



## COURSE DATA

Data Subject	
<b>Code</b>	33313
<b>Name</b>	Psychology of education and instruction
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	4.5
<b>Academic year</b>	2018 - 2019

## Study (s)

Degree	Center	Acad. Period	year
1319 - Degree in Psychology	Faculty of Psychology and Speech Therapy	3	First term

## Subject-matter

Degree	Subject-matter	Character
1319 - Degree in Psychology	14 - Psychology of education	Obligatory

## Coordination

Name	Department
VIDAL-ABARCA GAMEZ, EDUARDO	305 - Developmental and Educational Psychology

## SUMMARY

## English version is not available

La Psicología de la Educación e Instrucción forma parte de la materia obligatoria de Psicología de la Educación y su objetivo fundamental es que los estudiantes (1) seleccionen y apliquen adecuadamente los principios y técnicas instruccionales más relevantes en función de las características de distintas situaciones de enseñanza, (2) consideren los elementos y variables implicados en la planificación y desarrollo de los procesos de enseñanza/aprendizaje. La asignatura presenta un carácter eminentemente aplicado, focalizando su atención en el desarrollo de los procesos de enseñanza y de aprendizaje en diferentes contextos educativos.

Las competencias de esta materia son esenciales para el ejercicio profesional de la psicología, independientemente del contexto de aplicación, considerándose esencial el asesoramiento, la planificación, el desarrollo o la evaluación de procesos formativos.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

Competencias y conocimientos de Psicología del Ciclo Vital, Trastornos del Desarrollo y Dificultades del Aprendizaje, Procesos Psicológicos Básicos, Psicología del Aprendizaje y Psicología Social.

## OUTCOMES

### 1319 - Degree in Psychology

- Be able set goals for psychological treatment in different contexts and in collaboration and agreement with those involved.
- Be able to identify differences, problems and needs.
- Know how to analyse the context where individual behaviour and group and intergroup processes are developed.
- Know how to select and manage tools, products and services, and identify stakeholders.
- Be able to establish the goals of intervention and develop a basic work plan according to its purpose (prevention, therapy, rehabilitation, insertion, guidance, etc.).
- Know how to choose the appropriate psychological intervention techniques to achieve the intended goals.
- Be able to use strategies and techniques to involve patients in the intervention.
- Know how to apply direct intervention strategies and methods: psychological counselling, therapy, negotiation, mediation, etc.
- Be able to plan the assessment of programmes and interventions.
- Be able to prepare oral and written reports.
- Know and comply with professional ethics of Psychology.
- Carry out specific interventions for attention to diversity, for the promotion of coeducation and for the eradication of gender inequality.

## LEARNING OUTCOMES

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## WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	45,00	100
Attendance at events and external activities	2,50	0
Development of group work	10,00	0
Development of individual work	14,00	0
Study and independent work	20,00	0
Readings supplementary material	2,00	0
Preparation of evaluation activities	3,00	0
Preparing lectures	10,00	0
Preparation of practical classes and problem	6,00	0
<b>TOTAL</b>	<b>112,50</b>	

## TEACHING METHODOLOGY

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## EVALUATION

Evaluation system

Minimum requirements:

-Pass the exam.

-Perform compulsory reports.

-Perform at least 70% of classroom activities. In case of not reaching this percentage, the student will carry out an additional specific test on the competences worked in the classroom activities.

The exam grants 50% of the final grade, and integrates open and closed questions. The remaining percentage is achieved through the compulsory reports and classroom activities.

The teacher may propose the performance of optional activities whose qualification will be added to that obtained by the compulsory qualifications (examination, reports and activities). The maximum qualification in the optional activities cannot exceed 10% of the maximum qualification that can be obtained in the compulsory ones.

The qualification of the subject will abide to what is stipulated in the Reglament d'Avaluació i Qualificació de la Universitat de València per a títols de Grau i Màster (ACGUV 108/2017 of May 30, 2017). [Http://www.uv.es/graus/normatives/2017\\_108\\_reglament\\_avaluacio\\_qualificacio.pdf](http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf)



## REFERENCES

### Basic

- Los recursos informáticos y el resto de herramientas TICs se informaran en clase o en el Aula Virtual.
- Mayer, R. E. (2010). Aprendizaje e instrucción. Madrid: Alianza.
- Vidal-Abarca, E.; García, R. y Pérez, F. (2010). Aprendizaje y desarrollo de la personalidad. Madrid: Alianza.
- Reigeluth, Ch. (Ed) (2000). Diseño de la instrucción: Teorías y modelos. Madrid: Santillana Aula XXI.
- Mayer, R. E. (2008). Learning and instruction (2nd ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall

### Additional

- Alonso, J. (1997). Motivar para el aprendizaje. Teorías y estrategias. Barcelona: Edebé.
- Beltrán, J., Genovard, C., y Rivas, F. (1997). Psicología de la Instrucción. Madrid: Síntesis.
- Coll, C. (2005). Educación escolar. Desarrollo psicológico y educación (2). Madrid: Alianza Editorial.
- Delval, J. (2000). Aprender en la vida y en la escuela. Madrid: Morata.
- Doménech, F. y Bacete, J (2001). Psicologia de la Instrucccion. Laprenentatge dels continguts escolars. UJI: Castelló.
- Gardner, H. (2001). La inteligencia reformulada, las inteligencias del siglo XXI. Barcelona: Paidós.