



Universitat de Lleida

DEGREE CURRICULUM
**EDUCATIONAL PSYCHOLOGY
AND PSYCHOLOGY OF
LEARNING (0-6)**

Coordination: IANOS , MARÍA ADELINA

Academic year 2021-22

Subject's general information

Subject name	EDUCATIONAL PSYCHOLOGY AND PSYCHOLOGY OF LEARNING (0-6)			
Code	100701			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Pre-School Education	2	COMMON	Attendance-based
	Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training	2	COMMON	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	1.8		4.2
	Number of groups	3		3
Coordination	IANOS , MARÍA ADELINA			
Department	PSICOLOGIA			
Important information on data processing	Consult this link for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
HINOSTROZA CASTILLO, ÚRSULA	ursula.hinostroza@udl.cat	2	
IANOS , MARÍA ADELINA	adelina.ianos@udl.cat	8,2	
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Learning objectives

Main objectives of the course:

1. Design and promote educational situations that favor the development of personality of the students.
2. Link the learning and development processes of students in different contexts (family, social and school) from a competency model and networking.
3. Design and promote educational situations that prioritize the acquisition of habits related to autonomy, freedom, curiosity, observation, experimentation, imitation, acceptance of norms and boundaries, including the basic skills for accessing the curriculum (cognitive, communicative, emotional and social skills) and multiple intelligences.
4. Design and promote educational situations where the symbolic and heuristic game is a very important aspect in the teaching-learning processes.
5. Know and know how to apply technological resources within the field.
6. Express and write up ideas appropriately.

Competences

General Competences

CG1 Correctness in oral and written communication.

CG3 Mastery of Information and Communication Technologies.

Specific Competences

CE2 Promoting and facilitating learning in early childhood, from a globalising and integrating perspective of the different cognitive, emotional, psychomotor and volitional dimensions.

CE8 Knowing the fundamentals of infant nutrition and hygiene. Knowing the fundamentals of early care and the bases and developments that enable understanding the psychological, learning and personality-building processes

in early childhood.

Subject contents

I. The psychology of education and learning: historical evolution and scientific paradigms.

II. The Psychology of Education: Theories of Learning

1. Behavioral perspectives of learning
2. Humanistic perspectives of learning
3. Cognitive perspectives of learning
4. Constructivist perspectives of learning

Methodology

One hour of the 4 assigned per week will be for practical activities.

The teaching will be mixed: one part in on-line format and the other in face-to-face format.

- Large Group (Theoretical classes) criteria: these class sessions will be used to work on the contents or knowledge of the thematic units of the course. Its development will be graded by different types of procedures: presentations done by the professor (oral and multimedia), presentations done by the students (oral and multimedia), debates, proposal and discussion of practical cases, reading of documents, face-to-face and online tutorials, work preparation and synthesis, etc.

- Medium Group (Practical classes) criteria: the students will have to participate actively in the different activities (debates, case studies, preparation of material, exhibitions, staging, etc.). In both cases, when applicable, the students must have prepared the activities prior to the classes.

Development plan

CHRONOGRAM

1st week

GG: Presentation of the subject.

GM: Explanation of GM planning and group work. Rubric design

2nd week

GG: Historical evolution of Educational Psychology

GM: Group work

3rd week

GG: Behavioral learning perspectives

GM: Group work

4th week

GG: Behavioral learning perspectives

GM: Group work

5th week

GG: Humanistic perspectives of learning

GM: Group work

6th week

GG: Humanistic perspectives of learning

GM: Case study 1

7th week

GG: Constructivist perspectives of learning

GM: Group work

8th week

GG: Constructivist perspectives on learning

GM: Group work

9th week

GG: Constructivist perspectives on learning

GM: Group work

10th week

GG: Constructivist perspectives on learning

GM: Case Study 2

11th week

GG: Cognitive perspectives on learning

GM: Group work

12th week

GG: Cognitive perspectives on learning

GM: Group work

13th week

GG: Cognitive perspectives on learning

GM: Group work

14th week

GG: Academic presentation

GM: Academic presentation

15th week

GG: Academic presentation

GM: Group work

Evaluation

1. CONTINUOUS EVALUATION

The evaluation is **continuous** and will be based on the following evidences:

Theory - 50%

- **Written test - 40%.** The written test consists of 2 parts: a part with multiple choice questions and a part with open-ended questions. The exam will be held in person.

The written test on the contents worked will take place in January. For more information on the date and classroom of the exam see the official exam calendar:

- Early Childhood Education: <http://www.educacioinfantil.udl.cat/ca/calendari-horaris/examens/>

- Double Bachelor's Degree in Early Childhood Education and Primary Education: <http://www.doblegrauinfantilprimaria.udl.cat/ca/calendari-horaris/examens/>

- **Participation and activities in the classroom - 10%**

Practical part - 50%

- **Group work - 35%.**
- **Case studies - 15%.** Three cases related to the theoretical contents will be solved.

Requirements to pass the subject:

- Pass the written test and the group work. If this requirement is not fulfilled, the sum of all the evaluation evidences of the course will not be added up.
- The sum of all the evaluation evidences is greater or equal to 50% (equivalent to a 5).
- Minimum attendance of 80% in the different practical sessions of the subject.

Specifications:

- Students may recover all those evidences that count for at least 30% of the grade or have any requirements.
- Students may sit for the recovery test in order to improve their grade, but waiving the grade previously obtained.
- Activities submitted after the deadline will receive a 10% penalty for each day late.
- When plagiarism of more than 20% of the total of an evaluation activity is detected, the activity may be considered failed. This will result in a grade of zero for the activity in question.
- When copying is detected between two or more students, the activity will be considered failed for the students involved. This will result in a grade of zero for the activity in question.
- The active and continued participation of each student in the whole of the proposed tasks will be valued.

Students repeating the subject (2nd or 3rd call):

The evaluation consists of a written test on the contents worked with a total value of 70% and 3 case studies with a value of 30% of the subject grade.

Evaluation of students with *Specific Needs of Educational Support (SNES)*

Condition: certificate of disability or of having some specific learning difficulty.

The faculty of the subject may modify the evaluation system and the realization of face-to-face and non-presential activities, depending on the SNES of each student, always in agreement with the commission of Attention to

Diversity of the UdL.

2. ALTERNATIVE EVALUATION

Students who have been granted the alternative evaluation will do:

- a written test on the theoretical contents studied with a value of 70% of the total grade of the subject, having the option to make a recovery in the same conditions as the rest of the enrolled students.
- 3 case studies with a value of 30%.

Bibliography

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Duchesne, S., & McMaugh, A. (2018). *Educational psychology for learning and teaching*. Cengage AU.

Perinat, A.; Lalueza, J.L. and Sadurni, M. (2003). *Psicología del desarrollo. Un enfoque sistémico*. Barcelona: UOC.

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Vygotsky, L. S. (1997). *Educational psychology (R. Silverman, Trans.)*. Boca Raton, FL: St. Lucie.

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