

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

<b>Code</b>	33599
<b>Name</b>	Psychology of education
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2022 - 2023

**Study (s)**

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

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
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**

<b>Name</b>	<b>Department</b>
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.

## OUTCOMES

### 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.



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- 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

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
<b>TOTAL</b>	<b>150,00</b>	

## 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. 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>.

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 mention of excellent with distinction will be awarded directly to the highest grades, always at the discretion of the teacher. Only one honors can be awarded for every twenty students within each group.

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. To pass the subject, the sum of the three sections, once the weightings have been applied, must reach a mark of 5 out of 10.

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.
- If the elements of assessment with minimum requirements has been passed (exam and class activities) but the final aggregate mark of three elements (exam, class activities and group work) is less than 5, the subject will be given a mark of FAIL and the numerical mark will be the final aggregate mark of those three elements. The student will decide which element or elements he/she will retake in Second call.

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.
- If the elements of assessment with minimum requirements has been passed (exam and class activities) but the final aggregate mark of those three elements (exam, class activities and group work) is less than 5, the subject will be given a mark of FAIL and the numerical mark will be the final aggregate mark of those three elements.

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.
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- González, E. y Bueno, J.A. (2004). Psicología de la educación y del desarrollo en la edad escolar. Madrid: CCS.
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- Pozo, J.I. (1999). Aprendices y maestros. La nueva cultura del aprendizaje. Madrid: Alianza.
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