



## Information about the subject

**Degree:** Bachelor of Arts Degree in Primary School Education

**Faculty:** Faculty of Teacher Training and Education Sciences

**Code:** 1161105 **Name:** Psychology of Education

**Credits:** 6,00 **ECTS Year:** 1 **Semester:** 2

**Module:** Learning and development of the personality

**Subject Matter:** Psychology **Type:** Basic Formation

**Field of knowledge:** Social and Legal Science

**Department:** Inclusive Education and Socio-Community Development

**Type of learning:** Classroom-based learning / Online

**Languages in which it is taught:** Spanish

### Lecturer/-s:

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## Module organization

### Learning and development of the personality

Subject Matter	ECTS	Subject	ECTS	Year/semester
Psychology	24,00	Care of Students with Needs of Educational Support	6,00	2/2
		Developmental Psychology	6,00	1/1
		Psychology of Education	6,00	1/2
		Specific Needs of Educational Support	6,00	2/1

## Recommended knowledge

None

## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 The student analyzes, from different theoretical perspectives, the process of school learning in relation to the factors that influence it and the psychological characteristics of the child.
- R2 The student identifies, through practical cases, the educational implications of each theoretical model of school learning.
- R3 The student optimizes the influence of intrapersonal factors on school learning.
- R4 The student optimizes the influence of interpersonal factors on school learning: teacher-student interaction and interaction among peers.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
CG2	Design, plan, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the school.		X		
CG5	Promote a positive coexistence inside and outside of the classroom, resolve discipline issues, and contribute to peaceful resolution of conflicts. Encourage and value effort, perseverance, and personal discipline in students.			X	
CG6	Know the organization of primary education schools and the diversity of actions involved in their functioning. Perform tutoring and orientation with students and their families, addressing the singular educational needs of the students. Recognize that the exercise of the teaching function must go on improving and adapting to the scientific, pedagogical, and social changes throughout life.		X		
CG7	Know the organization of primary education schools and the diversity of actions involved in their functioning. Perform tutoring and orientation with students and their families, addressing the singular educational needs of the students. Recognize that the exercise of the teaching function must go on improving and adapting to the scientific, pedagogical, and social changes throughout life.			X	
CG8	Maintain a critical and autonomous relationship with knowledge, values, and public and private social institutions.			X	
CG12	Understand the function, possibilities, and the limits of education in today's society and the fundamental competencies that affect primary education schools and their professionals. Know the models of quality improvement applied to educational institutions.			X	
SPECIFIC		Weighting			
		1	2	3	4



CE1	Understand learning processes related to the 6-12 age group in the family, social, and school context.				X
CE2	Know the characteristics of these students, as well as the features of their motivational and social contexts.				X
CE10	Address and resolve discipline problems.				X
CE73	Understand the repercussions that cognitive, physical, and sensory difficulties can have during the school age.				X



## Assessment system for the acquisition of competencies and grading system

### In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	10,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
R1, R2, R3, R4	20,00%	Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works).
R1, R2, R3, R4	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2, R3, R4	20,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R2, R3, R4	40,00%	Written tests: Objective tests with short and extended responses.
R1, R2, R3, R4	0,00%	Projects. Development and/or design works.

### Observations

· To pass the subject, it will be essential to obtain a score equal to or greater than 5 out of 10 in the objective test. Fulfilling this requirement, the qualifications in the rest of the evaluation instruments will be considered.

· All the evidence of the different works carried out by the students will be delivered through the Virtual Platform in the time and manner established by the teacher of the subject.

· Criteria for granting Honors: The Honors, as a sign of academic exceptionality, will be awarded to the student who, in addition to obtaining a maximum grade in the above criteria, considers the teacher to be deserving of such distinction.

· In order to pass the subject, it is necessary to demonstrate in all oral and written productions an advanced level of language proficiency, equivalent to C1, as required in the official report of the title. Consequently, each spelling error will be penalized in assignments and exams with 0.50 points. Three missing tildes will equal a misspelling.



## Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	40,00%	Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development
R1, R2, R3, R4	10,00%	Solution of practical cases: Performance tests of real and/or simulated tasks.
R1, R2, R3, R4	20,00%	Exposición oral de trabajos grupales e individuales: sistemas de autoevaluación (oral, escrita, individual, en grupo). Pruebas orales (individual, en grupo, presentación de temas-trabajos)
R1, R2, R3, R4	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2, R3, R4	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R2, R3, R4	10,00%	Projects. Development and/or design works.

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## CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1	Participatory Master Class
M2	Case Study
M4	Learning Contracts
M5	Seminar Work
M7	Cooperative/Collaborative Work
M9	Group and Individual Tutoring
M10	Individual Tutoring
M11	Participatory Master Class
M12	Case Study
M13	Seminar Work



- M16 Learning Contracts
- M18 Cooperative/Collaborative Work
- M19 Individual Tutoring
- M20 Group and Individual Tutoring







## IN-CLASS LEARNING

### IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Group Work Presentation M5, M7	R1, R2, R3, R4	3,75	0,15
Theoretical Class M1, M2	R1, R2, R3, R4	31,25	1,25
Practical Class M2, M5	R1, R2, R3, R4	12,50	0,50
Seminar M2, M5	R1, R2, R3, R4	6,25	0,25
Tutoring M9, M10	R1, R2, R3, R4	3,75	0,15
Evaluation M4	R1, R2, R3, R4	2,50	0,10
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

### LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M2, M9	R1, R2, R3, R4	30,00	1,20
Individual work M10	R1, R2, R3, R4	60,00	2,40
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## ON-LINE LEARNING

### SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11, M12	R1, R2, R3, R4	31,25	1,25
Practical class (e-learning mode) M12, M13, M18, M20	R1, R2, R3, R4	3,75	0,15
Seminar (e-learning mode) M13	R1, R2, R3, R4	6,25	0,25
Individual tutoring (e-learning mode) M19	R1, R2, R3, R4	16,25	0,65
Evaluation (e-learning mode) M16	R1, R2, R3, R4	2,50	0,10
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

### ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M16	R1, R2, R3, R4	60,00	2,40
Group Work (e-learning mode) M18	R1, R2, R3, R4	3,75	0,15
Discussion Forums (e-learning mode) M18, M20	R1, R2, R3, R4	3,75	0,15
Asynchronous Tutoring (e-learning mode) M19	R1, R2, R3, R4	22,50	0,90
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
GUIDE I. Educational Psychology: conceptual, theoretical and methodological aspects.	Content 1. Educational psychology: definition, object and method of study. Content 2. Basic foundations of research in Educational Psychology: definition, object and method of study. Psychology of Education.
GUIDE II. Theories and models of teaching and learning.	Content 3. Behavioural theories Content 4. Piaget's cognitive theory. Content 5. Cognitive-contextual theories.
GUIDE III. Intrapersonal aspects that influence learning.	Content 6. Cognitive processes Content 7. Personality Content 8. Motivation Content 9. Intelligence, Styles and Strategies
GUIDE IV. Interpersonal and contextual aspects that influence learning.	Content 10. Interpersonal relationships in the learning context. context.



## Temporary organization of learning:

Block of content	Number of sessions	Hours
GUIDE I. Educational Psychology: conceptual, theoretical and methodological aspects.	5,00	10,00
GUIDE II. Theories and models of teaching and learning.	7,00	14,00
GUIDE III. Intrapersonal aspects that influence learning.	11,00	22,00
GUIDE IV. Interpersonal and contextual aspects that influence learning.	7,00	14,00



## References

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