



COURSE DATA

Data Subject

Code	33599
Name	Psychology of education
Cycle	Grade
ECTS Credits	6.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
1304 - Degree in Preschool Education	Faculty of Teacher Training	1	First term
1305 - Degree in Primary School Education	Faculty of Teacher Training	1	First term
1324 - Degree in Preschool Education (Ontinyent)	Faculty of Teacher Training	1	First term

Subject-matter

Degree	Subject-matter	Character
1304 - Degree in Preschool Education	1 - Learning and personality development	Basic Training
1305 - Degree in Primary School Education	2 - Learning and personality development	Basic Training
1324 - Degree in Preschool Education (Ontinyent)	1 - LEARNING AND PERSONALITY DEVELOPMENT	Basic Training

Coordination

Name	Department
DESCALS TOMAS, ADELA	305 - Developmental and Educational Psychology

SUMMARY

The subject provides basic training regarding the main theories and explanatory models of school learning to be able to answer questions such as: what are the cognitive, affective and social processes of the student involved in learning, how this knowledge contributes to the design of an effective teaching, how to adjust teaching to the age of the student, what role evolutionary change plays in explaining school results, etc.



The knowledge of the concepts and principles developed through the different thematic units has a clearly instrumental character, in a way that provides students with tools to analyze and understand specific educational situations and problems, assessing the need for an adequate theoretical understanding of school learning processes as a necessary part of the teacher's instructional practices.

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 to have passed the subject Developmental Psychology from the first quarter of the first year of the degree. The knowledge acquired regarding the developmental characteristics of the students in the different areas -cognitive, physical/motor, social, affective, etc.- are essential to design and develop appropriate educational interventions.

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

1305 - Degree in Primary School Education

- Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.
- Use information and communication technologies effectively as usual working tools.
- Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multicultural and intercultural issues; discrimination and social inclusion, and sustainable development; Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.
- Promote cooperative work and individual work and effort.
- Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.
- Know the processes of interaction and communication in the classroom.
- Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.
- Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.
- Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.



- Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.
- Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.
- Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.
- Understand the educational and learning processes in the periods 0-6 and 6-12 years in the family, social and school context.
- Know the characteristics of the students, as well as the characteristics of their motivational and social contexts.
- Know the current proposals and developments based on skill learning.
- Know how to promote the acquisition of habits as regards autonomy, freedom, curiosity, observation, experimentation, imitation, play and acceptance of rules and limits.
- Know the pedagogical dimension of interaction with peers and adults and that related to co-education, and know how to promote participation in collective activities, cooperative work and individual effort.

1324 - Degree in Preschool Education (Ontinyent)

- Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.
- Use information and communication technologies effectively as usual working tools.
- Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multiculturalism and interculturalism; discrimination and social inclusion and sustainable development. Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.
- Promote cooperative work and individual work and effort.
- Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.
- Know the processes of interaction and communication in the classroom.
- Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.
- Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.
- Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.
- Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.



- Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.
- Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.
- Understand the educational and learning processes in the periods 0-6 and 6-12 years in the family, social and school context.
- Know the characteristics of the students, as well as the characteristics of their motivational and social contexts.
- Know the current proposals and developments based on skill learning.
- Know how to promote the acquisition of habits as regards autonomy, freedom, curiosity, observation, experimentation, imitation, play and acceptance of rules and limits.
- Know the pedagogical dimension of interaction with peers and adults and that related to co-education, and know how to promote participation in collective activities, cooperative work and individual effort.

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

1. Analyze and understand the learning processes from birth to 12 years in the family, social and school context.
2. Know the characteristics of the students, as well as the characteristics of their motivational and social contexts.
3. Understand, interpret and analyze the different theories and explanatory models of school learning.
4. Apply the different explanatory models of school learning to the classroom situation.
5. Analyze the main personal and interpersonal variables involved in instructional settings and their impact on school learning.
6. Develop technical-practical intervention criteria that allow designing and developing educational proposals in specific situations.
7. Adopt a reflective attitude around the development of teaching/learning processes together with a sensitivity about the role of teaching in the learning of students.

DESCRIPTION OF CONTENTS



1. THEMATIC UNIT I.- INTRODUCTION TO THE PSYCHOLOGY OF EDUCATION.

It introduces the student in the knowledge of basic concepts of Psychology of Education, indispensable for the understanding of the contents developed in the rest of the thematic units.

Unit 1.- The current conceptions of the Psychology of Education. The relationships between psychological knowledge and educational practice throughout history. Research designs.

2. THEMATIC UNIT II.- LEARNING THEORIES AND THEIR EDUCATIONAL IMPLICATIONS

It presents and analyzes the most relevant theoretical explanations about school learning (behavioral, cognitive and constructivist).

Unit 2.- Basic processes and principles to explain learning. Classic conditioning processes. The processes of operative conditioning. The processes of modeling (social learning).

Unit 3.- The cognitive-constructivist conception of teaching and learning. The processing of information. Ausubels theory of significant verbal learning. Vygotskys sociocultural theory.

3. THEMATIC UNIT III.- INTRAPERSONAL DIMENSIONS IN THE TEACHING/LEARNING PROCESS.

It analyses the individual characteristics of pupils and their relationship to school learning.

Unit 4.- Cognitive variables in the T/L process (intelligence, learning strategies,).

Unit 5.- Socio-affective variables in the T/L process (personality, motivation,).

4. THEMATIC UNIT IV.- INTERPERSONAL DIMENSIONS IN THE TEACHING/LEARNING PROCESS.

It presents an overview of the interpersonal factors involved in the educational situation and their impact on school learning.

Unit 6.- Teacher / student interaction in the T/L process (classroom climate, effective teaching,).

Unit 7.- Relationships between equals (cooperative learning, tools to analyze interactions between equals,).

5. THEMATIC UNIT V.- EVALUATION OF THE TEACHING/LEARNING PROCESS.

It provides models and tools so that the teacher can perform the analysis of how the T/L process has worked and propose improvements for future instructional processes.

Unit 8.- Instructional or formative assessment of the teacher.



WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Study and independent work	90,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

The professor will present the fundamental aspects of each thematic unit. Additionally, the personal work of the student will be taken into account (previous lecture of basic documents before attending to class) as well as active class participation.

The lessons will combine a **theoretical and practical approach**. Theoretical training will be completed with **practical classroom activities** that the teacher considers appropriate to strengthen the basic concepts and apply the knowledge acquired. There will be discussion of relevant readings, video analysis, case studies, etc. After carrying out these activities, individually or by working groups, the reflections and conclusions obtained will be shared.

In addition, students must perform a **group work**, which they will present in class, and submit their corresponding report. The elaboration of this work will be performed in a small group context.

EVALUATION

Global and continual evaluation will be used on both individual and group-based learning processes.

Student evaluation will be based on three course elements: the final exam, class activities and group work.

- 1. Examination.** There will be an examination that will collect the theoretical-practical knowledge acquired throughout the subject. It will integrate open and, optionally, objective questions of response.
- 2. Classroom activities.** Activities that will raise the discussion of readings, video analysis, case studies, etc.
- 3. Group work.** Its objective is to deepen the contents of the subject and/or the application of knowledge acquired throughout the course to real situations. The group work includes a written report, its presentation in class and an individual task on it.

The exam will be worth between 50% and 60% of the final qualification, while activities and group work will provide the remaining percentage up to the 100%. Each professor will specify in his program the exact percentage of these three sections.



The **minimum requirements** to pass the course are as follows:

At the first evaluation:

- Passing the exam (mastering a minimum of 50%).
- Passing the class activities (at least 50% of activities passed) and having handled at least 70% of the total number of activities.

The two elements with minimum requirements can be re-evaluated a second time. Students that have not completed the group work will be able to get a maximum grade of 8 at the first evaluation, after subtracting the 20% corresponding to this element.

At the second evaluation:

- Passing the exam (mastering a minimum of 50%).
- Passing a written exam on the competences that are targeted by the class activities (mastering a minimum of 50%). This test will cover all the activities whether or not the students has turned in/passed any of them at the first evaluation.

At the second evaluation, the scores from the elements meeting the minimum requirements and those from the group work element from the first evaluation could be kept and computed into the final grade. Students that have not completed the group work will be able to get a maximum grade of 8 at the second evaluation, after subtracting the 20% corresponding to this element.

WARNING ON PLAGIARISM

Evidence of copying or plagiarism in any of the assessable tasks will result in failure to pass the subject and in appropriate disciplinary action being taken. Please note that, in accordance with article 13. d) of the Statute of the University Student (RD 1791/2010, of 30 December), it is the duty of students to refrain from using or participating in dishonest means in assessment tests, assignments or university official documents. However, in case of plagiarism in the first call, the student has the right to present himself to the second. During tutorials, lecturers may require individual or group interviews in order to verify the degree of participation and achievement of goals for any given task. Failure to accept the verification will result in such task or activity being failed.

GRADING SYSTEM

Grades shall be subject to the provisions of the University of Valencia Regulations on Marks. According to this, subjects are graded on a scale of 0 to 10 points to one decimal place, followed by a qualitative equivalence:

- From 0 to 4.9: fail.
- From 5 to 6.9: pass.
- From 7 to 8.9: good.
- From 9 to 10: excellent or excellent with distinction.

The different elements of assessment will only count towards the final aggregate mark if the minimum requirements established for those elements that have minimum requirements are met.



Subject records will include the mark obtained at the **first evaluation** according to the following rules:

- If the element of assessment with the highest weighting (the exam) has not been assessed, the subject will be graded as **ABSENT**, irrespective of the rest.
- If the element of assessment with the highest weighting has been assessed but it does not meet minimum requirements, the subject will be given a mark of **FAIL** and the numerical mark on the 0-10 scale for that element.
- If the element of assessment with the highest weighting has been assessed and it does meet minimum requirements but the other element with minimum requirements (class activities) has not been passed, the subject will be given a mark of **FAIL** and the numerical mark on the 0-10 scale for the element failed.

For the **second evaluation**, the following rules shall apply:

- If the element of assessment with the highest weighting (the exam) has not been assessed, the subject will be graded as **ABSENT**, irrespective of the rest.
- If the element of assessment with the highest weighting (the exam) has not been assessed, the subject will be graded as **ABSENT**, irrespective of the rest.
- If the element of assessment with the highest weighting has been assessed but it does not meet minimum requirements, the subject will be given a mark of **FAIL** and the numerical mark on the 0-10 scale for that element. If the element of assessment with the highest weighting has been assessed and it does meet minimum requirements but the other element with minimum requirements (written test on the class activities) has not been passed, the subject will be given a mark of **FAIL** and the numerical mark on the 0-10 scale for the element failed.

Review of and appeals against assessment results shall be subject to the Regulations for Appealing against Marks of the University of Valencia.

REFERENCES

Basic

- Cerdán, R. y Salmerón, L. (Eds) (2018). Claves para la práctica de la Psicología Educativa. Madrid: Paraninfo.
- Rodríguez, S. (Coord.) (2015). Psicología de la educación. Grado en Educación Infantil y Primaria. Madrid: Pirámide (dos volúmenes: teoría y aplicaciones prácticas).
- Woolfolk, A. (2010). Psicología educativa (11ª edición). México: Pearson.

Additional

- Aubert, A., Flecha, A., García, C., Flecha, R. y Racionero, S. (2008). Aprendizaje dialógico en la sociedad de la información. Barcelona: Hipatia.



- Blakemore, Sarah-Jayne y Frith, Uta (2011). Cómo aprende el cerebro: las claves para la educación. Barcelona: Ariel.
- Doménech, F. (2007). Psicología de la educación e instrucción: su aplicación al contexto de la clase. Castelló de la Plana: Publicaciones de la Universitat Jaume I.
- González, E. y Bueno, J.A. (2004). Psicología de la educación y del desarrollo en la edad escolar. Madrid: CCS.
- González-Pienda, A. y cols. (2002). Manual de psicología de la educación. Madrid: Pirámide.
- Martí, E. y Moreno, A. (2007). Competencias para aprender a aprender. Madrid: Alianza.
- Mayer, R. E. (2004). Psicología de la Educación. Enseñar para un aprendizaje significativo (vol. 2). Madrid: Pearson.
- Mayer, R. E. (2010). Aprendizaje e instrucción (2ª edición). Madrid: Alianza.
- Mora, F. (2013). Neuroeducación. Madrid: Alianza.
- Pozo, J.I. (1999). Aprendices y maestros. La nueva cultura del aprendizaje. Madrid: Alianza.
- Rivas, F. (2003). El proceso enseñanza/aprendizaje en la situación educativa (Segunda edición actualizada). Barcelona: Ariel.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

English version is not available

1. Contenidos

Se mantienen los contenidos inicialmente recogidos en la guía docente.

2. Volumen de trabajo y planificación temporal de la docencia

La guía docente establece 60 horas de clases teórico-prácticas en el aula y 90 horas de estudio y trabajo autónomo. Para adaptar la asignatura al modelo de docencia híbrida, el tiempo indicado para las clases teórico-prácticas se divide del siguiente modo: **30 horas de clases teórico-prácticas presenciales en el aula y 30 horas de clases teórico-prácticas no presenciales, que podrán ser síncronas o asíncronas.** Para cumplir con esta planificación temporal, se ha establecido un sistema de rotación semanal, dividiendo al alumnado en dos subgrupos que asisten a las clases presenciales y no presenciales de forma alterna. Así, la semana 1, la mitad de los alumnos del grupo asisten presencialmente a las clases, mientras que la otra mitad trabaja online de forma síncrona o asíncrona. La semana 2, asistirá a clases presenciales



la mitad del grupo de alumnos que trabajó online la semana precedente, mientras que el resto de los estudiantes (que la semana previa tuvo clases presenciales) trabajará online.

En situación de confinamiento por emergencia sanitaria: Si la situación sanitaria requiriera reducir o eliminar la docencia presencial, las horas destinadas a las clases teórico-prácticas en aula se podrán sustituir por clases teórico-prácticas no presenciales, que podrán ser igualmente síncronas o asíncronas.

3. Metodología docente.

Para adaptar la asignatura al modelo de docencia híbrida, **las clases teórico-prácticas** podrán ser de tres tipos: a) presenciales, impartidas en el aula con el 50% del alumnado asistente; o b) no presenciales síncronas, retransmitidas por el docente en directo mediante Blackboard Collaborate u otra plataforma análoga; o c) no presenciales asíncronas, facilitando el docente a través de Aula Virtual materiales, presentaciones (con o sin locución) o vídeos en los que se explicarán los contenidos de cada tema y se modelarán las competencias requeridas. Las clases no presenciales síncronas solo se podrán impartir dentro del horario habitual de la asignatura, y siempre y cuando se disponga en el aula de los medios tecnológicos adecuados para simultanear la docencia presencial y no presencial síncrona.

Las clases teórico-prácticas, en cualquiera de las tres modalidades anteriores, se orientarán hacia una docencia activa que potencie la participación, atendiendo especialmente a los contenidos y competencias de mayor complejidad, a la resolución de dudas, a la discusión de contenidos, y a la realización y corrección de actividades. Con este objetivo, se incluirán

actividades de trabajo autónomo del alumnado a través de Aula Virtual, como la lectura de materiales, el estudio de casos u otras actividades prácticas de reflexión y/o de ampliación. La corrección y discusión de estas actividades se podrá realizar de forma presencial en el aula, de forma no presencial síncrona (siempre que la dotación del aula lo permita) o de forma no presencial asíncrona (por ejemplo, proporcionando un documento con respuestas correctas y/o estableciendo una discusión en un chat o foro de Aula Virtual).

El trabajo en grupo se mantiene como está previsto en la guía docente: constará de tres partes, un **informe escrito** del trabajo grupal, una **presentación oral** y una **tarea individual**. Para realizar la presentación oral se requerirá al alumnado que utilice vídeos o presentaciones, que podrán defenderse de forma presencial en el aula, de forma no presencial síncrona (mediante Blackboard Collaborate u otra plataforma análoga) o podrán ser vídeos o presentaciones locutadas para el visionado de forma asíncrona. Cada profesor/a especificará al alumnado, con suficiente antelación, el procedimiento a seguir para realizar dicha presentación, así como el tipo de tarea individual a elaborar. El profesorado mantendrá un contacto fluido con el alumnado para resolver las dudas que surjan al respecto.



Las **tutorías** y el seguimiento del trabajo de los estudiantes se podrán realizar de forma asíncrona (por ejemplo, mediante un foro de tutorías en Aula Virtual o por correo electrónico oficial) y/o de forma síncrona (mediante una sala de chat en Aula Virtual o una videoconferencia con Blackboard Collaborate u otra plataforma análoga) y/o de forma presencial (si el profesor/a tiene contemplada esta posibilidad y la situación sanitaria lo permite).

En situación de confinamiento por emergencia sanitaria: Si la situación sanitaria requiriera reducir o eliminar la docencia presencial, las clases teórico-prácticas en aula se podrán sustituir por clases teórico-prácticas no presenciales síncronas o asíncronas. Respecto a las actividades y trabajo en grupo, la metodología descrita ya permite su realización de forma no presencial, por lo que se establecerá esta modalidad como única opción posible. En el caso de que el docente tenga tutorías presenciales estas pasarán a ser no presenciales.

4. Evaluación.

Para la evaluación del estudiante se tendrán en cuenta tres aspectos: examen, actividades de aula (física o virtual) y trabajo grupal. **Se incrementa el peso en la nota final de la evaluación continua**, de forma que cambia el peso para los criterios de evaluación considerados inicialmente en guía docente: el **examen tiene un peso del 50% en la calificación final**, las **actividades de aula un 30%** y el **trabajo grupal un 20%**.

El **examen** se realizará de forma presencial, salvo que la situación sanitaria lo impida, y constará de **cuestiones de ensayo** (preguntas abiertas) y, **opcionalmente, objetivas**. Cada profesor/a establecerá el tiempo de realización de dicha prueba y el número de preguntas de cada tipo (objetivas y abiertas) que incluirá; antes de la realización de la prueba dará a conocer a sus estudiantes estas decisiones.

Las **actividades de aula** se consideran un indicador de evaluación continua, el profesorado las propondrá y las revisará, o bien de forma presencial, o bien a través de tareas del aula virtual.

El **trabajo grupal** incluye un **informe escrito**, su **presentación** y una **tarea individual** sobre el mismo. Cada profesor/a especificará al alumnado el procedimiento a seguir para realizar dicha presentación, así como el tipo de tarea individual a elaborar; el profesorado dará a conocer estas decisiones al alumnado con suficiente antelación y respetará los horarios establecidos en la Facultad de Magisterio.

El profesorado usará los sistemas de detección de plagios contratados por la UV en las evidencias de evaluación. La copia manifiesta de cualquier prueba, tarea, actividad o informe, ya sea individual o grupal, que sirva a efectos de evaluación en la asignatura, imposibilitará superar la misma.

En situación de confinamiento por emergencia sanitaria: Si la situación sanitaria fuera incompatible



con un examen presencial, este pasaría a realizarse de forma no presencial y constará de cuestiones objetivas y de ensayo o solo de cuestiones de ensayo (abiertas). El examen se planteará mediante las herramientas disponibles en Aula Virtual (opción cuestionario y/o tarea del aula virtual) con tiempo límite establecido para su realización. El examen no presencial se realizará en el día y el horario previsto en el calendario de exámenes. Cada profesor/a establecerá el tiempo de realización de dicha prueba y el tipo y número de preguntas que incluirá; antes de la realización de la prueba dará a conocer a sus estudiantes estas decisiones. Ante la situación de confinamiento hay que considerar la posible desconexión digital de parte del alumnado, por lo que el profesorado aplicará medidas de flexibilidad en el formato y plazo de presentación tanto de las actividades de aula como del trabajo grupal.

Se mantienen los requisitos mínimos, recogidos en la guía docente, **para aprobar** la asignatura en primera y en segunda convocatoria.