VNIVERSITAT ⑨ ID VALÈNCIA

COURSE DATA

Data Subject

Code	33458
Name	Social psychology
Cycle	Grade
ECTS Credits	6.0
Academic year	2023 - 2024

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 subject of Social Psychology introduces the student to the knowledge of basic psychosocial processes, such as social perception or attitudes and attitudes change, and also in the analysis of interpersonal and group processes such as communication, altruistic behaviour, aggressive behaviour or social influence. The student is introduced to the reflection on these social processes, and to the methodology of analysis and research of social psychology.

This basic knowledge on the main psychosocial aspects is especially useful for the professional development of social educator, taking into account that the objective of Social Education degree is to train professionals who carry out socio-educational interventions with people and contexts, in order to achieve their personal and social development, and their integration and participation in the community. Knowledge of social processes and the psychosocial perspective contribute significantly to the adequate training of social educators.

In this subject, students will also develop basic social skills related to teamwork and the development of their capacity for reflection and critical analysis, through some individual and group activities that will be proposed to 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

There are no prerequisites for this subject.

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

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.

- 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.

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LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

The subject of Social Psychology gives students of Social Education a necessary approach to certain psychosocial aspects essential for the development of their profession.

Upon successful completion of this subject, the student will be able to:

- Know the object of study of social psychology and an introduction to its historical development.
- Understand the main theoretical approaches existing within social psychology.
- Know the main theoretical models developed in relation to the process of social perception and the processes that influence it.
- Know the main theoretical models explaining the causal attribution process and the main attributional biases.
- Understand the concept and functions of attitudes and the main theoretical approaches to their formation and maintenance.
- Know the main theories explaining the social origin of identity and *self*, analysing the importance of the social environment and socialization processes.
- Know the main explanatory theories on aggressive behaviour in humans, and the personal and contextual factors that promote it.
- Know the main explanatory theories on prosocial and altruistic behaviour in humans, and the personal and contextual factors that promote it.
- Know the main theories explaining interpersonal attraction and the factors that influence it.
- Understand the main processes of social influence analysed from the social psychology.
- Understand and analyse the concepts of stereotypes, prejudices and discrimination, and understand the processes of formation of stereotype

DESCRIPTION OF CONTENTS

1. INTRODUCCIÓN A LA PSICOLOGIA SOCIAL

Definition of social psychology and methods of study.
Social psychology today.

2. PROCESOS PSICOSOCIALES BÁSICOS

Main theoretical models developed in relation to the process of social perception and factors that influence perception.
Main theoretical explanatory models of the causal attribution process and main attributional biases.
Concept and functions of attitudes. Main theoretical approaches in relation to the formation and maintenance of attitudes. Relationship between attitude and behaviour. Theories on changing attitudes.
Explanatory theories on the social origin of identity or self: importance of the social environment.

3. PROCESOS INTERPERSONALES Y GRUPALES

Definition of stereotypes, prejudices and discrimination. Process of formation of stereotypes. Prejudices and discriminatory behaviour.

Definition of social influence. Formation of social norms. Obedience to authority. The influence of the majority: conformity. The influence of the minority: innovation.

Aggressive behaviour in humans. Explanatory theories.

Prosocial and altruistic behaviour in humans. Explanatory theories.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	45,00	100
Classroom practices	15,00	100
Study and independent 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:

- Lectures by the teacher: presentation and analysis in the classroom of the key concepts and theories of Social Psychology, by mastering and developing classroom dynamics.

- Practices and activities carried out by students inside and outside the classroom.

- Face-to-face or virtual tutorials.

- Autonomous work of students outside the classroom, developing individual and/or group practices.

- Presentation of student reports and practical work in the classroom.

The concrete practices and activities to be developed by the students (their content, mode of execution and date of delivery or exhibition) will be made concrete by the teacher in the virtual classroom.

EVALUATION

The evaluation will be carried out taking into account the following instruments: objective and/or developmental assessment tests, practice reports and/or theoretical aspects developed in the classroom, and activities and/or practices carried out by the student outside the classroom.

The final grade of the subject will be a single final score from 0 to 10 and your grade will be subject to the provisions of the Regulations of Qualifications of the University of Valencia (ACGUV 12/2004).

Students' attendance and active participation in classroom classes, individual or group tutorials, complementary and practical activities, as well as their motivation for the quality of learning outcomes, will be assessed.

OBJECTIVE TEST: Up to 4 points.

Written test of the theoretical material of the subject. The test may include one of the following question modes: closed-answer questions (test type, two or more answer alternatives) or questions of a theoretical type or with practical cases with open answer (text written by the student/a). The combination, use or exclusion of each type of questions, as well as their number, will be at the discretion of the teaching staff of the subject.

A minimum of 4 points out of 10 shall be required to pass the objective test.

COMPLEMENTARY ACTIVITIES: Up to 6 points.

During the course of the subject, the teachers will propose (in the class itself, per virtual classroom, etc.) complementary activities that will be added to the total of the objective test note (provided the latter is approved).

These activities (performed inside or outside the classroom) will be evaluated according to a series of criteria proposed by the teachers (dynamics, studies, reports, attendance at seminars, etc.). The final grade of the complementary activities will be a single score from 0 to 6. The teaching team of the subject will determine the conditions for carrying out these activities in second call or if appropriate.

All papers and reports shall be submitted within the time limit indicated for this purpose, and none shall be accepted after the time limit established for this purpose.

ACTIVITIES RECOVERABLE AND NOT RECOVERABLE.

By its nature and characteristics of the subject, group activities (both theory and practice) will not be recoverable, as well as those requiring attendance at the classroom or an event.

The individual activities (both theory and practice) will be recoverable in second call by means of a written test that assesses the acquisition of learning results of the recoverable activity. The teaching staff of the subject will determine the conditions of this test.

In case of **ADVANCE OF CALL**, the evaluation will consist of a written test by which the acquisition of the theoretical and practical contents of the subject will be evaluated. The teaching team of the subject will determine the conditions of this test.

The manifest **copy or plagiarism** of any part of the assessment will imply the impossibility of passing the subject, then submitting to the appropriate disciplinary procedures. Please, note that in accordance with Article 13. d) of the University Student Statute (RD 1791/2010, of 30 December), it is the duty of a student to refrain from using or cooperating in fraudulent procedures in assessment tests, in the work carried out or in official university documents.

In addition, during tutoring hours, teachers may require individual or group interviews to verify the degree of participation and achievement in the objectives set for any task performed. Failure to accept such verification will result in failure to complete the task or activity in question.

The consultation and challenge of the rating obtained in evaluation tasks shall be subject to the provisions of the Regulations on Contesting Qualifications (ACGUV of 29 April 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: McGraw©\Hill.
  Referencia b5: Whorchel, S., Cooper, J., Goethals, G.R. y Olson, J.M. (2003). Psicología social. Madrid: Thomson.
  Referencia b6: Myers, Twenge, J. M., Fernández Juárez, P., Bautista López, A. y Martínez Tejeda, G. (2019). Psicología social (Decimotercera edición). Madrid: McGraw-Hill.
  Referencia b7: Gaviria, E., Cuadrado, I. y López, M. (2019). Introducción a la psicología social (3ª ed.). Editorial 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.
  Referencia c4: Guil, A., Loscertales, F., Marín, M., Guil, F. y Juidias, J (1992). La interacción social en educación: Una introducción a la psicología social de la educación. Sevilla: AlfarSedal.
  Referencia c5: Johnnson, D.W. (1972). Psicología social de la educación. Buenos Aires: Kapelusz.
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  Referencia c7: Marín, M. (1997). Psicología social de los procesos educativos. Sevilla: Algaida.
  Referencia c8: Myers, D. G. (1995). Psicología social. Madrid: McGrawHill.
  Referencia c9: Ovejero, A. (1988). Psicología social de la educación. Barcelona: Herder.
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Referencia c12: Smith, E. R. y Mackie, D. M. (1997). Psicología social. Barcelona: Panamericana.