



# UNIVERSIDAD DE CASTILLA - LA MANCHA

## GUÍA DOCENTE

### 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:** 2023-24

**Group(s):** 17 18 19 15

**Duration:** C2

**Second language:** English

**English Friendly:** N

**Bilingual:** Y

Lecturer: AGUSTIN GOMEZ TOSTON SALAZAR LOPEZ - Group(s): 19				
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1.20	PSICOLOGÍA		Agustin.GLopez@uclm.es	Information hours and place of the tutoring will be included in Virtual Campus and on the Notice Board of the corresponding Department.
Lecturer: YUXA ELVIRA MAYA LÓPEZ - Group(s): 15				
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Lecturer: RAFAEL MORON GASPAR - Group(s): 18				
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Lecturer: MARTA PARRA DELGADO - Group(s): 19				
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Lecturer: MARIA LOURDES RUEDA MARTINEZ - Group(s): 17				
Building/Office	Department	Phone number	Email	Office hours
Edificio Simón Abril (Pl. de la Universidad, 3)	PSICOLOGÍA	967599200	Lourdes.Rueda@uclm.es	Information hours and place of the tutoring will be included in Virtual Campus and on the Notice Board of the corresponding Department.

### 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

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

Distinguish and analyse the various scientific methodologies applied to education.

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

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.

### Additional outcomes

Learn about different teaching methodologies that facilitate comprehensive development: project learning, workshops, dialogical debates, learning communities, service learning, active learning...

## 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	CB03 CG01 CG02 CG05	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	At the end of the semester, students must submit a portfolio or dossier with the work done during the course. Its extension and characteristics will be indicated on the subject's website. The portfolio can be recovered in the next call if necessary.
Study and Exam Preparation [OFF-SITE]	Self-study	CB03 CG01 CG02 CG05	1.76	44	Y	N	Autonomous work of the student in the tests study and preparation.
Problem solving and/or case studies [ON-SITE]	Cooperative / Collaborative Learning	CG10 CT04	0.92	23	Y	Y	Practices inside and outside the classroom. Cooperative work. Follow-up in tutorials. Team work. These activities may be recoverable in the next call. A maximum of 0.6 points (6% of the total mark) may be obtained. It is mandatory that the student pass this section in order to add other marks.
							Oral or written test and practical work. These tests may be recovered in the next call. The test will be a multiple choice test. A maximum of 6

Final test [ON-SITE]	Assessment tests	CB03	0.08	2	Y	Y	points (60% of the total mark) can be obtained. It is mandatory that the student pass this section with a minimum of 2.4 points (out of 6) to be able to add the rest of the marks in other tests.
Analysis of articles and reviews [OFF-SITE]	Self-study	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
<b>Total:</b>			<b>6</b>	<b>150</b>			
<b>Total credits of in-class work: 2.4</b>				<b>Total class time hours: 60</b>			
<b>Total credits of out of class work: 3.6</b>				<b>Total hours of out of class work: 90</b>			

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 assessment	Non-continuous evaluation*	Description
Assessment of problem solving and/or case studies	10.00%	10.00%	The ability to apply theoretical content to practical issues.
Theoretical papers assessment	30.00%	30.00%	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.
<b>Total:</b>	<b>100.00%</b>	<b>100.00%</b>	

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 paper, its presentation and other activities 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).

It is essential to obtain a minimum of 40% (4 out of 10) in the compulsory evaluable training activities to make the average between training activities applicable. To pass the subject the student must obtain a minimum mark of 5 out of 10.

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.

If a fraudulent practice is detected in the evaluation test carried out by a student, the exam will result into failure, with a final grade of zero (0) in the corresponding subject.

The detection by the teacher that an assignment, essay or similar test has not been prepared by the student will result in a numerical grade of zero (0) both in the tests and in the subject in which it has been detected, regardless of the rest of the grades obtained by the student.

(See Article 8 of the UCLM Student Assessment Regulations).

##### Non-continuous evaluation:

- Students who, for specific reasons, cannot complete more than 50% of activities during the semester: 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)

It is essential to obtain a minimum of 40% (4 out of 10) in the compulsory evaluable training activities to make the average between training activities applicable. To pass the subject the student must obtain a minimum mark of 5 out of 10.

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.

If a fraudulent practice is detected in the evaluation test carried out by a student, the exam will result into failure, with a final grade of zero (0) in the corresponding subject.

The detection by the teacher that an assignment, essay or similar test has not been prepared by the student will result in a numerical grade of zero (0) both in the tests and in the subject in which it has been detected, regardless of the rest of the grades obtained by the student.

(See Article 8 of the UCLM Student Assessment Regulations).

#### Specifications for the resit/retake exam:

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

It is essential to obtain a minimum of 40% (4 out of 10) in the compulsory evaluable training activities to make the average between training activities applicable. To pass the subject the student must obtain a minimum mark of 5 out of 10.

The detection by the teacher that an assignment, essay or similar test has not been prepared by the student will result in a numerical grade of zero (0) both in the tests and in the subject in which it has been detected, regardless of the rest of the grades obtained by the student.

(See Article 8 of the UCLM Student Assessment Regulations).

#### 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.

It is essential to obtain a minimum of 40% (4 out of 10) in the compulsory evaluable training activities to make the average between training activities applicable. To pass the subject the student must obtain a minimum mark of 5 out of 10.

The detection by the teacher that an assignment, essay or similar test has not been prepared by the student will result in a numerical grade of zero (0) both in the tests and in the subject in which it has been detected, regardless of the rest of the grades obtained by the student.

(See Article 8 of the UCLM Student Assessment Regulations).

9. Assignments, course calendar and important dates	
Not related to the syllabus/contents	
Hours	hours
<b>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.</b>	
<b>Activities</b>	<b>Hours</b>
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
<b>Unit 2 (de 7): Instructional strategies and methods for effective teaching. Research methods applied to the classroom.</b>	
<b>Activities</b>	<b>Hours</b>
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
<b>Unit 3 (de 7): Problem solving, creativity and constructivism.</b>	
<b>Activities</b>	<b>Hours</b>
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
<b>Unit 4 (de 7): Development of emotional skills.</b>	
<b>Activities</b>	<b>Hours</b>
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
<b>Unit 5 (de 7): Classroom organization and motivation.</b>	
<b>Activities</b>	<b>Hours</b>
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
<b>Unit 6 (de 7): Characteristics of a good teacher.</b>	
<b>Activities</b>	<b>Hours</b>
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][Self-study]	1.5
<b>Unit 7 (de 7): Mediation and conflict resolution inside and outside the classroom: family and teaching staff.</b>	
<b>Activities</b>	<b>Hours</b>
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][Self-study]	1.5
<b>Global activity</b>	
<b>Activities</b>	<b>hours</b>
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][Self-study]	5
Class Attendance (theory) [PRESENCIAL][Lectures]	35
<b>Total horas: 150</b>	

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	Academic Press			2004	

CCS	Psychology of Education for practical teaching	González-Pérez, J	Madrid	2010
CEPE	Learning to learn: an applied approach	Álvarez, L González et al	Madrid	2008
McGraw Hill	Psychology of Education	Santrock, J. W.	Madrid	2012
Pearson Prentice Hall	Motivation in educational contexts	Printrich, P. R.	Madrid	2006
Pearson/Educación	Educational Psychology	Woolfolk, A. E.	Madrid	2010
Pirámide	Practical Psychology of Education: Evaluation and Intervention	Álvarez, L González et al	Madrid	2007
Publicaciones de la Universidad Jaume I, Servei	Psychology of Education and Instruction	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