VNIVERSITAT DE VALÈNCIA

Course Guide
33313 Psychology of education and instruction

COURSE DATA

Data Subject	
Code	33313
Name	Psychology of education and instruction
Cycle	Grade
ECTS Credits	4.5
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. year	Period
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
SALMERON GONZALEZ, LADISLAO	305 - Developmental and Educational Psychology

SUMMARY

Psychology of Education and Instruction is part of the compulsory subject Educational Psychology and its main objective is that students (1) select and adequately apply the most relevant instructional principles and techniques according to the characteristics of different teaching situations, (2) consider the elements and variables involved in the planning and development of teaching/learning processes. The subject has an eminently applied character, focusing its attention on the development of teaching and learning processes in different educational contexts.

The competencies of this subject are essential for the professional practice of psychology, regardless of the context of application, considering essential the counseling, planning, development or evaluation of training processes.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

It is recommended that students have acquired the skills related to Developmental Psychology, Developmental Disorders and Learning Disabilities, Basic Psychological Processes, Learning Psychology and Social Psychology.

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

1_Select and apply the instructional principles-techniques in relevant situations, adapting them to the characteristics and conditions of the context of application

2-Identify, select and apply instructional techniques aimed at promoting meaningful learning, as well as detect barriers, errors and resistance to its application..

3-To design assessment instruments -in their different modalities and application objectives-, analyzing and interpreting the results and establishing links between assessment and instructional intervention.

4-To design and apply the principles and techniques involved in the different phases of instructional design (planning, implementation and evaluation).

5-Analyze the impact of individual differences in different educational situations and take appropriate measures to promote attention to diversity, promote coeducation and combat gender inequalities.

6.- Determine the usefulness and suitability of instructional resources in different technological supports.

DESCRIPTION OF CONTENTS

1. Basis of Psychology of Education and Instruction. Conceptual and evolution of the discipline, introducing terminology and key concepts.

Unit 1. Teaching and learning in educational contexts.

2. Knowledge acquisition and representation. Structures and processes involved in knowledge acquisition in educational contexts.

Unit 2. Teaching and learning processes of declarative knowledge.
Unit 3. Teaching and learning processes of procedural knowledge.
Unit 4. Teaching and learning processes of norms, attitudes and values.

3. Psychological and relational factors. Motivational dimensions, interactive processes in the classroom and their relationship with learning outcomes.

Unit 5. Motivation in teaching and learning processes.
Unit 6. Interaction in educational contexts.

4. Instructional design. Analysis of the phases, requirements and variables to consider in the planning, development and evaluation of teaching and learning processes.

Unit 7. Instructional design: Models and phases. Educational and instructional evaluation.
Unit 8. Microinstructional techniques.

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
TOTAL	**112,50**	

TEACHING METHODOLOGY

Active and participatory methodology, based on real situations and problems in the academic context, with the main objective of facilitating meaningful learning. In the development of the subject the use of a wide variety of instructional methods is proposed: interactive lectures, practical activities and case analysis, analysis and discussion of articles and psychoeducational research, structured discussion groups and development of supervised work projects.

Special importance is given to feedback on the development and outcome of the activities and reports considered in the subject, with the aim of providing students with a better understanding of the quality of their elaborations and facilitating their improvement in subsequent executions.

EVALUATION

Evaluation system of the course

- Exam, 60% of the final grade, integrating open-ended and multiple-choice questions. If not passed, there will be a retake exam.

- Report, 20% of the final grade. If not passed, it could be passed with an individual report to be handled at the retake.

- Activities throughout the course, 20% of the final grade. If not passed, it could be passed at the retake with a specific test about the competencies worked on the classroom activities.

Minimum requirements in 1st and 2nd calls

(1) Passing the exam test (reaching a minimum of 50%).

(2) Passing the mandatory report (reaching a minimum of 50%).

(3) Passing the activities throughout the course section (achieving a minimum of 50%).

The sections included in the evaluation will only be added when the minimum requirements established for each evaluation section are accomplished.

The qualification of the course will be subject to the provisions of the University of Valencia's Assessment and Qualification Regulations for bachelor's and master's degrees (ACGUV 108/2017 of 30 May 2017).

http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf

In the event of fraudulent practices, the Action Protocol for fraudulent practices at the University of Valencia will be applied (ACGUV 123/2020): https://www.uv.es/sgeneral/Protocols/C83sp.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.
- Mayer, R. E. (2008). Learning and instruction (2nd ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall
- Reigeluth, Ch. (Ed) (2000). Diseño de la instrucción: Teorías y modelos. Madrid: Santillana Aula XXI.
- Vidal-Abarca, E.; García, R. y Pérez, F. (2010). Aprendizaje y desarrollo de la personalidad. Madrid: Alianza.
- Vidal-Abarca, E.; García, R. y Pérez, F. (2020). Aprendizaje y desarrollo de la personalidad. Madrid: Alianza.

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 Instruccion. Laprenentatge dels continguts escolars. UJI: Castelló.
- Gardner, H. (2001). La inteligencia reformulada, las inteligencias del siglo XXI. Barcelona: Paidós.