

Analysis of Teacher-learner Interaction

Code: 105773
ECTS Credits: 6

Degree	Type	Year	Semester
2502443 Psychology	OT	4	2

Contact

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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

The student should have taken the core subject of Psychology of Education

Objectives and Contextualisation

The main objective is to analyze the student-teacher relationship within the teaching-learning process. Although, the students' own variables are also analysed, this subject essentially aims to bring the student closer to the psychological knowledge of the teacher, both with regard to the variables classically recognized as being significant for the development of the instructional process (eg teacher's thinking, planning processes, time management, etc.) as well as other emotional and social personal content (emotions, motivations, expectations, etc.) that, perhaps with less explicit recognition, exert a great influence on their professional performance. Students are also therefore intended to have a clear vision of the methodologies used by the different teachers, as well as the instruments that can be evaluated. In short, it is a subject in which teaching quality can be assessed as well as the relationship between the teacher and the students.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- Evaluate, contrast and take decision on the choice of adequate methods and instruments for each situation and evaluation context.
- Identify and describe the processes and stages in psychological development through the life cycle.
- 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.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- 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 a situation and identify its points for improvement.
3. Analyse scientific texts written in English.
4. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
5. Analyse the teacher's thinking processes: planning, decision making and dilemmas.
6. Analyse the thought processes of the student: planning, decision-making and dilemmas.
7. Apply knowledge, skills and acquired values critically, reflexively and creatively.
8. Assess how stereotypes and gender roles impact professional practice.
9. Assess the impact of the difficulties, prejudices and discriminations that actions or projects may involve, in the short or long term, in relation to certain persons or groups.
10. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
11. Critically analyse the principles, values and procedures that govern the exercise of the profession.
12. Distinguish information on the results of the assessment and psychoeducational advice according to whom it is addressed.
13. Effectively communicate the results of counselling and psychological evaluation with all users of the education system: students, teachers, counsellors and parents.
14. Identify situations in which a change or improvement is needed.
15. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
16. 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.
17. Make proper use of exploratory instruments for analysing educational practice and individual differences of people who participate in it.
18. Planning and evaluating teaching plans in relation to the developmental stages of students.
19. Prepare and write reports exploration and psychoeducational diagnosis, monitoring, termination and referral.
20. Propose new experience-based methods or alternative solutions.
21. Propose new ways of measuring the viability, success or failure of the implementation of innovative proposals or ideas.
22. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
23. Recognise the principles and variables that influence the teacher thought processes throughout their life cycle.
24. Select and properly use exploratory instruments for the analysis of formal and non-formal education.
25. Select the appropriate exploratory instruments for analysing individual differences in school learning.
26. Select the appropriate exploratory instruments for the analysis of school learning and teaching.
27. Use adequate tools for communication.
28. Use different ICTs for different purposes.
29. Work in a team.
30. Write a psychoeducational diagnosis of a particular teaching practice and propose guidelines for optimization and improvement.

Content

1. Education and Education Systems

1.1. Spanish education vs Danish education

1. Learning-Teaching process.

2.1. The perspective of the student

2.2. The perspective of the teacher

1. Communication and time management

1. Emotions and motivations of teachers

1. New, experienced and expert teachers

1. Teaching methodologies

1. Stress and burnout of teachers

1. Assessment

8.1. Assessment of the student

8.2. Assessment of the teacher

Methodology

The seminars will consist of two different parts, one by the teacher and the other the student's work. In the first session, the programme is presented, basic and complementary bibliography is presented and a presentation of activities to be carried out. The seminar sessions consist of presentations by the teacher with the corresponding discussion, in which students are invited to actively participate. The lectures will be used to introduce and explain the main topics of the programme.

In the other sessions, the teacher will show a series of applications of the content presented in the master classes so that the student can carry out activities.

It is important to bear in mind that this course will work with the Virtual Campus resource, a tool which will be useful for accurate monitoring of the subject, what is being done or must be done, as well as obtaining materials and complementary readings.

N.B. The proposed teaching and assessment methodologies may experience some modifications as a result of the restrictions on face-to-face learning imposed by the health authorities. The teaching staff will use the Moodle classroom or the usual communication channel to specify whether the different directed and assessment activities are to be carried out on site or online, as instructed by the Faculty.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Seminars	12	0.48	
Theoretical classes	24	0.96	
Type: Supervised			
Group query sessions	10	0.4	

Tutorials scheduled	10	0.4
Type: Autonomous		
Chck virtual campus	19	0.76
Course work	15	0.6
Information search	28.5	1.14
Reading of texts	20	0.8
Study activities	10	0.4

Assessment

The assessment will be carried out on a set of optional activities:

Activity 1. Practical work in the classroom. Individual, written (20%). This will be carried out throughout the course.

Activity 2: Concept map. Individual, on line (20%). This will be carried out for approximately half of the course.

Activity 3. Presentation and defence of the portfolio. Individual, written (40%). During the second week of assessments.

Activity 4. On-site test to evaluate the content of the subject. Individual, short (20%). Second evaluation period.

To pass the subject students must obtain an average mark of 50% in the sum of all the activities.

It is mandatory to submit all the evidences to pass the subject. If all the evidences are not submitted, regardless of whether the arithmetical sum of the evidences submitted is greater than 5, the final mark will have a ceiling of 4.5, and therefore the subject will not be passed.

Reassessment: students can opt for reassessment if throughout the continuous assessment they submit evidences worth at least 66.7% of the total grade and have obtained a grade of less than 5 and more than 3.5. The reassessment will consist of a final test of everything covered during the course.

Students who have not submitted learning evidences with a weight equal to or greater than 4 points (40%) will be considered NON-ASSESSABLE.

No unique final synthesis test for students who enrol for the second time or more is anticipated.

Link to the assessment guidelines of the faculty:

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

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
A1 Practices in the classroom	20	0	0	11, 5, 23, 9
A2 Conceptual Map	20	0	0	6, 5, 4, 10, 15, 14, 22, 26, 25, 24, 17, 8
A3 Work on the learning folder and its corresponding exhibition	40	0	0	3, 2, 7, 13, 12, 19, 30, 16, 1, 20, 21, 29, 28, 27
A4 Test to evaluate the theoretical contents of the subject	20	1.5	0.06	5, 18

Bibliography

Bain, K. (2007). Lo que hacen los mejores profesores universitarios. PUV

Khvilon, E; Patru, M. (coords.). (2004). Las tecnologías de la información y la comunicación en la formación docente. Guía de planificación. París. UNESCO:

Liston, D.P.; Zeichner, K.M. (1993). Formación del profesorado y condiciones sociales de la escolarización. Madrid: Morata.

Santrock, J.W. (2006). Psicología de la educación. McGraw-Hill

Vaello, J. (2009). El professor emocionalment competent. Un pont sobre "aules turbulentes". Editorial Graó.

Complementary readings that will be given throughout the course.

Software

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