



Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1161105 **Name:** Psychology of Education

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

Module: Learning and development of the personality

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

Field of knowledge: Social and Legal Science

Department: -

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

116A	<u>Margarita Gutierrez Moret</u> (Responsible Lecturer)	margarita.gutierrez@ucv.es
116AA	<u>Ana Risco Lazaro</u> (Responsible Lecturer)	ana.risco@ucv.es
116B	<u>Margarita Gutierrez Moret</u> (Responsible Lecturer)	margarita.gutierrez@ucv.es
116OL1	<u>Maria Angeles Blazquez Llamas</u> (Responsible Lecturer)	angeles.blazquez@ucv.es



Module organization

Learning and development of the personality

Subject Matter	ECTS	Subject	ECTS	Year/semester
Psychology	24,00	Care of Students with Needs of Educational Support	6,00	2/2
		Developmental Psychology	6,00	1/1
		Psychology of Education	6,00	1/2
		Specific Needs of Educational Support	6,00	2/1

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 process of school learning in relation 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 of intrapersonal factors on school learning.
- R4 The student optimizes the influence of interpersonal factors on school learning: teacher-student interaction and interaction among peers.



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):

GENERAL		Weighting			
		1	2	3	4
CG2	Design, plan, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the school.		X		
CG5	Promote a positive coexistence inside and outside of the classroom, resolve discipline issues, and contribute to peaceful resolution of conflicts. Encourage and value effort, perseverance, and personal discipline in students.			X	
CG6	Know the organization of primary education schools and the diversity of actions involved in their functioning. Perform tutoring and orientation with students and their families, addressing the singular educational needs of the students. Recognize that the exercise of the teaching function must go on improving and adapting to the scientific, pedagogical, and social changes throughout life.		X		
CG7	Know the organization of primary education schools and the diversity of actions involved in their functioning. Perform tutoring and orientation with students and their families, addressing the singular educational needs of the students. Recognize that the exercise of the teaching function must go on improving and adapting to the scientific, pedagogical, and social changes throughout life.			X	
CG8	Maintain a critical and autonomous relationship with knowledge, values, and public and private social institutions.			X	
CG12	Understand the function, possibilities, and the limits of education in today's society and the fundamental competencies that affect primary education schools and their professionals. Know the models of quality improvement applied to educational institutions.			X	
SPECIFIC		Weighting			
		1	2	3	4



Course guide

Year 2023/2024

1161105 - Psychology of Education

CE1	Understand learning processes related to the 6-12 age group in the family, social, and school context.			X
CE2	Know the characteristics of these students, as well as the features of their motivational and social contexts.			X
CE10	Address and resolve discipline problems.			X
CE73	Understand the repercussions that cognitive, physical, and sensory difficulties can have during the school age.			X



Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	10,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
R1, R2, R3, R4	20,00%	Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works).
R1, R2, R3, R4	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2, R3, R4	20,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R2, R3, R4	40,00%	Written tests: Objective tests with short and extended responses.
R1, R2, R3, R4	0,00%	Projects. Development and/or design works.

Observations

· To pass the subject, it will be essential to obtain a score equal to or greater than 5 out of 10 in the objective test. Fulfilling this requirement, the qualifications in the rest of the evaluation instruments will be considered.

· All the evidence of the different works carried out by the students will be delivered through the Virtual Platform in the time and manner established by the teacher of the subject.

· Criteria for granting Honors: The Honors, as a sign of academic exceptionality, will be awarded to the student who, in addition to obtaining a maximum grade in the above criteria, considers the teacher to be deserving of such distinction.

· In order to pass the subject, it is necessary to demonstrate in all oral and written productions an advanced level of language proficiency, equivalent to C1, as required in the official report of the title. Consequently, each spelling error will be penalized in assignments and exams with 0.50 points. Three missing tildes will equal a misspelling.



Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	40,00%	Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development
R1, R2, R3, R4	10,00%	Solution of practical cases: Performance tests of real and/or simulated tasks.
R1, R2, R3, R4	20,00%	Exposición oral de trabajos grupales e individuales: sistemas de autoevaluación (oral, escrita, individual, en grupo). Pruebas orales (individual, en grupo, presentación de temas-trabajos)
R1, R2, R3, R4	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2, R3, R4	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R2, R3, R4	10,00%	Projects. Development and/or design works.

Observations

- To pass the subject, it will be essential to obtain a score equal to or greater than 5 out of 10 in the objective test.
- Fulfilling this requirement, the qualifications in the rest of the evaluation instruments will be considered.
- All the evidence of the different works carried out by the students will be delivered through the Virtual Platform in the time and manner established by the teacher of the subject.
- Criteria for granting Honors: The Honors, as a sign of academic exceptionality, will be awarded to the student who, in addition to obtaining a maximum grade in the above criteria, considers the teacher to be deserving of such distinction.
- In order to pass the subject, it is necessary to demonstrate in all oral and written productions an advanced level of language proficiency, equivalent to C1, as required in the official report of the title. Consequently, each spelling error will be penalized in assignments and exams with 0.50 points. Three missing tildes will equal a misspelling.



CRITERIA FOR THE AWARDING OF HONOURS:

As a sign of academic exceptionality, the Honour's Degree will be awarded to the student who, in addition to obtaining a maximum mark in the above criteria, is considered by the teacher to be worthy of such a distinction. And, in accordance with the general regulations which indicate that only one matriculation of honour can be awarded for every 20 students, not per fraction of 20, with the exception of the case of groups of less than 20 students in total, in which one matriculation can be awarded.

Learning activities

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

M1	Participatory Master Class
M2	Case Study
M4	Learning Contracts
M5	Seminar Work
M7	Cooperative/Collaborative Work
M9	Group and Individual Tutoring
M10	Individual Tutoring
M11	Participatory Master Class
M12	Case Study
M13	Seminar Work
M16	Learning Contracts
M18	Cooperative/Collaborative Work



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Course guide

Year 2023/2024
1161105 - Psychology of Education

M19 Individual Tutoring

M20 Group and Individual Tutoring



IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Group Work Presentation M5, M7	R1, R2, R3, R4	3,75	0,15
Theoretical Class M1, M2	R1, R2, R3, R4	31,25	1,25
Practical Class M2, M5	R1, R2, R3, R4	12,50	0,50
Seminar M2, M5	R1, R2, R3, R4	6,25	0,25
Tutoring M9, M10	R1, R2, R3, R4	3,75	0,15
Evaluation M4	R1, R2, R3, R4	2,50	0,10
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M2, M9	R1, R2, R3, R4	30,00	1,20
Individual work M10	R1, R2, R3, R4	60,00	2,40
TOTAL		90,00	3,60



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11, M12	R1, R2, R3, R4	31,25	1,25
Practical class (e-learning mode) M12, M13, M18, M20	R1, R2, R3, R4	3,75	0,15
Seminar (e-learning mode) M13	R1, R2, R3, R4	6,25	0,25
Individual tutoring (e-learning mode) M19	R1, R2, R3, R4	16,25	0,65
Evaluation (e-learning mode) M16	R1, R2, R3, R4	2,50	0,10
TOTAL		60,00	2,40

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M16	R1, R2, R3, R4	60,00	2,40
Group Work (e-learning mode) M18	R1, R2, R3, R4	3,75	0,15
Discussion Forums (e-learning mode) M18, M20	R1, R2, R3, R4	3,75	0,15
Asynchronous Tutoring (e-learning mode) M19	R1, R2, R3, R4	22,50	0,90
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. Educational psychology: definition, object and method of study. Content 2. Basic foundations of research in Educational Psychology: definition, object and method of study. Psychology of Education.
GUIDE II. Theories and models of teaching and learning.	Content 3. Behavioural theories Content 4. Piaget's cognitive theory. Content 5. Cognitive-contextual theories.
GUIDE III. Intrapersonal aspects that influence learning.	Content 6. Cognitive processes Content 7. Personality Content 8. Motivation Content 9. Intelligence, Styles and Strategies
GUIDE IV. Interpersonal and contextual aspects that influence learning.	Content 10. Interpersonal relationships in the learning context. context.



Temporary organization of learning:

Block of content	Number of sessions	Hours
GUIDE I. Educational Psychology: conceptual, theoretical and methodological aspects.	5,00	10,00
GUIDE II. Theories and models of teaching and learning.	7,00	14,00
GUIDE III. Intrapersonal aspects that influence learning.	11,00	22,00
GUIDE IV. Interpersonal and contextual aspects that influence learning.	7,00	14,00



References

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- Bisquerra, R. (2000). Métodos de investigación educativa. Guía práctica. Barcelona: Ceac.
- Coll, C., Palacios, J. y Marchesi, Á. (Comp.), (2004). Desarrollo psicológico y educación. 2 Psicología de la Educación escolar. Madrid: Alianza.
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- González-Pienda, J. A., Núñez Pérez, J. C., Álvarez Pérez, L. y Soler Vázquez, E. (Coord.), (2002). Estrategias de aprendizaje. Concepto, evaluación e intervención. Madrid: Pirámide.
- Inglés, C.J., Ruiz-Esteban, C. & Torregrosa, M.S. (2019). Manual para psicólogos educativos. Teoría y Prácticas. Madrid: Pirámide
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- L'Ecuyer, C. (2012). Educar en el asombro. Plataforma.
- Mayer, R. E. (2010). Aprendizaje e instrucción. (2ª ed.). Madrid: Alianza.
- Miras, F., Salvador, M. y Álvarez, J. (2001). Psicología de la educación y el desarrollo en la edad escolar. Granada: Grupo Editorial Universitario.
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- Sampascual, G. (2009). Psicología de la educación. Tomo I y II (1ª Reimpresión). Madrid: UNED.
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- Woolfolk, A., (2006). Psicología educativa (9ª ed.). México: Pearson Educación.



Addendum to the Course Guide of the Subject

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 activities to be developed in the classroom as indicated in this field of the guide of the subject, 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:



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.

Comments to the Assessment System: