DEGREE CURRICULUM

EDUCATIONAL PSYCHOLOGY AND PSYCHOLOGY OF LEARNING (0-6)

Coordination: IANOS , MARIA ADELINA

Academic year 2023-24

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/CORE	Attendance-based
	Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training	2	COMMON/CORE	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	4	3

Coordination	IANOS , MARIA ADELINA
Department	PSYCHOLOGY, SOCIOLOGY AND SOCIAL WORK
Important information on data processing	Consult this link for more information.
Language	English

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
FRANCH AGUILO, AINA	aina.franch@udl.cat	3,6	
FRANCH AGUILO, AINA	aina.franch@udl.cat	6	
IANOS , MARIA ADELINA	adelina.ianos@udl.cat	0	
IANOS , MARIA ADELINA	adelina.ianos@udl.cat	10,2	

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.

- 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: Group work

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: Group work

11th week

GG: Constructivist 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: Cognitive perspectives on learning

GM: Group work

15th week

GG: Revision

GM: Group work

Evaluation

1. CONTINUOUS EVALUATION

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

- **BLOCK 1: 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. Passing the written test with a minimum grade of 5 will be a requirement to pass the subject. It can be recovered with a maximum grade of 6.
- **BLOCK 2: Case studies - 25%.** Three cases related to the theoretical contents will be solved.
- **BLOCK 3: Participation and activities in the classroom - 10%**
- **BLOCK 4: Group work - 25%.**

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.

According to the Law 2/2022 of university coexistence and the University Coexistence Regulations approved by agreement number 19/2023 of the Governing Council of February 28, 2023, it is established:

- In case of copying or premeditated plagiarism, with fraudulent means, the evaluation activity is withdrawn (therefore it is suspended). A report and, if possible, the evidence are sent to the coordinator of the degree and the heads of study to initiate a disciplinary file. Possible sanctions: loss of the right to be evaluated of the subject, loss of registration for a semester or course or expulsion for up to three years.
- In case of spontaneous copying occurs (talking on an exam, looking at a classmate's exam...), proportionate measures must be applied, up to and including withdrawal from the activity (thus, it is suspended).

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:

- **BLOCK 1:** 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.
- **BLOCK 2:** 3 case studies with a value of 30%.

Bibliography

Bandura, A. (1977). *Social learning theory.* Englewood Cliffs, NJ: Prentice Hall.

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Corno, L., & Anderman, E. M. (Eds.). (2015). *Handbook of educational psychology*. London: Routledge.

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.

Santrock, J. (2011). *Psicología de la Educación.* Barcelona: McGraw-Hill.

Weiner, I. B., Healy, A. F., & Proctor, R. W. (2012). *Handbook of Psychology, Experimental Psychology* (Vol. 4). John Wiley & Sons.

Vygotsky, L. S. (1993). *The collected works of L. S. Vygotsky* (Vol. 2, J. Knox & C. Stevens, Trans.). New York: Plenum.

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

Woolfolk, A. (2016). *Educational Psychology*. England: Pearson Education Inc.