DEGREE CURRICULUM

THE PSYCHOLOGY OF EDUCATION

Coordination: JANES CARULLA, JUDIT

Academic year 2023-24

THE PSYCHOLOGY OF EDUCATION 2023-24

Subject's general information

Subject name	THE PSYCHOLOGY OF EDUCATION
Code	102947
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION

Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Psychology	2	COMPULSORY	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	2	1

Coordination	JANES CARULLA, JUDIT
Department	PSYCHOLOGY, SOCIOLOGY AND SOCIAL WORK
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
JANES CARULLA, JUDIT	judit.janes@udl.cat	7,8	

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 the the incidence of intrapersonal aspects and components involved on the educational process.

4. Analyze/ Understand aspects and contextual components of the educational process: typology of contents, spatial and temporal aspects, educational resources.

5. Evaluate the impact of information and comunication 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

BLOCK I

Topic 1: Educational Psychology (PE)

- EP concepts
- Object of study
- Scientific background and theories

Topic 2: Theories of Learning

- Humanistic Psychology (PH)
- Constructivism: Piaget, Vygotsky, Bruner and Ausubel

BLOCK II

Topic 3: Psychological factors involved in learning

- Intelligence and skills
- Motivation
- Attitudes

Topic 4: Intrapersonal psychological factors involved in learning

- Cognitive and metacognitive strategies
- Types of learning
- Motivational strategies
- Resource management

Topic 5: Interpersonal psychological factors involved in learning

- Teacher
- Family
- Instructional models and theories
- New technologies

Methodology

Lectures

Practical classes

Colloquiums / Led discussions

Development plan

BLOCK I - It develops during the first 7 weeks

BLOCK II - It takes place from week 8 to week 15

Evaluation

The evaluation tasks that each student will have to carry out, and their total value over 10 points, are divided into sections and are as follows:

Written evidence, type of work - practice

Block I (teacher Judit Janés): **3 points**

Small group work (2 people) on the Educational Psychologist: 2 points

Individual practices (concept maps / summaries, questions and their reasoned answers) on aspects of the different contents of Block I of the subject: 1 point

Block II (teacher Mònica Gasa & teacher Sergio Reyes): **3 points**

Small group practices (2 people): 4 practices on the contents of Block II of the subject that will be developed mostly in the GM hours in person.

Written evidence, exam type (enter everything that has been worked on): 4 points

Questions to be developed or to fill in the blanks on Block I and Block II (2 points will be questions on Block I and 2 points on Block II).

<u>Requirements to pass the course:</u>

Approve separately the 3 sections of evaluative evidence of the subject with a minimum of 50% of the total value that each has (Block I, Block II and examination 3 + 3 + 4). In the written exam, the student must obtain a minimum of 4 (out of 10) in the questions of each block separately (therefore, a score of 0.8 must be obtained). at least for each block), otherwise this evidence will have to be retrieved.

Minimum attendance of **80%** of the **theoretical sessions** of the course.

Minimum attendace of **90%** of the **practical sessions** of the course.

<u>Students with alternative type of evaluation</u> :

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.

Bibliography

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