



Universitat de Lleida

DEGREE CURRICULUM  
**PSYCHOLOGY OF EDUCATION**

Coordination: CLARA GARANGOU, MARC

Academic year 2022-23

## Subject's general information

|   |   |               |                  |                  |
|---|---|---------------|------------------|------------------|
| <b>Subject name</b>                             | PSYCHOLOGY OF EDUCATION   |               |                  |                  |
| <b>Code</b>                                     | 100863  |               |                  |                  |
| <b>Semester</b>                                 | 2nd Q(SEMESTER) CONTINUED EVALUATION  |               |                  |                  |
| <b>Typology</b>                                 | <b>Degree</b>   | <b>Course</b> | <b>Character</b> | <b>Modality</b>  |
|   | Bachelor's Degree in Primary Training   | 1             | COMMON/CORE      | Attendance-based |
|   | Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training | 1             | COMMON/CORE      | Attendance-based |
| <b>Course number of credits (ECTS)</b>          | 6   |               |                  |                  |
| <b>Type of activity, credits, and groups</b>    | <b>Activity type</b>  | PRAULA        |                  | TEORIA           |
|   | <b>Number of credits</b>  | 1.8           |                  | 4.2              |
|   | <b>Number of groups</b>   | 5             |                  | 4                |
| <b>Coordination</b>                             | CLARA GARANGO, MARC   |               |                  |                  |
| <b>Department</b>                               | PSICOLOGIA  |               |                  |                  |
| <b>Important information on data processing</b> | Consult <a href="#">this link</a> for more information.                                 |               |                  |                  |
| <b>Language</b>                                 | Catalan<br>Instruction and assessment will be done in English in the bilingual group    |               |                  |                  |

| Teaching staff            | E-mail addresses          | Credits taught by teacher | Office and hour of attention |
|---------------------------|---------------------------|---------------------------|------------------------------|
| CLARA GARANGO, MARC       | marc.clara@udl.cat        | 13,8                      |                              |
| FRANCH AGUILO, AINA       | aina.franch@udl.cat       | 3                         |                              |
| GUIJOSA GUZMAN, ALEJANDRO | alejandro.guijosa@udl.cat | 3                         |                              |
| VALLES SISAMON, ALBA      | alba.valles@udl.cat       | 6                         |                              |

## Learning objectives

The course proposes that students achieve the following learning objectives:

- O1. Deeply understand the main psychological aspects involved in the teaching and learning process.
- O2. Develop a psychological, deep and articulated look at specific school teaching and learning processes and activities.
- O3. Search for recent research articles using Scopus and ISI Web of Science.
- O4. Select research articles of interest to the student, and use them to improve understanding of learning processes and activities in the classroom.
- O5. Read, understand and critically discuss research articles, in English, on the psychology of education.
- O6. Dialogue critically and cooperatively with classmates in order to improve the psychological understanding of teaching and learning processes.
- O7. Work in small groups in a coordinated, cooperative, and self-regulated way, in order to carry out collective tasks.

## Competences

- CB1. That students have demonstrated to possess and understand knowledge in an area of study that starts from the base of general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects that imply knowledge from the forefront of your field of study.
- CB2. Apply their knowledge to their work or vocation in a professional way and possess the competencies that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.
- CB3. Gather and interpret relevant data (usually within their study area) to make judgments that include reflection on relevant issues of a social, scientific or ethical nature.

CG6. Assume the commitment of personal and professional development with oneself and the community. Adapt the learning proposals to the most significant cultural evolutions.

CE2. Design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals at the center.

CT1. Develop adequate oral and written comprehension and expression of Catalan and Spanish.

CT2. Develop significant command of a foreign language, especially English.

CT3. Implement new technologies and information and communication technologies.

CT5. Acquire essential notions of scientific thought.

## Subject contents

The contents of the subject will be organized in 4 thematic blocks. The first block will be introductory, and will work on the basic units of analysis used for research in educational psychology. The idea is to understand a continuity between the different units of analysis, so that the knowledge worked on in the following blocks can be articulated between them from placing them within the framework of related units of analysis (without this meaning ignoring contradictions). The other three blocks are organized around three major phenomena: learning, motivation, and educational interaction. The contents are completed with an extension work on a topic of free choice of the students:

Block 1. The unit of analysis.

Block 2. Learning.

Block 3. Motivation.

Block 4. The educational interaction.

Extension work. Topic to choose from, for example: Learning and emotion; Learning and creativity; Learning and working memory (cognitive load); Learning mediated by digital technologies (CSCL, MOOC); Learning and play; Implicit learning (learning as "participation" in communities); Deliberative practice (deliberative practice) - learning procedures; self, identity and learning; etc.

## Methodology

Learning activities are diversified in different directions. First, there are individual, small group, and large group activities. Second, there are more monological activities and others more dialogic. Third, there are activities based on worked-examples and others based on problem-based and case-based learning, as well as spaces for direct instruction and for students to search and discuss scientific literature. The design of the subject foresees several moments of feedback within each block, favoring what the search has described as the "testing-effect" (Karpicke, 2012).

All the blocks have a similar structure: On the one hand, there is a phase of content presentation by the teacher (large group, monological interaction), followed by a learning activity that is done in a group and dialogic interaction. The specific strategy used in each activity changes depending on the block (worked examples in the first two blocks, problem-based learning in block 3, and case-based learning in block 4). Then there is the joint correction of the group learning activity, which the students must have submitted in advance; This correction is made in a large group and in dialogical interaction. Finally, an individual test is made, which once it has been delivered by all the students, it is also corrected in a large group and in dialogic interaction.

Parallel to the development of the different blocks, and especially during the last three weeks of the course, the extension activity is carried out, which must be elaborated individually, and which consists of choosing a topic or aspect related to Educational Psychology, doing a search of a minimum of three recent research articles on the subject, and relate them, on the one hand, with the syllabus of the subject, and on the other hand, with examples or concrete applications of practice. The product of this activity is a poster, which is presented to the rest of the class, in a "congress" format, at the end of the course.

## Development plan

| Week | Block of contents |
|------|-------------------|
| 1    | 1                 |
| 2    | 1                 |

|    |                |
|----|----------------|
| 3  | 2              |
| 4  | 2              |
| 5  | 2              |
| 6  | Extension work |
| 7  | 3              |
| 8  | 3              |
| 9  | 3              |
| 10 | Extension work |
| 11 | 4              |
| 12 | 4              |
| 13 | 4              |
| 14 | 4              |
| 15 | Extension work |

## Evaluation

### CONTINUOUS ASSESSMENT

The evaluation evidences are the following:

- The 4 group learning activities of the blocks (group): 20%
- The 4 individual tests of the blocks (individual): 20%
- The enlargement work (individual): 20%
- The final exam (individual): 40%

The evaluation system has been designed to allow a formative evaluation, in the sense that specific aids can be given oriented to the aspects that are more difficult to understand, and a formative evaluation, in the sense that students can be aware of their errors and comprehension problems, and can adopt the necessary orientation in the work of the contents (Coll, Mauri & Roquera, 2012). It is in these two directions that two evaluative moments are proposed for each block (the activity grade and the test grade), with the corresponding feedback moments, in order to be able to offer the most specific and targeted help. misunderstandings or mistakes by students; It is in accordance with this dual aspect of training and education that the weighting of these activities is low: so that these errors during the learning process do not excessively penalize the final grade for the subject. The final exam and extension work, on the other hand, have a more summative function, of measuring the degree to which students have assumed the learning objectives at the end of the subject, and therefore the weights are higher for these two evidences.

The tests and the exam are multiple choice, with four answer options. Most of the questions are of an applied type, about concrete teaching-learning situations in the classroom. The statements and the evaluation rubrics of all the evaluable activities are available, at the beginning of each block, on the virtual campus. The correction of the tests, group activities and the exam is delivered within a maximum of 15 days after delivery.

### ALTERNATIVE ASSESSMENT

The students who have the right to the alternative evaluation will be evaluated only from the two events that have a more summative function in the general evaluation system of the subject: the final exam and the extension work. The weighting of the final exam will be 75% and that of the extension work will be 25%.

Both in the continuous assessment and in the alternative assessment, it is necessary to pass the final exam in order to pass the subject. The final exam, if not passed, may be made up with a second exam (recovery); If the recovery exam is passed, the grade that will be counted to calculate the average with the other evidences will be a 5.

## Bibliography

### Basic bibliography per blocks of content

#### Block 1

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#### Block 2

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Skinner, F.B. (1970). *Tecnología de la Enseñanza*. Barcelona: Editorial Labor. (especialment, Cap.4]

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### Block 3

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Clarà, M. (2013). The concept of situation and the microgenesis of the conscious purpose in cultural psychology. *Human Development*, 56(2), 113-127

Clarà, M. (2015). Representation and emotion causation: a cultural psychology approach. *Culture & Psychology*, 21,37-58. doi:10.1177/1354067X14568687

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### Complementary bibliography

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