

Educational Psychology

Code: 102548
ECTS Credits: 9

Degree	Type	Year	Semester
2502443 Psychology	OB	3	1

Contact

Name: Maria del Mar Badia Martín
Email: Mar.Badia@uab.cat

Use of languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

This subject does not require previous knowledge of other subjects, but nevertheless it is an important requirement for future subjects that you will find throughout the course, especially for those that belong to the educational and social area. It is the basis to follow other subjects in the curriculum for Psychology degree in UAB, which has an important educational component. It is also important to study fourth course subjects and it is essential for "Analysis and psychoeducational intervention" mention.

Objectives and Contextualisation

Objectives

- To know the scope of Educational Psychology and its location within Psychology.
- To know the variables and interactions that characterize Educational Psychology, differentiating them from their own and from other theoretical approaches of a psychological and / or educational nature.
- To acquire procedures of analyzing practical situations from the psychoeducational perspective.
- To learn, examine, analyze and critically evaluate relevant literature and to participate in discussions (both in small and large groups), on topics related to the content of the subject.
- To actively and critically participate in the construction of self-learning and to acquire autonomous and independent intellectual work habits.
- To acquire declarative and procedural knowledge in order to be able to work as an educational psychologist in formal or non-formal education.

Content

Content

PART 1

Block 1: Introduction to Psychology of Education.

1.1. Concept and contents of Psychology of Education.

Block 2: Learning and building knowledge.

2.1. The constructivist conception of teaching and learning.

2.2. Transforming information into knowledge.

Block 3: Identification of psychoeducational variables.

3.1. Psychoeducational interviews.

3.2. Psychoeducational questionnaires.

3.3. Personal and academic background.

Block 4: Educational variables.

4.1. Education system.

4.2. Declarative and procedural content.

4.3. Instructional methodology by reception and discovery.

Block 5: Psychological variables.

5.1. Learning during adolescence.

5.2. Personality and social desire.

5.3. Deception or dishonest classroom behavior (cheating).

5.4. Academic procrastination.

5.5 Professional degree guidance and training.

5.6. Motivational pattern of learning: expectations, motivation and attributions.

PART 2

Block 6: Student's resources and emotional aspects

6.1. Intellectual diversity: multiple intelligences.

6.1.1. Intelligence concept.

6.1.2. Gifted and talented subjects.

6.1.3. Educational intervention strategies.

Block 7: The SEN of students and their intervention by educational psychologists

7.1. The SEN.

7.2. Different types of SEN.

Block 8. Classroom management

8.1. Teaching staff and teaching task.

8.2. Discipline in the classroom.

8.3. Forms of intervention on disruptive behaviors.