

Exceptionally, students who are unable to follow the continuous assessment system due to attending **less than 60% of the classes** may opt for this alternative evaluation method. In such cases, the evaluation will be as follows:

　·**Written test** (multiple-choice format with a final open-ended question), accounting for **80% of the final grade**. **Learning Outcomes assessed**: R1, R2, R3, and R4.

·**Individual practical assignment**: development of a **portfolio**, accounting for **10% of the final grade**. **Learning Outcomes assessed**: R1, R2, R3, and R4.

·**Individual oral presentation** on a topic previously agreed upon with the instructor, accounting for **10% of the final grade**. **Learning Outcomes assessed**: R1, R2, R3, and R4.

Use of Artificial Intelligence (AI):

Permitted uses of AI:

·Study support (e.g., generating alternative explanations, concept maps, or self-assessment exercises)

·Receiving feedback on the clarity or coherence of one's own written texts

Not permitted uses of AI:

·Completing graded assignments, unless explicitly required in a specific task and indicated by the instructor

If AI is used under the permitted conditions, **students must indicate**:

·**Where** it was used in the activity

·**Which AI tool** was used

·**For what purpose** it was employed

CRITERIA FOR THE AWARDING OF HONOURS:

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 9 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   PARTICIPATIVE MASTERCLASS

M2   CLASSROOM PRACTICES

M5   WORK AT SEMINARS

M6   PROBLEM-BASED LEARNING

M7   GROUP TUTORING

M8   INDIVIDUAL TUTORING

M9   PROJECT-BASED LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom. M1	R1, R2, R3, R4	22,50	0,90
Group work sessions supervised by the teacher, case studies, diagnostic analyses, problems, field studies, computer classroom, visits, data searches, libraries, network, Internet, etc. Meaningful construction of knowledge through student interaction and activity. M2	R2, R3, R4	13,70	0,55
Supervised monographic sessions with shared participation M5	R2, R3, R4	5,50	0,22
Presentation in plenary. Application of interdisciplinary knowledge M2	R2, R3, R4	6,80	0,27
Personalised attention in small groups. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, assignments, etc. M7	R2, R3, R4	6,83	0,27
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M2	R1, R2, R3, R4	4,67	0,19
TOTAL		**60,00**	**2,40**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
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 platform or other virtual spaces. M2, M5, M6, M7	R2, R3, R4	36,70	1,47
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 done on the platform or other virtual spaces. M6	R1, R2, R3, R4	53,30	2,13
TOTAL		**90,00**	**3,60**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
GUIDE I. Educational Psychology: conceptual, theoretical and methodological aspects	Content 1. Psychology. Educational Psychology: definition, objective and learning method. Content 2. Basic fundamentals of investigation in Educational Psychology.
GUÍDE II. Theories and models in learning and teaching.	Content 3. Behavioral theories. Content 4. Cognitive theorie of Piaget. Content 5. Contextual-cognitives theories.
GUIDE III. Intrapersonal aspects that have an influence on learning.	Content 6. Cognitive processes. Content 7. Personality. Content 8. Motivation Content 9. Intelligence. Styles and strategies.
GUIDE IV. Interpersonal and contextual aspects that have an influence on learning.	Content 10. Interpersonal relations in the learning context.

Temporary organization of learning:

Block of content	Number of sessions	Hours
GUIDE I. Educational Psychology: conceptual, theoretical and methodological aspects	6,00	12,00
GUÍDE II. Theories and models in learning and teaching.	9,00	18,00
GUIDE III. Intrapersonal aspects that have an influence on learning.	9,00	18,00
GUIDE IV. Interpersonal and contextual aspects that have an influence on learning.	6,00	12,00

References

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Latorre, Á. y Marco, C. (2002). Psicología escolar. Programas de intervención. Aljibe.

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