

**Regarding the matriculation, this module refers to
26957 INTERVENCIÓ PSICOPEDAGÒGICA mòdul 20**

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INTRODUCTION

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 200 hours' work should be done for this module, including classes' attendance, personal study, and the writing of the report.

AIM

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

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 and in tutorials.

LEARNING OUTCOMES AND TRANSFERABLE SKILLS

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 leaning 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

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. Motivation.
4. Performance.
5. Learning approach.
6. Career.
7. Procrastination.
8. Cheating.

TEACHING FORMAT

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), 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. On the second day (Thursdays), the tutor will suggest a class assignment related to the

reading scheduled for that week's sessions, and will ask questions and suggest learning activities about the content of the article.

ASSESSMENT

Only continuous assessment is possible in this module. 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 (25%), which should contain the following sections (please write the heading for each section):
 - * **Introduction.** Outline the general aims of psychological assessment and counseling, the importance of individual differences in learning, and state the specific purposes of this custom-made psycho-educational report.
 - * **Method.** Present and briefly describe the psychological instruments (AT LEAST one interview and two psychological questionnaires) used to gather information about the student.
 - * **Results:**
 - ↔ Summarize the main information from the psychological interview.
 - ↔ Present the results of the questionnaires in a table or a graph and explain their meaning so that they can be fully understood by the assessed student (remember that he or she can be either a high school or a college student but CANNOT be a Psychology student. So, please explain the results carefully).
 - * **Satisfactory areas.** Summarize the cognitive abilities and positive emotional features the student has already developed and connect them to his or her past and present academic achievement.
 - * **Areas for improvement.** Summarize the student's learning acquisition problems. Select two or three main points you want to address.
 - * **Counseling.** Give your recommendations for improving both the student's academic learning and his or her general school satisfaction level. Include suggestions for the student to enhance his or her knowledge acquisition. Remember that such suggestions MUST be justified in relation to the results presented in the previous sections.
 - * **Devolution:**
 - ↔ Describe what occurred when you presented the report to your student, what his or her reaction was and what he or she thinks about the report.
 - ↔ Explain how you felt when doing this class assignment; ask yourself if you will be comfortable working as a psychologist.
 - ↔ Specify what changes you should make to improve future psychological assessments and written reports.

- * **References.** Write the bibliographic and web references following this pattern:
 - ↔ Books: Fullan, M., Hill, P., & Crévola, C. (2006). *Breakthrough*. Thousand Oaks, CA, US: Corwin Press.
 - ↔ Articles: Conard, M. A., (2006). Aptitude is not enough: How personality and behavior predict academic performance. *Journal of Research in Personality*, 40, 339-346.
 - ↔ Websites: UAB (2008).
<http://www.uab.cat/servlet/Satellite?cid=1086256916816&pagename=UAB/Page/TemplateHomeUAB>.
- * **Appendix.** Include, AT LEAST, the guide used in the interview and a copy of the questionnaires with the student's answers.

ATTENDANCE AND PARTICIPATION

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

Students are expected to read the material planned and set out in the class schedule. This will usually entail 8 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 (“Biblioteca”, “Bases de dades”, “Psycinfo”) 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

- Anderman, E. M. & Murdock, T. B. (2007). *Psychology of academic cheating*. London, UK: Elsevier Academic Press. [Humanitats: 159.922 Psy](#)
- Fairhurst, A. M., & Fairhurst, L. L. (1995). *Effective teaching, effective learning*. Palo Alto, CA, US: Davies-Black Publishing. [Humanitats: 159.953 Fai](#)
- Fullan, M., Hill, P., & Crévola, C. (2006). *Breakthrough*. Thousand Oaks, CA, US: Corwin Press. [Humanitats: 37.014.3 Ful](#)
- Gayle, G., & Chapman, C. (2007). *Differentiated instructional strategies: One size doesn't fit all*. Thousand Oaks, CA, US: Corwin Press, Second Edition. [Humanitats: 371.311.1 Gre](#)

- Kise, J.A.G. (2006). *Differentiation through personality types*. Thousand Oaks, CA, US: Corwin Press. [Humanitats: 159.923.4 Kis](#)
- 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. [Humanitats: 376.7 Rie](#)
- 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. [Humanitats: 37.048.4 Tie](#)
- 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

This class schedule will be updated often so look at the Campus virtual and download each new version.

Date	Topics & Readings	Leader
Week 1 1-2 Oct	Please come to the first class with a printed copy of this syllabus and read it before coming. Think of a topic from the following list of articles that you would like to be responsible for.	Tutor
Week 2 8-9 Oct	Reading 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.	Tutor
Week 3 15-16 Oct	Reading 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 22-23 Oct	Reading 3. Motivation. Bipp, T., Steinmayr, R., & Spinath, B. (2008). Personality and achievement motivation: Relationship among Big Five domain and facet scales, achievement goals, and intelligence. <i>Personality and Individual Differences</i> , 44, 1454-1464.	
Week 5 29-30 Oct	Reading 4. Performance. Sideridis, G. D. (2008). Feeling obliged to “Do Well” or “Not to Fail”? The distinction between approach and avoidance dimensions of oughts. <i>Learning and Individual Differences</i> , 18, 176-186.	
Week 6 5 Nov	How to write a psycho-educational report.	Tutor
Week 7 12-13 Nov	Reading 5. Learning Approach. Rollnick, M., Davidowitz, B., Keane, M., Bapoo, A., & Magadla, L. (2008). Students’ learning approach profiles in relation to their university experience and success. <i>Teaching in Higher Education</i> , 13, 29-42.	
Week 8 19-20 Nov	Reading week.	-
Week 9 26-27 Nov	Reading 6. Career. Patton, W., & Creed, P. (2007). The relationship between career variables and occupational aspirations and expectations for Australian High School adolescents. <i>Journal of Career Development</i> , 34, 127-148.	
Week 10 3-4 Dec	Reading 7. Procrastination. Moon, S., & Illingworth, A. J. (2005). Exploring the dynamic nature of procrastination: A latent growth curve analysis of academic procrastination. <i>Personality and Individual Differences</i> , 38, 297-309.	
Week 11 10-11 Dec	Reading 8. Cheating. Devlin, M., & Gray, K. (2007). In their own words: A qualitative study of the reasons Australian university students plagiarize. <i>Higher Education Research and Development</i> , 26, 181-198.	
Week 12 17-18 Dec	in class multiple choice EXAM on Wednesday 17 at 12:30 am	Tutor
Week 13 7-8 Jan	Tutorial	Tutor
Week 14 14-15 Jan	WRITTEN REPORT Final deadline on Thursday 17 January at 14:00	Tutor

Wednesdays
Thursdays

Students’ presentation.
Reading conclusions, assignments, and exam questions.

Students Responsible 1. 2. 3.	Topic
	Date

Circle the points. This presentation...	Strongly agree	Agree	Disagree	Strongly disagree
is a good summary of the article's content.	2	1	½	0
is easy to understand.	2	1	½	0
poses interesting questions about the article's content.	2	1	½	0
uses good and original resources (examples, videos, games...).	2	1	½	0
helps me to learn.	2	1	½	0

✂.....

Students Responsible 1. 2. 3.	Topic
	Date

Circle the points. This presentation...	Strongly agree	Agree	Disagree	Strongly disagree
is a good summary of the article's content.	2	1	½	0
is easy to understand.	2	1	½	0
poses interesting questions about the article's content.	2	1	½	0
uses good and original resources (examples, videos, games...).	2	1	½	0
helps me to learn.	2	1	½	0

PSYCHO-EDUCATIONAL REPORT

Please read these instructions in order to understand how you can write the psycho-educational report better.

GENERAL CHARACTERISTICS OF A PSYCHO-EDUCATIONAL REPORT

- You have to choose a student older than 15.
- He or she cannot be a Psychology student.
- Your student will read your report, so please write it in a pedagogical style, trying to avoid technical expressions and be careful when explaining psychological principles and concepts, even though you think they are obvious.
- The information in the report can be organized into these sections (look at the syllabus to learn more about them):
 - * Introduction.
 - * Method.
 - * Results.
 - * Satisfactory areas.
 - * Areas for improvement.
 - * Counseling.
 - * Devolution.
 - * References.
 - * Appendix.
- When carrying out the intervention, you have to do the following, at least:
 - * A psycho-educational interview. So please prepare a sheet of questions and include them in the Appendix of the report.
 - * The following 2 psychological questionnaires: The RO, to assess academic procrastination, and the BFI12, to assess personality. You can download the document with the questions and the scoring keys from the *Campus Virtual*. Please reference the questionnaires in the Methodology section and briefly summarize what are they about, to help your student understand what have you done and for what reasons.
 - * Please include your student's completed questionnaires in the Appendix.
 - * You can administer more questionnaires and do more things, such as an observation, but these 3 actions, the interview, the RO, and the BFI12, are compulsory.
- The Results section can be divided into two parts:
 - * An extended explanation about the information you have obtained from the interview.
 - * A table or a graph showing your student's results from the questionnaires and a short explanation about their meaning.
- Within the report the privacy of your student is expected to be guaranteed. Thus, you can write down his or her name but please don't give information such as the surname, the phone number or the address. Likewise, if you have decided to carry out an observation on his or her classroom, please don't write personal information about the teachers you have been observing.
- In order to provide equal and fair conditions for all of the university students, it is very important to hand the report on time to your teacher (Mercè Clariana). Reports presented late will not be eligible for the highest marks.
- The written report must be handed in on PAPER. Reports sent by e-mail will not be accepted (I cannot print all your papers, my Department is not that rich!). Furthermore, if you need help and want to comment on some aspect of your report with me, please always bring a printed copy of your drafts.

- Please write the report using the computer and number the pages in order to give it to me without staples or spirals (that is very difficult to recycle!): just gather and sort the sheets and put them into a simple plastic folder.
- Write the report for your student, not for you or me (your teacher). When you will have it finished you will handle it to him or her, explain it, and then you will ask your student to give his or her opinion. After all that, please write and add the Devolution section, and give the report to me.
- In order to help your student understand the report, you can write it using the second person, in a plain style, which can be more or less like this:

“In this section I am going to summarize the information you explained to me during the interview we carried out. First of all, you said to me that as a child, you had attended many schools, because your father changed his workplace frequently”.
- The report has to be written from a positive point of view. Please focus on and emphasize the habits and learning abilities your student has already acquired and begin building proposals from here. Don't write a punishing report or otherwise your student will not look for your advice in future.

Aside from these aspects, which are the most important, I want to offer you some other hints that can help you when writing the report:

- Remember to keep a copy of the report for yourself because all the written essays must be kept in the University for at least a semester.
- You can write your report:
 - * Individually, on your own, about one student.
 - * In pairs, about two students. You have to write two reports, but you can work together and divide the work any way you like. You will get the same mark in this part of the course.
 - * And it is the same if you want to work in a group of three students (3 reports and the same mark for the three of you).
- As mentioned earlier the appendix section of the report must include the interview's guide and the completed questionnaires, but it can also contain other data related to the case, such as school grades, a copy of former psychological reports, information about career counseling (but please don't download the whole internet pages here!), a guide to anxiety control... and any other documents, if you think they will be of any help to your student.

In addition, to learn more about writing a psycho-educational report, you can have a look at:

1. The syllabus of 26957 *Intervenció psicopedagògica* in Catalan. There is more information about the report in the section named: **CARACTERÍSTIQUES ESPECÍFIQUES DE CADA APARTAT EN UN INFORME PSICOEDUCATIU**. You can download it from the university intranet, in:

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Assignatures\Programes_Modificats_Psicologia_2007_08\PROGRAMES_CATALA\26957_cat.doc

2. Two books, which are in Catalan, but if you understand Spanish perhaps they will help you a bit more:
 - * Clariana, M. (2002). *Estil d'ensenyament i aprenentatge*. Barcelona: Servei de Publicacions de la UAB, Materials, 113, cap. 9.
 - * Clariana, M. (2003). *Informe psicopedagògic*. Barcelona: Servei de Publicacions de la UAB, Materials, 124, cap. 17.
3. Or you can always come to my office, to comment on your drafts and to consult reports from the last year, which at the moment, are written either in Catalan or in Spanish.

RECURSOS EN LÍNIA PER A LA LLENGUA ANGLESA

Diccionaris

<http://www.merriam-webster.com/> Diccionari de definicions en anglès, diccionari de sinònims i diccionari castellà-anglès.

<http://dictionary.cambridge.org/> Diccionari de definicions en anglès i diccionari castellà-anglès.

<http://www.diccionaris.net/> Diccionari anglès-català i català-anglès. És força limitat perquè està en fase de construcció.

Recursos per a escriure

Using English

<http://www.usingenglish.com/>

Language-student resources

<http://www.eflnet.com/>

Multiple-resource reference page

<http://www.eslall.com/index2.php?cat=747&language=0>

Multiple EFL/ESL resources page

http://www.teach-nology.com/teachers/bilingual_ed/esl/student/

BBC World Service EFL page

<http://www.bbc.co.uk/worldservice/learningenglish/index.shtml>

Academic writing, etc

<http://www.uh.edu/writecen/English%201309-10/ESL%20Activities/resources.htm>

TO GET A PRINTED ARTICLE

ONLY FROM AN UAB COMPUTER

1. <http://www.uab.es/bib/Biblioteques>
2. *Bases de dades* (left side)
3. *Psicologia*.
4. *Psycinfo*.
5. Enllaç: [Accés restringit als usuaris de la UB, UAB, UPC, UPF, UdG, UdL, URV, UOC, BC, UVic, UJI](#) <http://search.ebscohost.com/login.asp?profile=web&defaultdb=psyh>
6. Look for the article and print it in *pdf*.

You can get the articles by looking at *Trobador* (right side) → *Buscar revista-e* as well.