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: Basic, Social, and Neuropsychology

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

Recommended knowledge

Previous knowledge is not necessary

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	Understanding the concept of education and having a comprehensive vision of educational psychology in the contexts of formal and informal education.
R2	Analyzing and understanding the education phenomenon from Education Psychology.
R3	Knowing the tasks and functions of psychoeducational intervention.
R4	Pondering on the possibilities and difficulties of introducing the current perspectives in the different education contexts and specifically in the current education system.
R5	Working in teams and efficiently collaborating with other people.
R6	Applying the theoretical contents to the psychoeducational intervention and evaluation practice.
R7	Elaborating psycho-pedagogical reports.
R8	Elaborating scholarly studies and presenting their contents individually and in groups.
R9	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
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	

TRANSVERSAL		Weighting			
		1	2	3	4
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	
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
R2, R4, R5	60,00%	Oral and/or written tests employed in initial, training and/or summative student assessment.
R5, R6, R7, R8, R9	20,00%	Presentation of practical activities.
R8, R9	10,00%	Oral presentation of assignments.
R5, R7, R8, R9	10,00%	Group assignments.

Observations

ORDINARY ASSESSMENT:
- On the day of the exam, a written test will be conducted with multiple-choice theoretical and practical questions.
- Submission of mandatory practical assignments.
- To pass the course, the student must pass the different assessment systems separately (attendance and active participation, practical assignments, and exam).
- The minimum attendance rate required for teaching sessions will be 50%.
SINGLE ASSESSMENT:
The single assessment is an exceptional assessment for those students who, for proven and justified reasons, cannot meet the minimum attendance requirement.
This option must be requested by the student to the course instructor in writing and will receive a response to their request, taking into account the justification provided.
This assessment will consist of:
- A written multiple-choice test, essay questions, and practical cases.
- Submission of mandatory practical assignments.
- Both aspects must be passed separately (exam and practical assignment submission).
**Citation and attribution criteria:
- Any use of AI tools must be explicitly stated in the submitted document (e.g., in a footnote or appendix).
- The name of the tool, the purpose of use (e.g., grammar check, organization of ideas, writing sample), and the part of the work where it was used must be indicated.
- Responsible use of AI will be evaluated using the criteria of originality and academic honesty .
**Criteria for awarding Honors

- Evidence of excellence in all competencies and learning outcomes.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R2, R4	80,00%	Final evaluation consisting of essay questions and hypothetical scenarios.
R6, R8, R9	20,00%	Attendance and participation in synchronic communication activities.

Observations

Individual tests are written (oral if necessary), and may combine multiple choice questions with essay questions (INSTRUMENT 1).
Active participation is assessed through the practical activities carried out throughout the course (INSTRUMENT 2).
To pass the course, the student must separately pass the different assessIndividualment systems .
To be awarded Honors, it will be necessary to demonstrate levels of excellence in all the competencies and learning outcomes.
Citation and attribution criteria:- Any use of AI tools must be explicitly stated in the submitted document (e.g., in a footnote or appendix).- The name of the tool, the purpose of use (e.g., grammar check, organization of ideas, writing sample), and the part of the work where it was used must be indicated.- Responsible use of AI will be evaluated using the criteria of originality and academic honesty. Criteria for awarding Honors- Evidence of excellence in all competencies and learning outcomes.

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.

Course guide

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, M5	R1, R2, R3	32,00	1,28
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, M5, M6, M8	R3, R4, R5, R6, R7	15,00	0,60
GROUP WORK EXHIBITION Application of multidisciplinary knowledge. M7, M8	R3, R5, R6	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	7,00	0,28
ASSESSMENT Set of oral and/or written tests used in initial, formative or additive assessment of the student. M7	R1, R2, R3, R4	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 M8	R1, R2, R3	20,00	0,80
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. M9	R3, R4	70,00	2,80
TOTAL		**90,00**	**3,60**

ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Virtual session (distance learning) M11, M12, M15, M16, M19	R2, R4	43,00	1,72
Virtual practical session (distance learning) M12, M15, M17, M19	R4, R5, R6, R9	15,00	0,60
In-person or virtual assessment (distance learning) M14, M19	R2, R4, R5, R6, R9	4,00	0,16
Individual tutoring sessions (distance learning) M16	R2, R4, R6, R8, R9	8,00	0,32
Continuous assessment activities (distance learning) M14	R2, R4, R5, R6, R8, R9	4,00	0,16
TOTAL		**74,00**	**2,96**

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M15	R2, R4, R5, R6, R8, R9	76,00	3,04
TOTAL		**76,00**	**3,04**

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.

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GONZÁLEZ-PIENDA, J.A., GONZÁLEZ, R., NUÑEZ, J.C. Y VALLE, A. (2002). Manual de Psicología de la Educación. Madrid: Pirámide.

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Supplementary references

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