



Universitat de Lleida

DEGREE CURRICULUM  
**THE PSYCHOLOGY OF  
EDUCATION**

Coordination: JANÉS CARULLA, JUDIT

Academic year 2020-21

Subject's general information

<b>Subject name</b>	THE PSYCHOLOGY OF EDUCATION			
<b>Code</b>	102947			
<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 Psychology	2	COMPULSORY	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>	2		1
<b>Coordination</b>	JANÉS CARULLA, JUDIT			
<b>Department</b>	PSICOLOGIA			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
JANÉS CARULLA, JUDIT	judit.janes@udl.cat	3,9	
SANUY BURGUES, JAUME	jaume.sanuy@udl.cat	3,9	

## Learning objectives

1. Understand the subject of study and intervention of the Psychology of education.
2. Understand the main learning theories and its contribution to the development of current educational programs.
3. Analyze/ Understand aspects and contextual components of the educational process: typology of contents, spatial and temporal aspects, educational resources.
4. Analyze/ Understand the the incidence of intrapersonal aspects and components involved on the educational process.
5. Evaluate the impact of information and communication technologies as tools for learning and development.

## Competences

### Basic skills:

- CB2 The students may apply their knowledge to their work or vocation in a professional way and have the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.
- CB3 Ability to gather and interpret relevant data (usually within the student area of study) to issue judgments that reflect on relevant issues of a social, scientific or ethical nature.
- CB4 Power to convey information, ideas, problems and solutions tboth to specialized and non-specialized audiences.

### General skills:

- CG1 Develop the ability to adapt to new situations and solve problems in an effective way.
- CG3 Show abilities for interpersonal relationships.
- CG4 Recognize the different theoretical perspectives on the topics in which they work, comment on the conclusions and make decisions.
- CG5 Demonstrate critical capacity to make relevant decisions.
- CG9 Recognize diversity and difference as a structural element of the human being, while recognizing, understanding and respecting the cultural complexity of today's society.
- CG10 Respect the fundamental rights of equality between men and women, the promotion of Human Rights and the values of a culture of peace and democratic values.

### Specific Competences:

- CE1 Identify and analyze the characteristics and needs of people, groups and organizations, as well as relevant contexts for the service that is requested.
- CE5 Design and apply a strategy / plan of psychological intervention, depending on the contexts or services demanded.

- CE6 Respond and act appropriately and professionally, taking into account the attitudes and values of the profession, as well as its ethical and ethical code, in each and every one of the intervention processes.
- CE9 Use the different documentary sources in psychology, show a mastery of the strategies necessary to access information and assess the need for documentary update.
- CE12 Disseminate knowledge derived from the theoretical reviews and the results of psychological research.

## Transversal competences:

- CT1 Obtain an adequate oral and written comprehension and expression of Catalan and Spanish.
- CT3 Acquire training in the use of new technologies and information and communication technologies.
- CT5 Achieve essential notions of scientific thought.

## Subject contents

- Psychology of education: subject of study and intervention.
- Main learning theories and its contribution to the development of current educational programs.
- Aspects and contextual components of the educational process.
- Aspects and intrapersonal components of the educational process.
- Information and communication technologies as a tool of learning and development.

## Methodology

Lectures

Practical classes

Colloquiums / Led discussions

## Evaluation

The evaluation tasks that every student may carry out which total value of each one is 10 points, are the following:

- **Individual assignment** on the Educational Psychologist (Professor Janés): 1,5 points
- **Group assignment** on an issue of educational psychology: educational design and intervention (Professor Sanuy): 2,5 points.
- **Practical activities carried out in the classroom** (may involve previous preparation of the student): 1,5 points (1 point (Professor Janés) + 0.5 points (Professor Sanuy)).
- Two **written evidences**, exam type, **independents**, based on the content worked on class:
  - 2,5 points (Professor Janés)
  - 2 points (Professor Sanuy)

\* **The making-up activities are restricted to the written evidence of Professor Janés.**

### Requirements to pass the course:

- Pass **separately** each of the 6 evidences of the course (The 3 evidences of Professor Janés + 3 evidences of Professor Sanuy) with minimum a 50% of each of their value.
- Minimum attendance of **80%** of the **theoretical sessions** of the course.
- Minimum attendance of **90%** of the **practical sessions** of the course.

Students with alternative type of evaluation :

- The students with alternative type of evaluation will carry out a written exam of the contents worked on class with a total value of 80% of the grade of the course, they have the option of having a second-chance exam under the same conditions that the rest of students. The remaining 20% corresponds to an individual assignment of a topic that includes both the theoretical and practical content of the course.

## Rubric Assessment

### Part I: Professor Judit Janés

- 1) Individual assignment on the role of the educational psychologist: 1,5 points ( the rubric can be found on the section "Resources").
- 2) Written exam of the theoretical contents of the course: short questions or exercises for filling the gaps: 2.5 points
- 3) Practical activities carried out on class: 1 point

### Part II: professor Jaume Sanuy

3) Making of a video: Educational design and intervention: 3 points (The 0.5 points of practical activities are included)

- Preparation and discussion on Google Drive: 0-0,4 points
  - Video length (minutes): 0-0,6 points
  - Context, "ques", model E/A, experience 0-0,4 points
  - New proposal and justification: 0-0,4 points
  - Knowledge building: proposal and justification: 0-0,4 points
  - Reflection, alternatives: proposal and justification: 0-0,4 points
  - Assembly, materials and resources: 0-0,4 points
- 4) Preparation and carrying out the written exam

## Bibliography

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