

**COURSE DATA****Data Subject**

Code	33458
Name	Social psychology
Cycle	Grade
ECTS Credits	6.0
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. year	Period
1306 - Degree in Social Education	Faculty of Philosophy and Educational Sciences	3	Second term

Subject-matter

Degree	Subject-matter	Character
1306 - Degree in Social Education	33 - Social psychology	Obligatory

Coordination

Name	Department
BERNAL SANTACREU, MARIA CONSUELO	306 - Social Psychology

SUMMARY

The Social Psychology course introduces the student to the knowledge of basic psychosocial processes, such as social perception or attitudes and change of attitudes, and also in the analysis of processes interpersonal and group such as communication, altruistic behavior, aggressive behavior or social influence. The student is introduced to reflect on these social processes, and to the methodology of analysis and research typical of social psychology. This basic knowledge of the main psychosocial aspects is especially useful for the professional development of the social educator, taking into account that the objective of the degree of Education Social is to train professionals who carry out socio-educational interventions with people and contexts, with the so that they achieve their personal and social development, and their integration and participation in the community. He knowledge of social processes and the psychosocial perspective contributes significantly to the adequate training of social educators. In this subject students will also develop basic social skills related to the teamwork and the development of their capacity for reflection and critical analysis, through some Individual and group activities that will be proposed to the students.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

OUTCOMES

1306 - Degree in Social Education

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Have capacity for analysis and synthesis.
- Demonstrate organisational and planning skills.
- Have skills for information management.
- Have problem-solving skills and decision-making capacity.
- Have critical and self-critical capacity.
- Be able to work in multi- and inter-disciplinary teams.
- Acknowledge and respect diversity and promote interculturality.
- Be able to develop, promote and revitalise interpersonal communication skills.
- Show commitment to professional identity, development and ethics.
- Understand the theoretical references that constitute the human being as an active player in education.
- Apply and coordinate educational programmes and methodologies for personal, social and professional development.

LEARNING OUTCOMES

English version is not available



WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	45,00	100
Classroom practices	15,00	100
Development of individual work	25,00	0
Preparation of evaluation activities	25,00	0
Preparing lectures	5,00	0
Preparation of practical classes and problem	35,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

The teaching methodology used in the development of this subject will include the following methods: Theoretical expositions by the teacher: presentation and analysis in the classroom of the concepts and theories key to Social Psychology, through master class and development of dynamics in the classroom. Practices and activities carried out by students in the classroom Face-to-face or virtual tutoring. - Autonomous work of students outside the classroom, developing individual and group practices - Presentation of the students in the classroom of the reports and practical works carried out. The concrete practices and activities to be developed by the students (their content, method of implementation and delivery date or exhibition) will be specified to the students by the teacher in the virtual classroom.

EVALUATION

The evaluation will be carried out taking into account the following instruments: Objective and / or development evaluation tests, Reports of practices and / or theoretical aspects developed in the classroom, and activities and / or practices carried out by the student outside the classroom. The teacher in charge of each group will establish the percentage of the final grade that will correspond to each of these assessment instruments. The final grade for the course will be a single final score from 0 to 10 and its grade will be subject to the provisions of the Qualification Regulations of the University of Valencia (ACGUV 12/2004). Recoverable and non-recoverable activities: Due to their nature and characteristics of the subject, the activities carried out in groups (both theory and practice) will not be recoverable. Individual activities (both theory and practice) will be recoverable on second call by exam that assesses the acquisition of learning results from the recoverable activity. The teachers of the subject will determine the conditions of said exam. In the event of advance notice, the evaluation will consist of an exam, whose weight in the final grade will be 80%, and the completion of practices similar to those described in the ordinary evaluation of the subject, whose weight in the final grade it will be 20%. To pass the course there will be two necessary requirements: obtain 4 points (out of 8) in the theoretical exam and obtain 1 point (out of 2) in practical activities. The copy or manifest plagiarism of any task part of the evaluation will suppose the impossibility of passing the subject, subsequently submitting to the appropriate disciplinary procedures. Please note that, according to article 13. d) of the University Student Statute (RD 1791/2010, of December 30), it is the duty of a student to refrain from using or cooperating in fraudulent procedures in assessment tests. , in the works that are carried out or in official documents of the



university. On the other hand, during tutoring hours, teachers may require individual or group interviews in order to verify the degree of participation and achievement in the objectives set for any task carried out. Failure to accept such verification will mean not passing the task or activity in question. The consultation and challenge of the qualification obtained in assessment tasks, will be subject to the provisions of the Qualification Challenge Regulation (ACGUV of April 29, 2008).

REFERENCES

Basic

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- Referencia b2: Gómez, L. y Canto, J.M. (1996). Psicología social. Madrid: Pirámide.
- Referencia b3: Morales, J. F. (1999). Psicología social. Madrid: McGraw Hill.
- Referencia b4: Morales, J.F., Moya, M., Gaviria, E y Cuadrado, I. (2007). Psicología Social. Madrid: McGrawHill.
- Referencia b5: Whorchel, S., Cooper, J., Goethals, G.R. y Olson, J.M. (2003). Psicología social. Madrid: Thomson.
- Referencia b6: Vázquez, A., y Gómez, Á. (Eds.). (2018). Psicología social (1ª). Sanz y Torres.

Additional

- Referencia c1: Aronson, E. (1990). El animal social. Madrid: Alianza.
- Referencia c2: Crespo, E. (1995). Introducción a la psicología social. Madrid: Editorial Universitas.
- Referencia c3: Fernández, P. y Melero, M.A. (1995). La interacción social en contextos educativos. Madrid: Siglo XXI.
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- Referencia c5: Johnson, D.W. (1972). Psicología social de la educación. Buenos Aires: Kapelusz.
- Referencia c6: León, J.M., Panxa, S., Gómez, T., González, B., Medina, S. y Cantero, F.J. (1998). Psicología social: Orientaciones teóricas y ejercicios prácticos. Madrid: McGraw Hill.
- Referencia c7: Marín, M. (1997). Psicología social de los procesos educativos. Sevilla: Algaida.
- Referencia c8: Myers, D. G. (1995). Psicología social. Madrid: McGrawHill.
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- Referencia c11: Rogers, C. (1994). Psicología social de la enseñanza. Barcelona: Visor
- Referencia c12: Smith, E. R. y Mackie, D. M. (1997). Psicología social. Barcelona: Panamericana.