Learning and Individual Differences

Code: 102599
ECTS Credits: 6

Degree	Type	Year	Semester
2502443 Psychology	OT	4	A

Contact

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Use of Languages

Principal working language: catalan (cat)

Some groups entirely in English: No

Some groups entirely in Catalan: No

Some groups entirely in Spanish: No

Prerequisites

It is advisable to have passed the main Educational Psychology subject before doing this subject. It's an anual subject, based on ABP methodology and field practices.

Objectives and Contextualisation

This subject is aimed at studying learning processes, to promote inclusive education, including diversity in educational processes. The practical component of this subject is key, for this reason it will be based on the realization of field practices and we will follow the ABP methodology in the classroom to analyze the own practice and to realize proposals of educational intervention.

The teaching team will present and offer different alternatives for field practice.

In the classroom sessions, the own practice will be analyzed and intervention proposals will be developed that will then be applied to field practices.

This subject implies participation in a Learning Service Project (LSP). These social commitment projects allow the student to be educated by participating in a project aimed at resolving a real need in a community and thus improving the living conditions of people or the quality of the environment (for more information http://pagines.uab.cat/aps).

Competences

- Actively participate in the formulation of social, professional and ethical rules in activities related to the profession.
- Analyse scientific texts written in English.
- Apply direct strategies and methods of intervention on recipients: psychological advice, therapy.
- Apply knowledge, skills and acquired values critically, reflexively and creatively.
- Define objectives and develop the intervention plan based on the purpose of the (prevention, treatment, rehabilitation, integration, support).
- Distinguish and relate the different focuses and theoretical traditions that have contributed to the historical development of psychology as well as its influence on the production of knowledge and professional practice.

- Evaluate, contrast and take decision on the choice of adequate methods and instruments for each situation and evaluation context.
- Maintain a favourable attitude towards the permanent updating through critical evaluation of scientific documentation, taking into account its origin, situating it in an epistemological framework and identifying and contrasting its contributions in relation to the available disciplinary knowledge.
- Recognise and evaluate the procedures and techniques applied to the construction and adaptation of the instruments of evaluation in psychology.
- Recognise the principles and variables involved in educational processes throughout the life cycle.
- Show respect and discretion in communication and the use of the results of psychological assessments and interventions.
- Use adequate tools for communication.
- Use different ICTs for different purposes.
- Work in a team.

Learning Outcomes

1. Actively participate in the formulation of social, professional and ethical rules in activities related to the profession.
2. Analyse scientific texts written in English.
3. Analyse the teachers thinking processes: planning, decision making and dilemmas.
4. Apply knowledge, skills and acquired values critically, reflexively and creatively.
5. Design plans for improving educational practice adapted to the characteristics of both the educational context and students and teachers.
6. Develop analytical instruments and psychoeducational diagnosis adapted to linguistic, social and cultural reality of our country.
7. Develop tools for analysis and diagnosis of individual differences in intelligence and personality, adapted to both the educational reality as linguistic, social and cultural characteristics of our country.
8. Distinguish information on the results of the assessment and psychoeducational advice according to whom it is addressed.
9. Effectively communicate the results of counselling and psychological evaluation with all users of the education system: students, teachers, counsellors and parents.
10. Identify, analyse and contrast different models of analysis and psychoeducational assessment in formal and non-formal education.
11. Maintain a favourable attitude towards the permanent updating through critical evaluation of scientific documentation, taking into account its origin, situating it in an epistemological framework and identifying and contrasting its contributions in relation to the available disciplinary knowledge.
12. Make proper use of exploratory instruments for analysing educational practice and individual differences of people who participate in it.
13. Prepare and write reports exploration and psychoeducational diagnosis, monitoring, termination and referral.
14. Present and discuss with the educators (students, parents and teachers) a specific plan of psychoeducational intervention.
15. Recognise the principles and variables that influence the teacher thought processes throughout their life cycle.
16. Select and properly use exploratory instruments for the analysis of formal and non-formal education.
17. Select the appropriate exploratory instruments for analysing individual differences in school learning.
18. Select the appropriate exploratory instruments for the analysis of school learning and teaching.
19. Use adequate tools for communication.
20. Use different ICTs for different purposes.
21. Work in a team.
22. Write a psychoeducational diagnosis of a particular teaching practice and propose guidelines for optimization and improvement.

Content

- Needs analysis.
- Design of the intervention.

- Implementation: Intervention and interaction with the population.
- Evaluation of the intervention.
- Use of the theory for the analysis of needs, the design of the intervention and its evaluation.
- Teamwork and interdisciplinary work.

- Block A: Perspectives and approaches to the psychology of learning.
- Block B: Instruments and devices in the learning processes.
- Block C: Roles and functions of educational agents.
- Block D: Educational services and services functions.
- Block E: Inclusive education, diversity in educational processes and innovation for inclusion.

Methodology

Annual subject where the practice and the analysis of this are key.

ABP Methodology (classroom - 1 morning every 15 days):
Every 15 days, students will work in the classroom in small groups to analyze the needs of the intervention context, design the intervention, implement it and evaluate its implementation.

Field practices (real practices - 1 afternoon (2h) per week):
A context of intervention will be assigned in which you will attend weekly. To begin, work will be done to gain access to knowledge of the context and be able to perform a needs analysis, and then to implement the intervention designed by the students themselves and evaluate them.

With this methodology, students can participate in the entire process of analysis, design, implementation and evaluation of the intervention.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Intervention: analysis, design and evaluation. ABP methodology	28	1.12	3, 2, 4, 9, 5, 8, 13, 7, 6, 22, 10, 11, 1, 14, 15, 18, 17, 16, 21, 12, 20, 19
Type: Supervised			
Field practices	48	1.92	3, 4, 9, 5, 8, 13, 7, 6, 22, 10, 1, 14, 17, 21, 12, 20
Type: Autonomous			
Reading, field notes and paper	74	2.96	3, 2, 4, 5, 7, 10, 1, 14, 15, 18, 17, 16, 12, 19

Assessment

LEARNING EVIDENCES

- Ev1 (individual): Field notes. You will be delivered weekly.
- Ev2 (group): Intervention: analysis, design and evaluation. Work that will be carried out in the classroom, based on the analysis of the practice and the field journals.

Ev2a: Analysis of needs. (1st semester - week 9)
Ev2b: Design of the intervention. (1st semester - week 16)
Ev2c: Evaluation of the intervention. (2n semester - week 9 and 16)
- Ev3 (group): Paper. Carry out a paper about the intervention done, aimed at professionals. (2n semester - week 18)

EVALUATION

To APROVE the subject, you must have obtained a total of at least 5 points in the continuous evaluation, with a minimum of 4 points or more (on a scale of 0-10) in each one of the evidences. If you do not reach these requirements, the maximum grade that can be obtained is 4,9 points.

The student who has delivered evidences with a weight inferior to 40% will be considered NOT EVALUABLE.

RECOVERY
The students that during the continuous evaluation have obtained evidence with a weight equal to or greater than 2/3 of the total grade can choose and have obtained a note less than 5 points and greater or equal to 3.5 points. The recovery will consist of recovering evidence with a score of less than 4.
The note obtained in the recovery for each evidence replaces the previously obtained and the final mark. The maximum that students can get is 5 points out of 10.

https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Ev 1 - Field notes	25%	0	0	3, 9, 5, 8, 13, 7, 6, 22, 10, 14, 15, 18, 17, 16, 12
Ev 2 - Intervention: analysis, design and evaluation	45%	0	0	2, 4, 5, 13, 22, 11, 1, 14, 18, 17, 16, 21, 12, 20, 19
Ev 3 - Paper	30%	0	0	3, 9, 8, 13, 7, 6, 22, 10, 15

Bibliography

- Block A: Perspectives and approaches to the psychology of learning

Coll, C. (2013). La educación formal en la nueva ecología del aprendizaje: tendencias, retos y agenda de investigación. En J. L. Rodríguez Illera (Comp.). Aprendizaje y educación en la sociedad digital. Barcelona: Universitat de Barcelona.

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- Block B: Instruments and devices in the learning processes

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Sánchez - Cano, M. i Bonals, J. (Coords.). (2005). La evaluación psicopedagógica. Barcelona: Graó.

- Block C: Roles and functions of educational agents

Vila, I. (1998). Familia, escuela y comunidad. Barcelona: Horsori.

Engeström, Y. (2010). Expansive Learning at Work: toward an activity theoretical reconceptualization. Journal

of Education and Work, 14(1), 133 - 156.

- Block D: Educational services and services functions

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Lalueza, J. L.; Crespo, I., Sànchez, S.; Camps, S. i Cazorla, A. (2004). Intervención psicopedagógica en comunidades minoritarias. En C. Monereo (Ed.). La práctica psicopedagógica en educación no formal. Barcelona: EDIUOC.

- Block E: Inclusive education, diversity in educational processes and innovation for inclusion

Booth, T. i Ainscow, M. (2002). Index for Inclusion. Developing learning and participation in schools. Manchester: CSIE.

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Moll, L.; Amanti, C.; Neff, D. i Gonzalez, D. (1991). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. Theory Into Practice, 31(2), 132 - 141.

García, M. i Cotrina, M. (2015). El aprendizaje y servicio en la formación inicial del profesorado. De las prácticas educativas críticas a la insitucionalización curricular. Revista de currículum y formación del profesorado, 19(1), 8 - 25.