## Information about the subject

**Degree:** Bachelor of Science Degree in Psychology

**Faculty:** Faculty of Psychology

**Code:** 292008 **Name:** Strategies and Tools for Effective Learning

**Credits:** 6,00 **ECTS Year:** The course is not offered this academic year **Semester:** 1

**Module:** OPTIONAL

**Subject Matter:** Educational psychology **Type:** Elective

**Field of knowledge:** Ciencias de la salud

**Department:** -

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

**Languages in which it is taught:**


**Lecturer/-s:**

## Module organization

**OPTIONAL**

| Subject Matter | ECTS | Subject | ECTS | Year/semester |
|---|---|---|---|---|
| Health psychology | 84,00 | -Clinical Neuropsychology | 6,00 | 4/1 |
| | | -Disorders of Eating Behavior | 6,00 | 3, 4/1 |
| | | -Health Psychology | 6,00 | 3, 4/1 |
| | | -Legal Psychology | 6,00 | 4/1 |
| | | -Main Models of Intervention in Psychotherapy | 6,00 | This elective is not offered in the academic year 23/24 |
| | | Mediation and familiar orientation | 6,00 | 3, 4/1 |
| | | -New Directions in Psychotherapy | 6,00 | This elective is not offered in the academic year 23/24 |
| | | -Prevention and Treatment of Addictive Behavior | 6,00 | 3/1 |
| | | -Psychogerontology | 6,00 | 3/1 |
| | | -Psychology of the Chronic Disease and of Rehabilitation | 6,00 | This elective is not offered in the academic year 23/24 |
| | | -Psychology, Grieving and Palliative Care | 6,00 | 4/1 |
| | | -Psychopharmacology | 6,00 | 4/1 |

| | | | | |
|---|---|---|---|---|
| Health psychology | | Sleeping disorders | 6,00 | 4/1 |
| | | -Therapy Techniques and Behavior Modification | 6,00 | This elective is not offered in the academic year 23/24 |
| Transversal psychology | 42,00 | Anthropology of the Person and Health | 6,00 | This elective is not offered in the academic year 23/24 |
| | | Basic Social and Emotional Skills for Professional Practice of Psychology | 6,00 | This elective is not offered in the academic year 23/24 |
| | | History and Philosophy of the Family | 6,00 | This elective is not offered in the academic year 23/24 |
| | | -Psychology of Religion | 6,00 | This elective is not offered in the academic year 23/24 |
| | | Psychology, and Information and Communication Technologies | 6,00 | This elective is not offered in the academic year 23/24 |
| | | -Qualitative Research Methodology | 6,00 | This elective is not offered in the academic year 23/24 |
| | | Scientific English II | 6,00 | This elective is not offered in the academic year 23/24 |
| Educational psychology | 48,00 | -Affective Linkages in the Life Cycle | 6,00 | This elective is not offered in the academic year 23/24 |

| | | | | |
|---|---|---|---|---|
| Educational psychology | | Development of Cognitive Skills | 6,00 | This elective is not offered in the academic year 23/24 |
| | | Education for Interculturality | 6,00 | This elective is not offered in the academic year 23/24 |
| | | Educational Intervention for Students with Special Educational Needs | 6,00 | This elective is not offered in the academic year 23/24 |
| | | -Occupational Guidance | 6,00 | This elective is not offered in the academic year 23/24 |
| | | Preventive Intervention and Early Stimulation | 6,00 | This elective is not offered in the academic year 23/24 |
| | | -School Psychology | 6,00 | 2/1 |
| | | Strategies and Tools for Effective Learning | 6,00 | This elective is not offered in the academic year 23/24 |
| Psychology of work and human resources | 42,00 | -Cooperative Work in Interdisciplinary Teams | 6,00 | This elective is not offered in the academic year 23/24 |
| | | -Intervention Techniques in Human Resources | 6,00 | This elective is not offered in the academic year 23/24 |
| | | Interview and Psychological Counselling | 6,00 | This elective is not offered in the academic year 23/24 |

| | | | | |
|---|---|---|---|---|
| Psychology of work and human resources | | Management of the Work Climate in Organisations | 6,00 | 3/1 |
| | | Mediation and Intervention in Family Businesses | 6,00 | This elective is not offered in the academic year 23/24 |
| | | -Negotiation and Conflict Resolution | 6,00 | 4/1 |
| | | -Psychology of Communication | 6,00 | 2/1 |
| Community psychology and social intervention | 54,00 | Family and Aid to Dependency | 6,00 | 2/1 |
| | | Intervention and Organisation of Socio-cultural Events | 6,00 | This elective is not offered in the academic year 23/24 |
| | | -Psychology of Conflict and Violence | 6,00 | 2/1 |
| | | -Psychology of Criminality | 6,00 | 3/1 |
| | | -Psychology of Physical Activity and Sport | 6,00 | 2/1 |
| | | -Psychology of Social Intervention | 6,00 | This elective is not offered in the academic year 23/24 |
| | | -Psychology of the Media | 6,00 | This elective is not offered in the academic year 23/24 |
| | | Psychosocial Intervention in Disasters and Emergencies | 6,00 | 3/1 |

| | | | | |
|---|---|---|---|---|
| Community psychology and social intervention | | -Social Support Theory and Strategies | 6,00 | This elective is not offered in the academic year 23/24 |
| Speech therapy psychology | 30,00 | Acquisition and Development of Language | 6,00 | This elective is not offered in the academic year 23/24 |
| | | Assessment of Language, Speech and Voice | 6,00 | 0/1 |
| | | -Language and Hearing Disorders | 6,00 | This elective is not offered in the academic year 23/24 |
| | | Linguistic Analysis of Language Disorders | 6,00 | This elective is not offered in the academic year 23/24 |
| | | -Speech and Voice Disorders | 6,00 | This elective is not offered in the academic year 23/24 |

## Recommended knowledge

None

## Prerequisites

El alumno deberá cursar un mínimo de 30 ECTS de Optatividad entre las asignaturas activadas en el curso académico.

## 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      Know the main concepts, theories and models of Psychology in the educational field

R2      Being able to design appropriate psychological intervention plans in the different contexts of the field of educational psychology

R3      Know and acquire the necessary skills for an adequate management of the therapeutic relationship.

# 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 |
| CG1 | The ability to work in interdisciplinary teams. | | | x | |
| CG2 | The ability to develop and constantly update one's competencies, skills and knowledge according to the profession's standards. | | | x | |
| CG3 | Showing interest in the quality of one's performance and being able to develop systems to ensure one's service quality. | | | | x |
| CG4 | Being able to evaluate one's personal performance and knowing one's competencies and limitations. | | | x | |

| SPECIFIC | | Weighting | | | |
|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 |
| CE1 | Analyzing needs and requests of addressee functions in different contexts. | | | x | |
| CE2 | Establishing psychological action goals in different contexts, proposing and negotiating the goals with addressees. | | | x | |
| CE3 | Planning and carrying out interviews. | | | | x |
| CE4 | Analyzing and measuring variables (personality, intelligence and other aptitudes) and cognitive, emotional, psychobiological and behavioral processes . | | | x | |
| CE5 | Identifying differences, problems and needs. | | | | x |
| CE7 | Analyzing and assessing interaction processes, group dynamics and group and inter-group structures. | | | | x |
| CE8 | Identifying group and inter-group problems and needs. | | | | x |

| | | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|
| CE11 | Analyzing the context in which personal behaviors, group and organizational processes take place. | | | | x | |
| CE12 | Selecting and correctly using tools, products and services and identifying those people and group concerned. | | | | x | |
| CE15 | Defining objectives and devising action plans according to action goals. (prevention, treatment, rehabilitation, insertion, support). | | | | | x |
| CE17 | Mastering strategies and techniques to get adressees involved. | | | | x | |
| CE21 | Planning programmes and intervention assessment. | | | | | x |
| CE24 | Analyzing and interpreting assessment results. | | | | | x |
| CE26 | Writing oral and written reports. | | | | | x |
| CE34 | To know different evaluation methods, psychological diagnoses and treatments in different applied domains of Psychology. | | | x | | |

| TRANSVERSAL | | **Weighting** | | | |
|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 |
| CT1 | Capacity to analyze and synthesize. | | | x | |
| CT2 | Capacity to organize and plan. | | | x | |
| CT3 | Mastering Spanish oral and written communication. | | | x | |
| CT6 | Capacity to manage information (capacity to look for and analyze information coming from different types of sources) | | | x | |
| CT7 | Problem solving. | | | | x |
| CT8 | Decision making. | | | | x |
| CT9 | Capacity to work in team. | | | x | |
| CT10 | Capacity to work in interdisciplinary teams. | | | x | |
| CT12 | Interpersonal skills. | | x | | |

| | | | | |
|---|---|---|---|---|
| CT13 | Understanding multicultural and diverse environment. | | **x** | |
| CT14 | Critical capacity. | | **x** | |
| CT15 | Ethics. | **x** | | |
| CT16 | Capacity to develop and update competences, skills and knowledge following professional standards. | **x** | | |
| CT17 | Capacity to adapt to new situations. | | | **x** |
| CT18 | Capacity to produce new ideas (creativity). | | | **x** |
| CT20 | Knowing foreign cultures. | **x** | | |
| CT21 | Taking initiatives and enterprising spirit. | **x** | | |
| CT23 | Sensitivity to environmental issues | **x** | | |
| CT31 | Sensitivity to problems facing mankind. | | **x** | |
| CT34 | Professional relationships: being able to build and maintain relationships with other professionals and important organizations | | **x** | |

# Assessment system for the acquisition of competencies and grading system

## In-class teaching

| Assessed learning outcomes | Granted percentage | Assessment method |
|---|---|---|
| R1, R2, R3 | 60,00% | Oral and/or written tests employed in initial, training and/or summative student assessment. |
| R2, R3 | 20,00% | Presentation of practical activities. |
| R2, R3 | 10,00% | Oral presentation of assignments. |
| R1, R2 | 10,00% | Group assignments. |

## Observations

Note 1: Criterion of concession of the Mention of Distinction: From the obtaining of 9,5 on and providing that the obtained result is a consequence of an excellent academic progresstogether with an effort and interest for the subject.

Note 2: In order to sum up percentages is essential to pass, in both modalities, each and every one of the assessment tools. Failure to follow the rules and deadlines for the completion of academicactivities invalidate the note.

## Online teaching

| Assessed learning outcomes | Granted percentage | Assessment method |
|---|---|---|
| R1, R2, R3 | 70,00% | Final evaluation consisting of essay questions and hypothetical scenarios. |
| R1, R2, R3 | 5,00% | Submitted tasks |
| | 0,00% | Periodical assessment through questionnaires |
| R1, R2, R3 | 25,00% | Attendance and participation in synchronic communication activities. |

## Observations

Note 1: Criterion of concession of the Mention of Distinction: From the obtaining of 9,5 on and providing that the obtained result is a consequence of an excellent academic progresstogether with an effort and interest for the subject.

Note 2: In order to sum up percentages is essential to pass, in both modalities, each and every one of the assessment tools. Failure to follow the rules and deadlines for the completion of academicactivities invalidate the note.

## 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).

M3       Supervised monographic sessions with shared participation.

M4       Application of interdisciplinary knowledge.

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**<br>  Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.<br>M1 | R1, R2, R3 | 28,00 | 1,12 |
| **PRACTICAL CLASSES**<br>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.<br>M2 | R1, R2, R3 | 16,00 | 0,64 |
| **SEMINAR**<br>Supervised monographic sessions with shared participation.<br>M3, M4 | R1 | 8,00 | 0,32 |
| **GROUP WORK EXHIBITION**<br>Application of multidisciplinary knowledge.<br>M8 | R1, R2 | 2,00 | 0,08 |
| **OFFICE ASSISTANCE**<br>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.<br>M6 | R1, R2, R3 | 4,00 | 0,16 |
| **ASSESSMENT**<br>Set of oral and/or written tests used in initial, formative or additive assessment of the student.<br>M7 | R1, R2, R3 | 2,00 | 0,08 |
| **TOTAL** | | **60,00** | **2,40** |

**LEARNING ACTIVITIES OF AUTONOMOUS WORK**

| | LEARNING OUTCOMES | HOURS | ECTS |
|---|---|---|---|
| **GROUP WORK**<br>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<br>M8 | R1, R2, R3 | 30,00 | 1,20 |
| **INDEPENDENT WORK**<br>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.<br>M9 | R1, R2, R3 | 60,00 | 2,40 |
| **TOTAL** | | **90,00** | **3,60** |

## ON-LINE LEARNING

### SYNCHRONOUS LEARNING ACTIVITIES

| | LEARNING OUTCOMES | HOURS | ECTS |
|---|---|---|---|
| Virtual session (distance learning)<br>M11 | R1, R2, R3 | 30,00 | 1,20 |
| Virtual practical session (distance learning)<br>M12 | R2, R3 | 10,00 | 0,40 |
| Seminar and virtual videoconference (distance learning)<br>M13 | R1 | 4,00 | 0,16 |
| In-person or virtual assessment (distance learning)<br>M14 | R1, R2, R3 | 2,00 | 0,08 |
| Individual tutoring sessions (distance learning)<br>M16 | R1, R2, R3 | 8,00 | 0,32 |
| Discussion forums (distance learning)<br>M18 | R1, R2 | 2,00 | 0,08 |
| Continuous assessment activities (distance learning)<br>M19 | R1, R2 | 4,00 | 0,16 |
| **TOTAL** | | **60,00** | **2,40** |

### ASYNCHRONOUS LEARNING ACTIVITIES

| | LEARNING OUTCOMES | HOURS | ECTS |
|---|---|---|---|
| Individual work activities (distance learning)<br>M15 | R1, R3 | 30,00 | 1,20 |
| Teamwork (distance learning)<br>M17 | R2, R3 | 60,00 | 2,40 |
| **TOTAL** | | **90,00** | **3,60** |

## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

| Content block | Contents |
| --- | --- |
| 1 | Learning strategies and techniques |
| 2 | Levels of learning |
| 3 | Instruments for measuring learning |
| 4 | Intervention programs to promote effective learning<br>-Materials at different educational levels.<br>-Strategies and techniques to function in Web environments |

### Temporary organization of learning:

| Block of content | Number of sessions | Hours |
| --- | --- | --- |
| 1 | 7,00 | 14,00 |
| 2 | 7,00 | 14,00 |
| 3 | 8,00 | 16,00 |
| 4 | 8,00 | 16,00 |

## References

·Agelet, J. (2001). Estratégias organizativas de aula. Ed. Graó.

·Anorica, L.(2015). Escuelas creativas. La revolución que está transformando la educación

·Albom, M. (2017). Martes con mi viejo profesor. Maeva

·Andrés, J. (2004). Aprender a aprender. Ed. CCS.

·Arellano, J. y Santoyo, M. (2010). Investigar con mapas conceptuales. Procesos metodológicos. Editorial Narcea.

·Argente, A. et al (2013). Docencia y práctica educativa: la estilística en la educación. Colección Portulario.

·Bach, E. (2017). Educar per estimar la vida. Plataforma.

·Barnett, L. (2003). Motivación tratamiento de la diversidad y rendimiento académico. Ed. Graó.

·Barrera, S. (2020). Nuestros hijos en la red. 50 cosas que debemos saber para una buena prevención digital. Plataforma Actual

·Bona, C. (2015). La nueva educación. Los retos y desafíos de un maestro de hoy. Penguin Random House Grupo Editorial, S.A.U.

·Bona, C. (2016). Las escuelas que cambian el mundo. Penguin Random House Grupo Editorial,S.A.U.

·Bona, C. (2018). La emoción de aprender. Escuelas inspiradoras de escuela, familia y vida. Penguin Random House Grupo Editorial, S.A.U.

·Bueno, D. (2017). Neurociencia para educadores. Todo lo que los educadores han querido saber sobre el cerebro. Octaedro, S. L.

·Bueno, D. (2021). Cerebroflexia. El arte de construir el cerebro. Plataforma Actual

·Carballo, A. y Portero, M., D. (2018). Diez ideas clave. Neurociencia y educación. Aportaciones para el aula. Graó.

·Escamilla, A. (2014). Inteligencias múltiples. Claves y propuestas para su desarrollo en el aula. Graó.

·Fichtner, B. (2002). Enseñar y aprender. Ed. Octaedro.

·Gardner, H. (2010). La inteligencia reformulada. Paidós.

·Gardner, H. (2011). Inteligencias múltiples. Paidós.

·Grijalbo RUIZ, H. (2020). ¿Cómo aprendemos?. Una aproximación científica al aprendizaje y la enseñanza. Barcelona: Graó.

·Marina, J.A. (2015). Despertad al diplodocus. Una conspiración educativa para transformar la escuela … y todo lo demás. Planeta, S.A.

·Martínez, P. (2008). Aprender y enseñar. Ed. Mensajero S.A. Unipersonal. Mora, F. (2014). Neuroeducación. Alianza Editorial.

·Mora, F. (2014). Cómo funciona el cerebro. Alianza Editorial. Nieto, J.M. (2004). Estrategias para mejorar la práctica docente. Ed. CCS.

·Ortiz, T. (2018). Neurociencia en la escuela. Hervat: investigación neuroeducativa para la mejora del aprendizaje. SM.

·Prot, B. (2004). Pedagogía de la motivación. Cómo despertar el deseo de aprender. Ed.

Narcea.

# Course guide

## 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:

| X | Microsoft Teams |

| X | 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:

| X | Microsoft Teams |

| X | Kaltura |

Explanation about the practical sessions:

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

**ONSITE WORK**

**Regarding the Assessment Tools:**

| X | 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:**

PI-02-F-16 ED. 00