UAB

Universitat Autònoma de Barcelona

Educational and Social Psychology Training

Code: 42089
ECTS Credits: 15

Degree	Type	Year	Semester
4310486 Teaching in Secondary Schools, Vocational Training and Language Centres	OB	0	A

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

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Use of Languages

Principal working language: catalan (cat)

Other comments on languages

The works in writing will present in Catalan language. The exceptions will have to be recognised by the team docent

Teachers

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Prerequisites

There is not

Objectives and Contextualisation

General objectives:

- To understand the current educational system and its social and historical evolution, especially regarding to secondary schooling

- To analyse different educational policies and the impact of educational reforms on educational and social inequalities.

- To study the impact of social changes on secondary schooling and educational transitions.

- To analyse the role of different educational actors (students, teachers and families).

- To explore the role of communication and social interaction in educational processes, acknowledging for the psycho- pedagogic foundations of collaborative learning.

- To analyse the factors explaining different educational profiles and attitudes among adolescent students.

- To understand the processes of teaching and learning from an interactionist perspective.

- To identify the organisational principles of the Spanish and Catalan secondary schools.

- To understand the principles for the management of pupil's heterogeneity in secondary schooling.

- To acknowledge the educational value of orientation and tutoring in secondary schooling.

Competences

- "Design and conduct formal and no-formal activities that help make the center a place of participation and culture in the environment where it is located; develop the functions of mentoring and guiding students in a collaborative and coordinated manner; participate in the evaluation, research and innovation in teaching and learning"
- Acquire strategies to encourage student effort and enhance their capacity to learn by himself and others, and develop thinking skills and decision-making to facilitate autonomy, confidence and personal initiative.
- Adopt an attitude and ethical behavior and act according to ethical principles of the profession.
- Analyze and recognize their own skills to develop those necessary for the development and professional practice.
- Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
- Continue the learning process, to a large extent autonomously.
- Design and develop learning spaces with special attention to equity, education and emotional values, equal rights and opportunities for men and women, civic education and respect for human rights that facilitate life in society, decision making and building a sustainable future.
- Inform and advise families about the teaching and learning process and personal, academic and professional orientation of their children.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Interpret the different educational needs of students in order to propose the most appropriate educational activities.
- Know the rules and institutional organization of the education system and models of quality improvement applied to schools.
- Organize a group of students for a successful development of shared activities.

- Own the learning skills necessary to carry out continuous training, both in content and teaching specialty, as in the general aspects of teaching.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Understand and analyze the historical characteristics of the teaching profession, its current situation, perspectives and relationship with the social reality of each period.
- Use critical reasoning of personal work and use resources for professional development.
- Work in teams (in the same field or interdisciplinary) and develop attitudes of participation and collaboration as an active member of the community.
- know the processes of interaction and communication in the classroom, mastering social skills and abilities necessary to encourage learning and coexistence in the classroom, and address problems of discipline and conflict resolution.

Learning Outcomes

1. Acquire social skills in family relations and counseling.
2. Adopt an attitude and ethical behavior and act according to ethical principles of the profession.
3. Analyze and recognize their own skills to develop those necessary for the development and professional practice.
4. Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
5. Continue the learning process, to a large extent autonomously.
6. Demonstrate knowledge and applies resources and information strategies, tutoring and academic guidance professional.
7. Demonstrate knowledge of the characteristics of the students, their social contexts and motivations.
8. Demonstrate knowledge of the historical evolution of the educational system in Catalonia and Spain.
9. Demonstrate knowledge of the historical evolution of the family, its different types and incidence of family background in education.
10. Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates.
11. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
12. Know the rules and institutional organization of the education system and models of quality improvement applied to schools.
13. Link education to the environment and understand the educational function of the family and the community, both in the acquisition of skills and learning as education in respect for rights and freedoms, the equality of rights and opportunities for men and women and equality of treatment and non-discrimination of persons with disabilities.
14. Organize a group of students for a successful development of shared activities.
15. Participate in the definition of the educational project and general activities of the center according to criteria of quality improvement, attention to diversity and prevention of learning problems and coexistence.
16. Possess learning skills necessary to carry out continuous training in both content and didactics of foreign language, as well as general aspects of teaching.
17. Prepare proposals based on the acquisition of knowledge, skills and intellectual and emotional abilities.
18. Promote emotional education, values education and Citizen.
19. Prove that includes the development of personality of students and possible dysfunctions that affect learning.
20. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
21. Teamwork and equipment (in the same field or interdisciplinary) and develop attitudes of participation and collaboration as an active member of the community.
22. Use critical reasoning about development of education, best practices and guidance, using quality criteria.

Content

SECTION 1. Learning and personal development

1. To grow up during adolescence.

1.1. Development, learning, culture and education

1.2. Cognitive, affective, social and body skills

1.3. Cognitive development and the development of knowledge

1.4. The formation of individual and social identity

1.5. Individual differences. Difficulties in individual, social and learning development

2. Learning in secondary schooling

2.1. Knowledge building in the school context.

2.2. Types of contents and types of learning

2.3. The process of knowledge building

2.4. Interaction among peers. Methodologies of cooperative learning

2.5. Development, learning and ICT

2.6. Psychosocial aspects of learning. The development of self-stem

2.7. Mutual representations and their roles.

SECTION 2. Educational processes and contexts.

3. The educational system

3.1. Main features of educational Systems

3.2. The evolution of the education system from the 70s

3.3. The Catalan education system. Normative Framework of secondary schooling

4. The organization of secondary schooling

4.1. Main elements of the organization of schools

4.2. School autonomy and school projects

4.3. The organisation of material recourses.

4.4. The organisation of timing resources

5. Curriculum in secondary schooling

5.1. Curriculum and the knowledge society

5.2. Curriculum and Basic skills

5.3. Curriculum in lower and upper secondary schooling

5.4. Curriculum and values

5.5. Curriculum and ICT

5.6. Evaluation of learning and curriculum

6. Participation of the educational community

6.1. Structures for participation

6.2. Participation culture

6.3. Relations between secondary schools and families

6.4. The family associations

7. Relations withthe social context

7.1. Networks for school coordination

7.2. Local educational plans

7.3. City educational plans

7.4. Shared responsibilities among educational administrations

8. The management of pupils' heterogeneity

8.1. The concept of pupil's heterogeneity in secondary schooling

8.2. Diversity vs inclusion

8.3. Resources for the management of pupil's heterogeneity

8.4. Different kinds of pupil's heterogeneity

8.5. Modalities of students' grouping

9. Communication during secondary schooling

9.1. Interaction and communication

9.2. Educational communication

9.3. Communicative skills

10. Relations within the classroom

10.1. Groups dynamics

10.2. Coexistence within the classrooms and managing conflicts

10.3. Emotional skills

11. The mentoring and guidance.

11.1. The functions of the profesorado tutor high school.

11.2. The teacher tutor and the coordination of the functions of the Educational Guidance (personal, academic and professional).

11.3. Tutorials Assessment, Promotion and Accreditation of the students

11.4. Models and Experiences of mentoring.

Methodology

Directed activity:

Lectures and others

Examples and case studies

Exhibition of works

Didactic proposals

Comments and/or exposition of readings

Document analysis

Simulations of professional situations

Classroom practices

Monographic sessions

Commentary of written and videographic texts

Conducting practical activities and didactic proposals in groups

Work in cooperative groups

Supervised activity:

Specialized tutorials, collective or individual

Work review

Personal reflections on simulations and other practices

Individual and group thematic works

Process tests

Guided observations

Initial and final questionnaires

Autonomous activity:

Personal study

Readings and text comments

Consultation and reading of the recommended bibliography

Preparation of works

Document search

Formation activities

Title Hours Credits Learning results

Types: targetet

Face-to-face activity 97 3,88 16, 14, 21, 10, 6, 12, 2, 5, 9, 8, 13, 22, 3, 7

Types: Supervised

Specialized tasks, tutoring and evaluation 95 3,8 16, 10, 6, 12, 13, 11, 22, 3, 4, 7

Types: Autonomous

Autonomus learning activities 45 1,8 16, 21, 12, 5, 8, 11, 15, 3, 4, 7

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Directed activity	97.5	3.9	1, 22, 12, 19, 6, 9, 8, 7, 10, 14, 15, 18, 13, 21
Type: Supervised			
Supervised activity	97.5	3.9	22, 3, 19, 6, 7, 17, 10, 14, 18, 21
Type: Autonomous			
Autonomous activity	180	7.2	22, 3, 12, 6, 9, 17, 10, 16, 18, 13

Assessment

The assessment of the Psychopedagogical and Social Training module will consist of a globalising assignment where the integrated competences of the different blocks can be reflected, and a specific assignment for each block.

The globalisation assignment will have two parts. The first part will be an analysis of a secondary school from an interdisciplinary perspective, connecting classroom, school and environment, based on a repertoire of observation and data collection techniques that will be done in the first internship period. The second part consists of a reflective analysis based on the learnings achieved and proposals for improvement.

The psychology assignment (block 1) will consist the reading of an article and oral presentation in group.

The pedagogical assignment (block 2) will consist of a small group work with an oral presentation on a pedagogical subject (exhibitions from the return of the first period of internship until the end of the module).

The sociology assignment (block 3) will consist of an initial and final evaluation exercise of reflection on the social functions of secondary education (beginning and end of the module).

The weight of each evidence and the calendar are shown in the following table:

Evidence	Weight	Delivery date
Analysis of a secondary school	25%	22 Decembre 2020
Analytical reflection and proposals	25%	19 March 2021
Article (Psychology)	10%	11 Decembre 2020

Presentation (Pedagogy)	25%	Decembre-February
Initial and final exercise (Sociology)	10%	13 or 19 October 2020 y 22-23 February 2021

The delivery dates are indicative, depending on how the academic year is affected by the pandemic situation and the necessary adaptations will be made.

The deliveries of the works will be carried out primarily through the virtual way. Other means of delivery maybe enabled, with prior agreement with the faculty, and the class will be informed in person and by virtual means. Work delivered by means not agreed with the faculty will not be accepted, nor will works submitted with incorrect formats, which do not include the name of the authors or that are delivered after the deadline.

The qualifications of the evaluation activities will be made public a maximum of one month after their delivery.

The written works must be delivered in Catalan /the reassoned exceptions will be alued by the teaching team.

Students who have failed done of the 5 assessmentactivities with a minimum grade of 3,5 may apply for the recovery which will consist of a work or test that will be scheduled with a minimum of two weeks after the communication of the suspension. The recovery will be assessed as suitable or no suitable.

The questions or doubts regarding the evaluation that are not included in the above indicationswill be governed by the following documents:

- Criteris i pautes generals d'avaluació de la Facultat de Ciències de l'Educació (http://www.uab.cat/web/informacio-academica/avaluacio/normativa-1292571269103.html).

- Normativa d'Avaluació de la Universitat Autònoma de Barcelona. Títol IV: Avaluació. Versió segons les modificacions aprovades per acord del Consell de Govern de 12 de juliol de 2017 (http://www.uab.cat/web/informacio-academica/avaluacio/normativa-1292571269103.html).

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Analysis of a secondary school	25%	0	0	2, 12, 7, 11, 4, 5, 13
Analytical reflextion and proposals	30	0	0	22, 9, 8, 7, 17, 11, 20, 4, 5, 13
Initial evaluation and final reflection exercise on the social functions of secondary education	10%	0	0	1, 22, 12, 19, 6, 9, 7, 17, 10, 14, 15, 18, 13, 21
Reading and exposition about one article Observation assignment (psychology)	10%	0	0	1, 22, 3, 12, 19, 6, 9, 8, 7, 17, 10, 14, 15, 16, 18, 13, 21
Small group work with oral presentation on a pedagogical theme	25%	0	0	22, 19, 6, 7, 10, 15, 18, 13

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Pàgines web recomanades:

Fundació Bofill, http://www.fbofill.cat/

Fundació dedicada a la promoció de la recerca en ciències socials centrada en el fet educatiu. Publica nombrosos estudis sobre educacióiciutadania, a destacar l'anuari de l'educació.

Observatori Català de la Joventut, www.gencat.es/joventut/observatori

GRAI, http://grupsderecerca.uab.cat/grai/

Grup de recerca sobre aprenentatge entre iguals.

Edu21 http://www.edu21.cat