Information about the subject

Degree: Bachelor of Science Degree in Psychology

Faculty: Faculty of Psychology

Code: 291108 **Name:** Theories of Education

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

Module: EVOLUTIONARY AND EDUCATIONAL PSYCHOLOGY

Subject Matter: EDUCATION **Type:** Basic Formation

Field of knowledge: Social and Legal Sciences

Department: Basic, Social, and Neuropsychology

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

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291A	Xavier Sebastian Sanz Sendra **(Responsible Lecturer)**	xs.sanz@ucv.es
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Module organization

EVOLUTIONARY AND EDUCATIONAL PSYCHOLOGY

Subject Matter	ECTS	Subject	ECTS	Year/semester
LIFE CYCLE PSYCHOLOGY	12,00	Developmental Psychology I	6,00	1/1
		Developmental Psychology II	6,00	1/2
PSYCHOLOGY OF EDUCATION	12,00	Learning Difficulties	6,00	3/2
		Psychology of Education	6,00	2/2
EDUCATION	6,00	Theories of Education	6,00	1/2

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	Being able to explain the concept of education and having a comprehensive vision of psychology in the contexts of formal and informal education.
R2	Knowing the different psychological theories that try to explain the teaching-learning process.
R3	Being able to criticize justifiably the different theoretical approaches.
R4	Being able to apply the different theories to different educational contexts.
R5	Being able to reflect on issues related to education and producing a critical judgement on these issues.
R6	Being able to search reliable bibliographic information on the different contents proposed in the module.
R7	Working in teams and collaborating efficiently with other people.
R8	Being able to product scholarly studies and presenting their contents.
R9	Using the knowledge acquired on the integrated development of a person.

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
CE5	Identifying differences, problems and needs.			x	
CE6	Diagnosing following professional principles.	x			
CE7	Analyzing and assessing interaction processes, group dynamics and group and inter-group structures.	x			
CE11	Analyzing the context in which personal behaviors, group and organizational processes take place.	x			
CE26	Writing oral and written reports.			x	
CE27	Knowing and adapting to the psychology code of ethics.			x	
CE28	To know the functions, characteristics and limitations of the different theoretical models of Psychology.				x
CE29	To know the basic laws of the different psychological processes.				x
CE30	To know the processes and main stages of psychological development throughout the vital cycle in its aspects of normality and abnormality.	x			

TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Capacity to analyze and synthesize.				x
CT3	Mastering Spanish oral and written communication.				x
CT7	Problem solving.			x	

CT8	Decision making.		x	
CT9	Capacity to work in team.		x	
CT13	Understanding multicultural and diverse environment.		x	
CT14	Critical capacity.			x
CT18	Capacity to produce new ideas (creativity).		x	
CT32	Sensitivity to personal, envirnomental and institutional injustices.		x	
CT33	Showing concern for the development of individuals, communities and people.			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, R5, R9	60,00%	Oral and/or written tests employed in initial, training and/or summative student assessment.
R1, R2, R3, R4, R5, R9	20,00%	Presentation of practical activities.
R5, R6, R7, R8, R9	10,00%	Oral presentation of assignments.
R5, R6, R7, R8, R9	10,00%	Group assignments.

Observations

Various deliverable activities will be carried out throughout the course to assess the achievement of the intended learning outcomes. Part of the final grade will also be derived from a group project. At the end of the course, students will be evaluated through an examination that will cover all the required knowledge of the subject.To pass the course, students must pass each of the different assessment components independently.
Criteria for the Award of *Matrícula de Honor* (Distinction): Students must demonstrate outstanding levels of excellence in all competences and learning outcomes. Only students who have chosen the ordinary assessment modality will be eligible for the *Matrícula de Honor* distinction.
The minimum attendance requirement for classes is 40%.
There are two assessment modalities: ordinary assessment, which requires a minimum attendance of 40% of the scheduled activities, and single assessment, which is exceptional in nature. The latter is intended exclusively for students who, for duly accredited and justified reasons, are unable to meet the established attendance requirement. The request for this modality must be submitted in writing by the student to the instructor responsible for the course, clearly stating the grounds for the request. The instructor will communicate their decision in writing by the same means.
The single assessment in this course will be conducted as follows: 50% of the final grade will be obtained through the completion of two essay questions, while the remaining 50% will be based on short-answer questions covering the course content.
Regarding the Use of Artificial Intelligence (AI): Any use of AI tools must be explicitly declared in the submitted document (for example, in a footnote or appendix). The declaration must specify the name of the tool, the purpose of its use (e.g., grammatical revision, idea organisation, drafting example), and the specific sections of the work in which it was employed. The responsible use of AI will be assessed as part of the criteria for originality and academic integrity.
What Students May Do with AI

Use AI for educational purposes:
Students may use AI tools to practice exercises, rehearse explanations, or enhance their understanding of course content, always in a critical and complementary manner.
Use AI as support for academic tasks:
AI may be used to generate drafts, review writing style, or suggest structures, provided that the final content reflects the student's own work and thinking.
Acknowledge the use of AI transparently:
Whenever AI has made a significant contribution to an academic assignment, students must specify the tool used and the nature of its contribution (e.g., “Grammar assistance provided by ChatGPT”).
Verify and fact-check AI-generated content:
Before using AI-generated material in academic settings, students are expected to ensure the accuracy and reliability of the information.
Combine AI with traditional study methods:
Students are encouraged to maintain manual and cognitive learning techniques (e.g., outlining, reasoning, writing without digital assistance) to preserve essential academic skills.
Consult instructors and course guidelines:
In case of doubt regarding the permitted use of AI in a specific course, students must consult the instructor or refer to the official course documentation.
Engage in AI-related training:
The university encourages students to attend workshops and review guidance materials to understand the ethical, legal, and technical boundaries of AI use.
What Students May Not Do with AI
Submit assignments generated entirely or predominantly by AI without disclosure:
This constitutes plagiarism or misrepresentation of authorship and may result in disciplinary action.
Delegate entire graded tasks to AI:
Students must be the true authors of the submitted work and take full responsibility for the selection, editing, and final production of the content.
Use AI to gain unfair academic advantage:
AI must not be used to interfere with assessment procedures, admissions, or to manipulate academic or administrative records.
Enter personal or sensitive data into tools lacking adequate data protection:
Particularly when such tools do not comply with the General Data Protection Regulation (GDPR). The use of institutional accounts in these cases is strongly discouraged.
Generate or disseminate illegal, false, offensive, or discriminatory content using AI:
Any use of AI that violates university standards of conduct or academic integrity is strictly prohibited.
Record, transcribe, or summarize lectures using AI without prior authorization:
Explicit permission is required for these types of uses in academic contexts.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5	75,00%	Final evaluation consisting of essay questions and hypothetical scenarios.
R1, R2, R3, R4	5,00%	Submitted tasks
R1, R3, R4, R7, R8	20,00%	Attendance and participation in synchronic communication activities.

Observations

Various deliverable activities will be carried out throughout the course to assess the achievement of the intended learning outcomes. At the end of the course, students will be evaluated by means of an examination that will cover all the required subject knowledge. To pass the course, students must pass each of the different assessment components independently.
Criteria for the Award of *Matrícula de Honor* (Distinction): Students must demonstrate outstanding levels of excellence in all competences and learning outcomes. Only students who have chosen the ordinary assessment modality will be eligible for the *Matrícula de Honor* distinction.
The minimum attendance requirement for classes is 40%.
There are two assessment modalities: the ordinary assessment, which requires a minimum attendance of 40% of the scheduled activities, and the single assessment, which is exceptional in nature. The latter is intended exclusively for students who, for duly accredited and justified reasons, are unable to fulfil the established attendance requirement. The request for this modality must be submitted in writing by the student to the instructor responsible for the course, providing the reasons that justify the request. The instructor will communicate their decision in writing by the same means.
The single assessment in this course will be conducted as follows: 50% of the final grade will be obtained through the completion of two essay questions, while the remaining 50% will be based on short-answer questions related to the course content.
Regarding the Use of Artificial Intelligence (AI): Any use of AI tools must be explicitly declared in the submitted document (for example, in a footnote or appendix). The declaration must specify the name of the tool, its purpose of use (e.g., grammatical revision, idea organisation, drafting example), and the specific parts of the work in which it was employed. The responsible use of AI will be assessed as part of the criteria for originality and academic integrity.
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Acknowledge the use of AI transparently:
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The university encourages students to attend workshops and review guidance materials to understand the ethical, legal, and technical boundaries of AI use.
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Submit assignments generated entirely or predominantly by AI without disclosure:
This constitutes plagiarism or misrepresentation of authorship and may result in disciplinary action.
Delegate entire graded tasks to AI:
Students must be the true authors of the submitted work and take full responsibility for the selection, editing, and final production of the content.
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AI must not be used to interfere with assessment procedures, admissions, or to manipulate academic or administrative records.
Enter personal or sensitive data into tools lacking adequate data protection:
Particularly when such tools do not comply with the General Data Protection Regulation (GDPR). The use of institutional accounts in these cases is strongly discouraged.
Generate or disseminate illegal, false, offensive, or discriminatory content using AI:
Any use of AI that violates university standards of conduct or academic integrity is strictly prohibited.
Record, transcribe, or summarize lectures using AI without prior authorization:
Explicit permission is required for these types of uses in academic contexts.

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	Teacher presentation of contents, competency analysis, explanation and demonstration of capacities, abilities and knowledge in the classroom (presential modality).
M2	Teacher-supervised groupwork sessions: case studies, diagnostic tests, problems, fieldwork, IT room, visits, data searches, libraries, web, Internet, etc. Building knowledge significantly through interaction and student activities (presential modality).
M4	Application of interdisciplinary knowledge.
M5	Activities developed in spaces with specialized equipment.
M6	Personalized attention in small groups. Training and/or orientation period by a teacher aimed at revising and discussing the materials and topics presented in the lessons, seminars, lectures, assignments, etc.
M7	Set of oral and/or written tests employed in initial, training or summative assessment of the student.
M8	Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and/or tutoring sessions in small groups. Tasks done on the platform or other virtual spaces.

M9	Students' independent study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and /or small-group tutoring sessions. Tasks on the platform or other virtual spaces.
M11	Teacher presentation of contents, competencies analysis, explanation and demonstration of capacities, abilities and knowledge on the virtual classroom.
M12	Group work sessions via chat moderated by the teacher. Case studies –both real and fictional– aimed at building knowledge through interaction and students' activities. Critical analysis of values and social commitment.
M13	Monographic sessions throughout the course, focused on current aspects and applications of the subject.
M14	Set of oral and/or written tests employed in initial, training or summative assessment of the student.
M15	Student's individual study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or turned in in electronic format.
M16	Individualized attention for the monitoring and orientation in the learning process, performed by a tutor in order to revise and discuss the materials and topics, seminars, readings and assignments, etc.
M17	Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or handed in.
M18	Participation and contributions to discussion forums related to the subject and moderated by the module's teacher.
M19	Problem resolution, comments, reports to be handed in according to the deadlines throughout the course.

IN-CLASS LEARNING

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, R8	40,00	1,60
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, M4	R3, R4, R5, R6, R7, R8	8,00	0,32
SEMINAR Supervised monographic sessions with shared participation. M2	R1, R2, R3, R4, R5	2,00	0,08
GROUP WORK EXHIBITION Application of multidisciplinary knowledge. M8	R5, R6, R7, R8	4,00	0,16
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. M6	R1, R2, R3, R4, R5, R6	4,00	0,16
ASSESSMENT Set of oral and/or written tests used in initial, formative or additive assessment of the student. M7	R1, R2, R3, R4, R5, R6, R7, R8, R9	2,00	0,08
TOTAL		**60,00**	**2,40**

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 M2, M4, M8	R5, R7, R8	30,00	1,20
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. M4, M9	R1, R2, R3, R4, R5, R6, R9	60,00	2,40
TOTAL		**90,00**	**3,60**

ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Virtual session (distance learning) M11	R1, R2, R3, R4, R5	40,00	1,60
Virtual practical session (distance learning) M12	R2, R3, R4	8,00	0,32
Seminar and virtual videoconference (distance learning) M13	R1, R2, R3, R4, R5	2,00	0,08
In-person or virtual assessment (distance learning) M14	R1, R2, R3, R4, R5	2,00	0,08
Individual tutoring sessions (distance learning) M16	R1, R2, R3, R4, R5	4,00	0,16
Discussion forums (distance learning) M18	R2, R3, R4	1,50	0,06
Continuous assessment activities (distance learning) M19	R1, R2, R3, R4, R5	2,50	0,10
TOTAL		**60,00**	**2,40**

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M15	R1, R2, R3, R4, R5, R6, R7, R8, R9	60,00	2,40
Teamwork (distance learning) M12	R1, R2, R3, R4, R5, R6, R7, R8, R9	30,00	1,20
TOTAL		**90,00**	**3,60**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
BLOCK 1. EDUCATION AS A PHENOMENON OF PSYCHOLOGICAL STUDY	Unit 1. Education, human phenomenon. Concept of education.
BLOCK 2. BEHAVIOURAL LEARNING THEORIES	Unit 2. Theory and applications of behaviorism to teaching.
BLOCK 3. THE CONDUCTIVIST LEARNING APPROACH AND SCHOOL LEARNING	Unit 3. Constructivism as an integrated framework for the understanding of the educational change. Unit 4. The genetic and cognitive conception of school learning: Piaget. Unit 5. Meaningful Verbal Learning Theory and the meaningful assimilation of contents: Ausubel. Unit 6. John Dewey's Experience Theory: learning by doing. Unit 7. Bruner's Cognitive Theory: discovery learning.
BLOCK 4. LEARNING IN SOCIAL CONTEXTS	Unit 8. Vygotsky's Learning Theory. Learning in social contexts. Unit 9. Cognitive and Social Learning Theory: social learning in Bandura.

Temporary organization of learning:

Block of content	Number of sessions	Hours
BLOCK 1. EDUCATION AS A PHENOMENON OF PSYCHOLOGICAL STUDY	4,00	8,00
BLOCK 2. BEHAVIOURAL LEARNING THEORIES	5,00	10,00
BLOCK 3. THE CONDUCTIVIST LEARNING APPROACH AND SCHOOL LEARNING	13,00	26,00
BLOCK 4. LEARNING IN SOCIAL CONTEXTS	8,00	16,00

References

Basic references

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Supplementary references

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