



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: -

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

1172P	<u>Xavier Sebastian Sanz Sendra</u> (Responsible Lecturer)	xs.sanz@ucv.es
291A	<u>Xavier Sebastian Sanz Sendra</u> (Responsible Lecturer)	xs.sanz@ucv.es
291B	<u>Xavier Sebastian Sanz Sendra</u> (Responsible Lecturer)	xs.sanz@ucv.es
291D	<u>Xavier Sebastian Sanz Sendra</u> (Responsible Lecturer)	xs.sanz@ucv.es



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, 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, 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

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



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, M11	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, M17, M19	R3, R4, R5, R6, R7, R8	8,00	0,32
GROUP WORK EXHIBITION Application of multidisciplinary knowledge. M8, M17	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, M16, M19	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, M14	R1, R2, R3, R4, R5, R6, R7, R8, R9	4,00	0,16
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, M17, M19	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, M16, M19	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

- CARBONELL, J. (2015). Pedagogías S.XXI: alternativas para la innovación educativa. Barcelona: Octaedro.
- COLOM, A.J.; BERNABEU, J.L.; DOMÍNGUEZ, E. Y SARRAMONA, J.(2002). Teorías e instituciones contemporáneas de la educación. Barcelona: Ariel.
- CUADERNOS DE PEDAGOGIA (2000). Pedagogías del S.XX. Barcelona: Ciss, Praxis.
- DOMÉNECH, B. (2007). Psicología de la educación e instrucción: su aplicación al contexto de la clase. Castellón de la Plana: Universitat Jaume I.
- POZO, M.M.; ÁLVAREZ, J.L.; LUEGO, J. Y OTERO, E. (2004). Teoría e instituciones contemporáneas de educación. Madrid: Biblioteca Nueva.
- TRILLA, J. (COORD.). (2007). El legado pedagógico del S.XXI. Barcelona: Grao.
- VERGARA, J.J. (2016). Aprendo porque quiero. El aprendizaje basado en proyectos, paso a paso. Madrid: SM.
- WOOLFOLK, A.E. (2006). Psicología Educativa. México: Prentice Hall.

Supplementary references

- CARRETERO, M. (1993): Constructivismo y Educación. Zaragoza: Edelvives.
- CASARES, P. (2017). Teoría de la educación (Psicología). Madrid : Pirámide.
- COLL, C., MARTIN, E., MAURI, T. y cols. (1993): El Constructivismo en el Aula. Barcelona: Graó.
- GALLIFA, J. (1990). Models cognitius de l'aprenentatge. Barcelona: Raima.
- HERNANDEZ, F., y SANCHO, J.M. (1993): Para enseñar no basta con saber la asignatura. Barcelona: Paidón
- NISBET, J. y SCHUCKSMITH, J. (1987). Estrategias de aprendizaje. Madrid: Santillana.
- PENNAC, D. (2007). Mal de escuela. Barcelona: Literatura Mondadori.
- RODRÍGUEZ, M. Á. J., ANGELINI, M. L., Y TASSO, C. (2021). Orientaciones metodológicas para el desarrollo del pensamiento crítico. Ediciones Octaedro.



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: