



Universitat de Lleida

DEGREE CURRICULUM  
**PSYCHOPEDAGOGICAL  
INTERVENTION IN TEACHING-  
LEARNING PROCESSES IN ALL  
CONTEXTS**

Coordination: ESCOLAR BAÑERES, MARIA ALBA

Academic year 2021-22

## Subject's general information

<b>Subject name</b>	PSYCHOPEDAGOGICAL INTERVENTION IN TEACHING-LEARNING PROCESSES IN ALL CONTEXTS			
<b>Code</b>	14451			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Master's Degree in Psychopedagogy	1	COMPULSORY	Attendance-based
<b>Course number of credits (ECTS)</b>	7			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	3.5		3.5
	<b>Number of groups</b>	1		1
<b>Coordination</b>	ESCOLAR BAÑERES, MARIA ALBA			
<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
ESCOLAR BAÑERES, MARIA ALBA	alba.escolar@udl.cat	5	
MONCASI FALIP, MARIA DEL CARME	mariacarme.moncasi@udl.cat	1	
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## Learning objectives

### Objectives

1. Recognize the main factors that affect human development: biological, psychological and social
2. Learn about the different theoretical perspectives of the psychology of Education and assess their main contributions to Design and implementation of appropriate educational situations for the construction of knowledge.
3. Distinguish and recognize the identity of different educational contexts, and assess curricular content and continuity between educational stages.
4. Analyze, and recognize activities in the educational context, and assess their suitability for learning and development.
5. Understand the individual differential characteristics of the subjects, and relate them to the appropriate educational conditions to enhance their learning and development.
6. Relate the characteristics (cognitive, communicative, emotional and social, and multiple intelligences) with the curricular content and the Design of Teaching-Learning situations.
7. Understand and analyze the main factors that influence motivation for learning and its dynamics, and design strategies to enhance it.
8. Understand and analyze the cognitive, emotional and psychomotor processes necessary to build deep learning.
9. Recognize the mechanisms of educational influence and design and evaluate situations of interaction between peers that favor the learning of the school.
10. Recognize different functions and processes of educational influence that may be carried out by the teacher or educator, and design and evaluate situations that favor school learning.
11. Know different technological resources in the field of matter, and assess their suitability for teaching-learning processes.
12. Know, use and value different ICT resources for the learning process itself - learning.
13. Use psychoeducational knowledge with objectivity, rigor and critical appraisal.

## Competences

### General competences of the compulsory module

CG1 Integrate the knowledge and advance of the psychopedagogy to its professional activity, with reflective and critical attitude, taking decisions from an analysis of the problems, integrating knowledge and confronting the complexity derived from incomplete information.

CG2 Implicate in the own permanent training, recognizing the critical aspects that must improve the exercise of the profession, acquiring independence and autonomy with a learning, with the responsibility of the own learning and

the development of his habits to maintain and increase the competition professional

CG4 You will also be able to communicate your professional decisions, (and conclusions), the knowledge and the ultimate reasons that must support a specialized offer of audiences without doing any type of specialization, so clearly and adapted to their tasks.

CG5 It will also solve the problems in environments we know or not know, in broader or multidisciplinary contexts, as well as generate innovation and change processes.

CG7 Apply ICT, s in professional practice.

Specific competences of the compulsory module

CE1 Diagnostic to evaluate the educational tasks of people, groups and organizations from different methodologies, instruments and techniques, considering the singularities of the context in which the activity takes place.

CE2 Assess and guide education professionals, as well as partner agents, in the organization, design, implementation and evaluation of processes and experiences of teaching - learning, facilitating the assistance to diversity and encouraging equal opportunities.

CE4 Design, implement and evaluate programs, projects, services and socio-educational practices, in order to respond to the tasks of people, organizations and specific collections.

CE5 Manage, lead and dynamize teams favoring work in collaborative networks with the different socio-educational agents and institutions.

CE7 Motivate for innovation in social and educational intervention, taking into account the results of the research in different fields.

Specific competences of the subject

Specific competences of the subject:

- Know, identify and evaluate the main databases to develop an explanatory scheme for learning processes.
- Know and know how to use the main methods and techniques of evaluation and detection of educational programs, training, problem learning.
- Identify and evaluate the main mechanisms between the modules of the processes of exploitation.
- Train to design and manage educational programs and strategies to respond to the diversity of learning processes and the pace of application of the topics.
- Identify and evaluate the main mechanisms between the two modulation factors of teaching-learning processes: interaction between peers, teacher / teacher interaction and students.
- Design, manage and evaluate educational situations that use the mechanisms of interposition of learning modules to optimize the energy processes of the subjects.
- Know and argue the potentialities of information and communication technologies with mediators and enhancers of the processes of anger-learning.

Be able to design, manage and evaluate educational programs that use ICT. Design, implement and evaluate specific training plans to favor the personal and / or professional development of individuals: definition of training objects, content selection and design of learning, design of methodologies for use and design of educational activities, evaluation.

## Subject contents

### Contents

1. Education, development and learning. Constructivist concept of the I / A. Psychopedagogical intervention in the teaching-learning processes
2. Learning processes and structure, organization and sequencing of contents. Psychological conditioners in the sequencing of the contents.
3. The learning of instructional contents. Learning Models. Learning by association and by restructuring
4. The learning of instructional contents. Episodic, narrative and theoretical knowledge. Relationship between everyday, scholarly, and scientific knowledge. Training / Modification of attitudes ..
5. Motivational processes and learning. Attribution of sense to learning. Components of academic motivation: self-concept, goals, expectations and causal attributions.
6. Motivational processes and learning. Principles for the motivational organization of instruction
7. I / O activities. Characteristics of educational practices. Learn in practice communities.

8. I / O activities. Learning strategies. Methodological and technical resources.
9. Interpersonal conditioning of learning. .Interaction processes and school learning. Educator roles Interaction between peers. Mechanisms of educational influence. From interaction to interactivity.
10. Interpersonal conditioning. Organization and management of educational and interdisciplinary teams
11. Components and intrapersonal factors of the psychoinstructional process: the individual characteristics. Cognitive and intellectual differences: conception, measurement and psychopedagogical intervention. Incidence of affective, relational and personality aspects in the teaching-learning processes. The problem of the adequacy of education to individual characteristics.
12. Components and intrapersonal factors. Models and educational programs for attention to the diversity of learning
13. Analysis, design and evaluation of educational programs.
14. ICTs in the mediation and amplification of learning processes: as a tool for content expansion and as a collaborative knowledge knowledge tool. Analysis, design and evaluation of ICT materials.

## Methodology

### Methodology

Face-to-face activity (includes virtual classes and seminars) (approx 50%)

Synthetic presentation by the teaching staff of the main contents of the subject

Analysis and discussion of specific cases: training plans, teaching-learning activities, attention to learning difficulties, aspects of programming, etc. (Specific classroom practices)

Presentation of reports on educational experiences by the student (Group theoretical work)

Discussions about the contents contributed to the classroom by the teaching staff and students. (Debate)

Tutored activities / supervised projects:

Tutored preparation of the resolution of a specific case of psycho-pedagogical intervention in the teaching-learning processes (Practice Individual advice) (Theoretical work and Design group intervention)

Autonomous activity:

Note book (Readings, experiences, notes ...)

Preparation of reports on the resolution of a specific case of psychopedagogical intervention in the teaching-learning processes. (Individual counseling practice)

## Development plan

Set IPPEA 17/18

1 Disciplina presentation Ps. Education

Concept PE./Technologies develop./Ps. I. system / The teacher

2 Learning: school content. Curriculum aspects

Learning: contents. "Curricular" aspects

3 Learning: network models

Learning: episodic-narrative-theoretical

4 Learning: Actitudinal model

Learning EXHIBITION and forum

Learning: learning appraisals

Motivation system

5 Motivation strategies

Motivation EXHIBITION

Motivation strategies

6 Educational activities

Educational activities

Negotiation and transformation activities: innovation

Activities EXHIBITION

7 Educational activities, community of practice / learning

ADVICE content and motivation

Educational activities, community of practice / learning

8 Educational interactions

INTERACTION EXHIBITION

Differences forum

9 Interaction management: aids, guides, roles ...

Interaction management: aids, guides, roles ...

Differences forum

10 DI personality, gender and sex, social EXPOSITIONS

DI cognitives EXHIBITIONS

DI personality, gender and sex, social EXHIBITIONS

11 ADVICE Activity and Interaction

ADVICE Activity and Interaction

12 ADVICE Activity and Interaction

ADVICE Activity and Interaction

13 Collaborative work & advice

Collaborative work & advice

Collaborative work & advice

Collaborative work

## Evaluation

### EVALUATION

Final note: worth 100 points

**A) Psychopedagogical intervention (ChBL & Collaborative Creativity): 55 points (3-4 people)**

(There is a specific tab and guidelines for theoretical review in Sakai / Recursos)

Introduction: present context & demand intervention, objective and presentation 3p.

Theoretical foundations: Analysis databases and review experiences 5p.

Fundamentals for an I / O model: 10p.

Exhibition model in class: 5p.

Participation in the design of I / O: 10p

Plan implementation Implementation design: 8p.

Referenced Bibliographic References 3p.

Prepare a 3p broadcast document.

Exhibition / workshop in class 5p.

Group evaluation and self-evaluation: 3p.

**B) Application: Advice on an intervention (individual): 30 points**

Video of the advice process 15p.

Context, Objectives and Presentation advice

Exhibition sessions of advice

Reflection and modification alternatives advice

Notes and reflections on the advisory process: 10p.

Commented assessment by the advised person: 5p.

**C) Participation: 15 points**

Note book (Readings, experiences, notes ...).

Experience life experience learning.

Use Sakai tools.

To pass the subject, you must obtain a minimum of 40% in each one of sections A and B.

Indispensable assistance in the collaborative work sessions.

## Bibliography

### Reference manual

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