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## **INTRODUCTION**

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This module offers you the opportunity to carry out and write up a customized psycho-educational report for a real student under the professional supervision of the module tutor. This report will be given both to your tutor and to the student you have been assessing and counseling. Most psychology students find that this module involves some of the more rewarding and personally engaging activities that they undertake during their university experience. It is the opportunity to put into practice all the skills and knowledge you have been developing throughout your previous courses.

As an approximate guide, a total of 300 hours' work should be done for this module, including classes' attendance, personal study, and the writing of the report.

## **AIM**

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This module aims to give the students the opportunity to develop knowledge on learning and individual differences and to apply this to a specific student with the purpose of facilitating his or her knowledge-acquisition process.

## **LANGUAGE OF THE COURSE**

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The language of the course will be English for teacher presentations, exams, and readings. Students will be encouraged to speak in English during the class sessions and when presenting the topic they are responsible for. However, other languages will be allowed for normal communication both in class or in tutorials.

## **LEARNING OUTCOMES AND TRANSFERABLE SKILLS**

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On successful completion of the module, students will have been enabled to:

- Read and study recent journal articles on differentiated instruction and learning and individual differences; provide a critical evaluation of these; make suggestions for further research in educational psychology.

- Through oral presentations, exhibit their knowledge of learning and individual differences, as well as suggest practical activities in order to improve their classmates' learning process.
- Write short class assignments summarizing specific topics related to counseling and assessing educational psychology.
- Write a psycho-educational report on a real student, deliver this to him or to her, and make suggestions for the upgrading of his or her learning.

## **CONTENT**

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The module content is formed by a range of representative current topics on teaching, learning, and counseling educational psychology, such as:

1. Intelligence.
2. Personality.
3. Extraversion.
4. Motivation.
5. Procrastination.
6. Perfectionism.
7. Gender.

## **TEACHING FORMAT**

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The module is scheduled in 15 x 2 week seminar sessions involving lectures, presentations, discussion, tutorials and practical exercises based around the theoretical and methodological issues of learning, individual differences, differentiated instruction, and counseling educational psychology.

On the first day of the weekly sessions (Wednesdays), the tutor will suggest a class assignment related to the reading scheduled for that week's sessions. On the second day (Thursdays), a group of 2 or 3 students will lead a theoretical presentation and a discussion of the proposed article. The students in charge will be encouraged to present videos, games, and other learning activities in order to help their classmates develop a more applied and practical view of the topic.

## **ASSESSMENT**

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Students are required to:

1. Write assignments based on the articles scheduled for the class sessions (25%).

2. Prepare and lead a weekly theoretical and practical assignment on one of the programmed topics (25%).
3. Answer a multiple-choice exercise on all the content presented and discussed in class sessions (25%).
4. Write a final psycho-educational report on another student, containing the following sections (25%):
  - \* *Introduction*, outlining the general aims of psychological assessment and counseling, the importance of individual differences in learning, and the specific purposes of this custom-made report.
  - \* *Method*, presenting the psychological instruments (one interview and one psychological questionnaire, AT LEAST) and the procedure used to assess the student.
  - \* *Results*, presenting the results found and explaining their meaning so that this can be fully understood by the assessed student (he or she can be either a high school or college student but CANNOT be a Psychology student).
  - \* *Counseling*, including suggestions for the student to enhance his or her knowledge acquisition. Such suggestions MUST be justified in relation to the results presented in the previous section.
  - \* *Devolution*, indicating what occurred when the Psychology undergraduate presented the report to his or her student, and what recommendations for change have been made for future psycho-educational processes and written reports.
  - \* *References*, with bibliographic and web references.
  - \* *Appendix*, including the guide used in the interview and a copy of the questionnaires with the student's answers.

## **ATTENDANCE AND PARTICIPATION**

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Students are expected to attend all the class sessions, prepare and write the assignments, lead one of the weekly topics, participate actively in all sessions, and sit the examination. The class assignments, multiple-choice exercise and written report are aimed at assessing the information and knowledge developed throughout the class sessions. If a particular student is unable to attend regularly for any reason, he or she should make every effort to notify the module leader of this problem *in advance*, as it will be necessary to provide this student with an alternative form of assessment.

## **READING**

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Students are expected to read the material planned and set out in the class schedule. This will usually entail 7 articles related to counseling educational psychology and learning and individual differences. Students should be prepared to summarize, discuss and raise questions relating to the reading in each class session. All the readings can be

downloaded from the UAB library website using a student password and number. Students are asked to bring a printed copy of the article in question to each class session.

## **INTRODUCTORY AND GENERAL CONSULTATION TEXTS**

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- Fairhurst, A. M., & Fairhurst, L. L. (1995). *Effective teaching, effective learning*. Palo Alto, CA, US: Davies-Black Publishing.
- Fullan, M., Hill, P., & Cr  vola, C. (2006). *Breakthrough*. Thousand Oaks, CA, US: Corwin Press.
- Gayle, G., & Chapman, C. (2007). *Differentiated instructional strategies: One size doesn't fit all*. Thousand Oaks, CA, US: Corwin Press, Second Edition.
- Kise, J.A.G. (2006). *Differentiation through personality types*. Thousand Oaks, CA, US: Corwin Press.
- Rief, S.F., & Heimburge, J.A. (2006). *How to reach and teach all children in the inclusive classroom: Practical strategies, lessons, and activities*. San Francisco, CA, US: Jossey-Bass, Second Edition.
- Tieger, P. D., & Barron-Tieger, B. (2001). *Do what you are: Discover the perfect career for you through the secrets of personality type. Revised and updated edition featuring e-careers for the 21st century*. London, UK: Little, Brown and Company, Third Edition.
- Tomlison, C. A., & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design (Connecting content and kids)*. Alexandria, VA, US: Association for Supervision and Curriculum Development, ASCD.

## CLASS SCHEDULE

Date	Topic	Reading	Students Responsible
Week 1 26-27 Sep	Learning and individual differences.	Please come to the first class with a printed copy of this paper. Think of a topic from the following list of 7 articles that you would like to be responsible for.	Tutor
Week 2 3-4 Oct	1. Intelligence.	Laidra, K., Pullman, H., & Allik, J. (2007). Personality and intelligence as predictors of academic achievement: A cross-sectional study from elementary to secondary school. <i>Personality and Individual Differences</i> , 42, 441-451.	
Week 3 10-11 Oct	2. Personality.	Conard, M. A., (2006). Aptitude is not enough: How personality and behavior predict academic performance. <i>Journal of Research in Personality</i> , 40, 339-346.	
Week 4 17-18 Oct	3. Extraversion.	Cox-Fuenzalida, L. E., Angie, A., Holloway, S., & Sohl, L. (2006). Extraversion and task performance: A fresh look through the workload history lens. <i>Journal of Research in Personality</i> , 40, 432-439.	
Week 5 24-25 Oct	4. Motivation.	Okun, M. A., Fairholme, C., Karoly, P., Ruehlman, L. S., & Newton, C. (2006). Academic goals, goal process cognition, and exam performance among college students. <i>Learning and Individual Differences</i> , 16, 255-265.	
Week 6 31 Oct	How to write a psycho-educational report.	-	Tutor
Week 7 7 Nov	Tutorial	-	Tutor
Week 8 14-15 Nov	5. Procrastination.	Howell, A. J., & Watson, D. C. (2007). Procrastination: Associations with achievement goal orientation and learning strategies. <i>Personality and Individual Differences</i> , 43, 167-178.	
Week 9 21-22 Nov	6. Perfectionism.	Stoeber, J., & Rambow, A. (2007). Perfectionism in adolescent school students: Relations with motivation, achievement, and well-being. <i>Personality and Individual Differences</i> , 42, 1379-1389.	
Week 10 28-29 Nov	7. Gender.	Moè, A., & Pazzaglia, F. (2006). Following the instructions! Effects of gender beliefs in mental rotation. <i>Learning and Individual Differences</i> , 16, 369-377.	
Week 11 5 Dec	Tutorial	-	Tutor
Week 12 12-13 Dec	<b>EXAM</b> multiple choice	EXAM on Wednesday 12 13:00	Tutor
Week 13 19-20 Dec	Tutorial	-	Tutor
Week 14 9-10 Jan	Tutorial	-	Tutor
Week 15 16-17 Jan	<b>WRITTEN REPORT</b>	<b>DEADLINE → Thursday 17 January 14:00</b>	Tutor