



## Information about the subject

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

**Faculty:** Faculty of Psychology

**Code:** 290204 **Name:** Psychology of Education

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

**Module:** EVOLUTIONARY AND EDUCATIONAL PSYCHOLOGY

**Subject Matter:** PSYCHOLOGY OF EDUCATION **Type:** Compulsory

**Department:** -

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

**Languages in which it is taught:** Spanish

### Lecturer/-s:

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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 Analyzing and understanding the education phenomenon from Education Psychology.
- R2 Pondering on the possibilities and difficulties of introducing the current perspectives in the different education contexts and specifically in the current education system .
- R3 Searching bibliographic information to elaborate the different contents proposed by the module.
- R4 Working in teams and efficiently collaborating with other people.
- R5 Applying the theoretical contents to the psychoeducational intervention and evaluation practice.
- R6 Elaborating psycho-pedagogical reports.
- R7 Elaborating scholarly studies and presenting their contents individually and in groups.
- R8 Using an adequate and subject-specific written terminology.



## 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



# Course guide

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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, environmental 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	60,00%	Oral and/or written tests employed in initial, training and/or summative student assessment.
R3, R4, R5, R6, R7, R8	20,00%	Presentation of practical activities.
R7, R8	10,00%	Oral presentation of assignments.
R4, R6, R7, R8	10,00%	Group assignments.

### Observations

It will be necessary to pass with 3 points, the written test (6 points) in order to pass the subject.  
It will be necessary to overcome with 1 point, the presentation of the practical activity (2 points) in order to pass the subject.  
The oral presentation of the work will be essential to be able to deliver it.

### Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2	80,00%	Final evaluation consisting of essay questions and hypothetical scenarios.
R3, R5, R7, R8	20,00%	Attendance and participation in synchronic communication activities.

### Observations



## 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
<b>ON-CAMPUS CLASS</b> Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1, M5	R1	32,00	1,28
<b>PRACTICAL CLASSES</b> 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, M5, M6, M8	R2, R3, R4, R5, R6	15,00	0,60
<b>GROUP WORK EXHIBITION</b> Application of multidisciplinary knowledge. M7, M8	R4, R5	4,00	0,16
<b>OFFICE ASSISTANCE</b> 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	7,00	0,28
<b>ASSESSMENT</b> Set of oral and/or written tests used in initial, formative or additive assessment of the student. M7	R1, R2, R3	2,00	0,08
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
<b>GROUP WORK</b> 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 M8	R1	20,00	0,80
<b>INDEPENDENT WORK</b> 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. M9	R2, R3	70,00	2,80
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## ON-LINE LEARNING

### SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Virtual session (distance learning) M11, M12, M15, M16, M19	R1, R2	43,00	1,72
Virtual practical session (distance learning) M12, M15, M17, M19	R2, R3, R4, R5, R8	15,00	0,60
In-person or virtual assessment (distance learning) M14, M19	R1, R2, R3, R4, R5, R8	4,00	0,16
Individual tutoring sessions (distance learning) M16	R1, R2, R3, R5, R7, R8	8,00	0,32
Continuous assessment activities (distance learning) M14	R1, R2, R3, R4, R5, R7, R8	4,00	0,16
<b>TOTAL</b>		<b>74,00</b>	<b>2,96</b>

### ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M15	R1, R2, R4, R5, R7, R8	76,00	3,04
<b>TOTAL</b>		<b>76,00</b>	<b>3,04</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
BLOCK 1: CONCEPTUALIZATION OF EVALUATION PSYCHOLOGY	Unit 1. Evaluation Psychology as a science. Unit 2. Psychoeducational Assessment.
BLOCK 2: THE AGENTS OF THE EDUCATIONAL SITUATION	Unit 3. The teacher as a key element in instruction. Unit 4. The student. Affective, motivational and emotional variables, Unit 5. The student. Cognitive variables (intelligence, memory, attention).
BLOCK 3. THE INTEGRATED PROCESS OF LEARNING AND TEACHING	Unit 6. Self-directed Learning Unit 7. Psicopedagogical intervention in the school. Attentional difficulties. Unit 8. Psicopedagogical intervention in the school. Emotional education. Unit 9. Personal interactions: the atmosphere in the classroom.

### Temporary organization of learning:

Block of content	Number of sessions	Hours
BLOCK 1: CONCEPTUALIZATION OF EVALUATION PSYCHOLOGY	8,00	16,00
BLOCK 2: THE AGENTS OF THE EDUCATIONAL SITUATION	10,00	20,00
BLOCK 3. THE INTEGRATED PROCESS OF LEARNING AND TEACHING	12,00	24,00



## References

### Basic references

- 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.
- DOMÉNECH, B. (2007). Psicología de la educación e instrucción: su aplicación al contexto de la clase. Castellón de la Plana: Universitat Jaume I.
- CERDÁN, R., Y SALMERÓN, L. Claves para la práctica de la Psicología Educativa. Paraninfo.
- GONZÁLEZ-PIENDA, J.A., GONZÁLEZ, R., NUÑEZ, J.C. Y VALLE, A. (2002). Manual de Psicología de la Educación. Madrid: Pirámide.
- GONZALEZ, E. Y BUENO, A (2004). Psicología de la Educación y del desarrollo en la edad escolar. Madrid: CCS.
- TRIANES, M.V. Y GALLARDO, J.A . Coord. (2011). Psicología de la Educación y del Desarrollo en contextos escolares. Madrid: Pirámide.
- WOOLFOLK, A. (2010). Psicología educativa (11ª edición). México: Pearson.

### Supplementary references

- BADIA, A., MAURI, T. Y MONEREO, C. (2004). La práctica psicopedagógica en educación formal. Barcelona: UOC.
- BUENO, A. (2015). El cerebro del niño explicado a los padres. Madrid: Plataforma actual.
- BELTRÁN, J. Y BUENO, J.A. (1995). Psicología de la educación. Barcelona: Marcombo.
- COLL, C., PALACIOS, J. y MARCHESI, A. (2001). Desarrollo psicológico y educación 2. Psicología de la educación escolar. Madrid: Alianza.
- COLL, C., MIRAS, M., ONRUBIA, J. Y SOLÉ, I. (1998). Psicología de la Educación. Barcelona: Edhasa.
- MORA, F. (2013). Neuroeducación. Madrid: Alianza.
- RODRIGUEZ, S (Coord). (2015). Psicología de la Educación. Grado en Educación Infantil y Primaria. Madrid: Pirámide



## 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: