



1. General information

Course: EDUCATIONAL PSYCHOLOGY

Type: BASIC

Degree: 392 - BACHELOR'S DEGREE IN PRIMARY EDUCATION (AB)

Center: 101 - FACULTY OF EDUCATION IN ALBACETE

Year: 1

Main language: Spanish

Use of additional
languages:

Web site:

Code: 46303

ECTS credits: 6

Academic year: 2021-22

Group(s): 17 18 19 10 13 15 12 16 11

Duration: C2

Second language: English

English Friendly: N

Bilingual: Y

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Lecturer: MARIA LOURDES RUEDA MARTINEZ - Group(s): 17

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2. Pre-Requisites

No previous pre-requisites

3. Justification in the curriculum, relation to other subjects and to the profession

The course unit of Psychology belongs to the basic training of the Degree in Primary Education (Teaching). It consists of the subjects of Developmental Psychology, Educational Psychology and Learning and developmental disorders. This course unit is between the first and second year, in order to establish the basis on which future teachers will be able to understand the characteristics of their students, their evolutionary process, the process of learning from a comprehensive and global perspective, supported by a set of approaches and theories, as well as knowledge management and understanding of the main developmental and learning problems, and attention to diversity and individuality. In this sense, the area of Psychology prepares students for understanding educational situations in different contexts and provides them with knowledge, resources, methods and strategies to efficiently manage teaching and learning processes, contributing to the acquisition and development of the competences that guide the teaching practice.

Through this course, students will learn the most important theoretical conceptions of Educational Psychology and its implications for teaching.

- The course will help students to understand cognitive, affective, motivational, socio-relational, instrumental and environmental aspects related to the teaching-learning situations, transcending the merely institutional school setting to other areas such as family context.

- The overall objective of the course will be that students acquire psychological knowledge, skills and attitudes key to teachers' professional performance in primary education as well as in the field of non-formal education.

- The course prepares for understanding educational situations in different contexts and gives the student resources, methods and strategies for teaching properly.

- Relationship to other subjects: Developmental Psychology in the School Age, Learning and Developmental Disorders, and Teaching-Learning Processes.

4. Degree competences achieved in this course

Course competences

Code	Description
CB03	Be able to gather and process relevant information (usually within their subject area) to give opinions, including reflections on relevant social, scientific or ethical issues.
CG01	Know the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria and didactic knowledge about the corresponding teaching and learning procedures.
CG02	Design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals in the centre.

CG05	Promote coexistence inside and outside the classroom, solve discipline problems and contribute to the peaceful resolution of conflicts. Boost and value pupils' effort, determination and self-discipline.
CG06	Understand how Primary Education schools are organised and how they work. Lead tutoring and counselling sessions with pupils and their families, attending to each pupil's particular educational needs. Assume that teaching practices must constantly improve and be updated to the latest scientific, pedagogic and social changes.
CG07	Collaborate with the different sectors of the education community and social environment. Assume the educational role of teaching practice and promote democratic education for active citizenship.
CG08	Critically and autonomously assess one's own knowledge, values and also those of the state, public and private social institutions.
CG10	Reflect on classroom practice to allow innovation and improvement of the teaching practice. Acquire habits and skills for autonomous and cooperative learning and promote it among pupils.
CG11	Know and apply information and communication technology in the classroom. Select audiovisual information which contributes to learning, civic training and cultural richness.
CT03	Correct oral and written communication.
CT04	Moral obligation and professional ethics.

5. Objectives or Learning Outcomes

Course learning outcomes

Description

Collaborate with other professional specialists to give educational response to diversity and multiculturalism inside and outside the classroom.

Distinguish and analyse the various scientific methodologies applied to education.

Be able to have positive and integrative attitudes to pupils with different personal, social and multicultural experiences.

Acquire emotional and social skills that promote the healthy development of the teaching practice.

Be able to solve conflicts through mediation inside and outside the classroom in collaboration with the teaching staff, educational psychology services and family.

Additional outcomes

6. Units / Contents

Unit 1: Theoretical concepts in educational psychology and practical implications. Variables that influence the development of teaching-learning processes in different educational contexts.

Unit 2: Instructional strategies and methods for effective teaching. Research methods applied to the classroom.

Unit 3: Problem solving, creativity and constructivism.

Unit 4: Development of emotional skills.

Unit 5: Classroom organization and motivation.

Unit 6: Characteristics of a good teacher.

Unit 7: Mediation and conflict resolution inside and outside the classroom: family and teaching staff.

7. Activities, Units/Modules and Methodology

Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description
Class Attendance (theory) [ON-SITE]	Lectures	1.1.1.II.05 1.1.1.II.06 CB03 CG01 CG02 CG05 CT04	1.4	35	Y	N	Explanations given by the professor about central topics related to the subject matter. It aims to develop other competences transversely
Writing of reports or projects [OFF-SITE]	Self-study	CG06 CG07 CG08 CG10 CG11 CT03 CT04	1.64	41	Y	Y	Elaboration of academics papers related to main topics related to the subject matter. It aims to develop other competences transversely
Study and Exam Preparation [OFF-SITE]	Self-study	1.1.1.II.05 1.1.1.II.06 CB03 CG01 CG02 CG05 CT03 CT04	1.76	44	Y	N	It aims to develop other competences transversely
Problem solving and/or case studies [ON-SITE]	Cooperative / Collaborative Learning	CG10 CT04	0.92	23	Y	Y	Case resolution and analysis related to the subject matter. It aims to develop other competences transversely
Final test [ON-SITE]	Assessment tests	CB03 CG08 CT03	0.08	2	Y	Y	The exam will be made up of true-or-false, multiple choice and short answer questions.
Analysis of articles and reviews [OFF-SITE]		1.1.1.II.05 CB03 CG02 CG08 CG11 CT04	0.2	5	Y	N	Reading and summarizing main ideas related to the topic. It aims to develop other competences transversely
Total:			6	150			
Total credits of in-class work: 2.4			Total class time hours: 60				
Total credits of out of class work: 3.6			Total hours of out of class work: 90				

As: Assessable training activity

Com: Training activity of compulsory overcoming (It will be essential to overcome both continuous and non-continuous assessment).

8. Evaluation criteria and Grading System

Evaluation System	Continuous	Non-continuous	Description
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	assessment	evaluation*	
Assessment of problem solving and/or case studies	40.00%	40.00%	The ability to analyze, expose content and creativity will be positively valued
Final test	60.00%	60.00%	The exam will have true or false questions, multiple choice questions and short answer questions.
Total:	100.00%	100.00%	

According to art. 4 of the UCLM Student Evaluation Regulations, it must be provided to students who cannot regularly attend face-to-face training activities the passing of the subject, having the right (art. 12.2) to be globally graded, in 2 annual calls per subject, an ordinary and an extraordinary one (evaluating 100% of the competences).

Evaluation criteria for the final exam:

Continuous assessment:

To pass the subject it is necessary to meet the following two conditions: 1) approve the practical part composed of the working its presentation, to be done during the course (students need to get at least 1,6 points out of 4), and 2) pass the final theoretical exam (at least 2,4 out of 6 points).

The practical activities carried out during the academic year will be mandatory and not rescheduled (they must be done during the academic semester and within the indicated periods)

VERY IMPORTANT: For every mistake of those included in the „List of mistakes to avoid“ (see Moodle), the student will miss 0.2 marks in the corresponding activity/test/presentation/exam up to a maximum of 1.6 marks (8 mistakes). If the mistake is repeated, the repetition(s) will be also penalized.

Non-continuous evaluation:

- Students who, for specific reasons, cannot attend classes continuously: To pass the subject, the following two conditions must be met: 1) pass an oral presentation (at least 1,2 points out of 3) and 2) pass a final theoretical-practical exam (up to 7 points, at least 2,8)

VERY IMPORTANT: For every mistake of those included in the „List of mistakes to avoid“ (see Moodle), the student will miss 0.2 marks in the corresponding activity/test/presentation/exam up to a maximum of 1.6 marks (8 mistakes). If the mistake is repeated, the repetition(s) will be also penalized.

Specifications for the resit/retake exam:

The marks in the practical part will be kept for the extraordinary call in the same academic year

Specifications for the second resit / retake exam:

This test will be done on the date established in the official exam calendar and will consist of a test with a value of 100% of the final grade.

9. Assignments, course calendar and important dates	
Not related to the syllabus/contents	
Hours	hours
Unit 1 (de 7): Theoretical concepts in educational psychology and practical implications. Variables that influence the development of teaching-learning processes in different educational contexts.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	5
Writing of reports or projects [AUTÓNOMA][Self-study]	5
Study and Exam Preparation [AUTÓNOMA][Self-study]	5
Problem solving and/or case studies [PRESENCIAL][Cooperative / Collaborative Learning]	3
Unit 2 (de 7): Instructional strategies and methods for effective teaching. Research methods applied to the classroom.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	5
Writing of reports or projects [AUTÓNOMA][Self-study]	5
Study and Exam Preparation [AUTÓNOMA][Self-study]	5
Problem solving and/or case studies [PRESENCIAL][Cooperative / Collaborative Learning]	3
Unit 3 (de 7): Problem solving, creativity and constructivism.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	5
Writing of reports or projects [AUTÓNOMA][Self-study]	5
Study and Exam Preparation [AUTÓNOMA][Self-study]	5
Problem solving and/or case studies [PRESENCIAL][Cooperative / Collaborative Learning]	3
Unit 4 (de 7): Development of emotional skills.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	5
Writing of reports or projects [AUTÓNOMA][Self-study]	5
Study and Exam Preparation [AUTÓNOMA][Self-study]	5
Problem solving and/or case studies [PRESENCIAL][Cooperative / Collaborative Learning]	3
Analysis of articles and reviews [AUTÓNOMA][Self-study]	1
Unit 5 (de 7): Classroom organization and motivation.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	5
Writing of reports or projects [AUTÓNOMA][Self-study]	5
Study and Exam Preparation [AUTÓNOMA][Self-study]	5
Problem solving and/or case studies [PRESENCIAL][Cooperative / Collaborative Learning]	3
Analysis of articles and reviews [AUTÓNOMA][Self-study]	1
Unit 6 (de 7): Characteristics of a good teacher.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	5
Writing of reports or projects [AUTÓNOMA][Self-study]	8
Study and Exam Preparation [AUTÓNOMA][Self-study]	9.5

Problem solving and/or case studies [PRESENCIAL][Cooperative / Collaborative Learning]	4
Analysis of articles and reviews [AUTÓNOMA][1.5
Unit 7 (de 7): Mediation and conflict resolution inside and outside the classroom: family and teaching staff.	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	5
Writing of reports or projects [AUTÓNOMA][Self-study]	8
Study and Exam Preparation [AUTÓNOMA][Self-study]	9.5
Problem solving and/or case studies [PRESENCIAL][Cooperative / Collaborative Learning]	4
Final test [PRESENCIAL][Assessment tests]	2
Analysis of articles and reviews [AUTÓNOMA][1.5
Global activity	
Activities	hours
Study and Exam Preparation [AUTÓNOMA][Self-study]	44
Writing of reports or projects [AUTÓNOMA][Self-study]	41
Problem solving and/or case studies [PRESENCIAL][Cooperative / Collaborative Learning]	23
Final test [PRESENCIAL][Assessment tests]	2
Analysis of articles and reviews [AUTÓNOMA][5
Class Attendance (theory) [PRESENCIAL][Lectures]	35
Total horas: 150	

10. Bibliography and Sources						
Author(s)	Title/Link	Publishing house	Citv	ISBN	Year	Description
Greer, R.D.	Designing teaching strategies: an applied behavior analysis systems approach	Academic Press			2002	
Moran, D.J. & Malott, R.W.	Evidence-Based educational methods	Academic Press			2004	
CCS	Psicología de la Educación para una enseñanza práctica	González-Pérez, J	Madrid		2010	
CEPE	Aprender a aprender: un enfoque aplicado	Álvarez, L González et al	Madrid		2008	
McGraw Hill	Psicología de la Educación	Santrock, J. W.	Madrid		2012	
Pearson Prentice Hall	Motivación en contextos educativos	Printrich, P. R.	Madrid		2006	
Pearson Prentice Hall	Motivación en contextos educativos	Printrich, P. R.	Madrid		2006	
Pearson/Educación	Psicología Educativa	Woolfolk, A. E.	Madrid		2010	
Pirámide	Prácticas de Psicología de la Educación: Evaluación e Intervención	Álvarez, L González et al	Madrid		2007	
Publicaciones de la Universidad Jaume I, Servei	Psicología de la Educación e Instrucción	Doménech, F	Castellón		2007	
Santrock, J.	educational psychology, 6th edition	McGraw Hill			2017	
Vargas, J.S.	Behavior Analysis for Effective Teaching	Rotulledge			2013	
Petty, G.	Evidence-based teaching: a practical approach	Nelson Thornes Ltd.			2009	