

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

Contact

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Other comments on languages

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

Use of Languages

Principal working language: catalan (cat)

Teachers

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Prerequisites

Not considered. For slow track students who are not enrolled in the Practicum, adaptations will be made to the evaluation evidences.

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 with the 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.
- 12. The teachers of the secondary.

12.1. The Professional competences.

12.2. The access to the profession in the Service of Education of Catalonia.

SECTION 3. Society, family and education.

13. Society and secondary schooling

13.1. The sociological perspective

13.2. Social changes and secondary schooling

13.3. The social context of schooling

14. School reforms

14.1. Secondary school reforms. Towards a comprehensive school system

14.2. Comprehensive school reforms in Europe

14.3. Comprehensive school reforms in Spain and Catalonia

15. Social and educational inequalities

15.1. Social inequalities: social class, gender and migration

15.2. Educational inequalities: access, process and results

15.3. Policies to achieve educational equity

16. Transitions in secondary schooling

16.1. The concept of transition

16.2. Transition to upper secondary schooling

16.3. Transitions from school to work

17. The main actors of the educational community

17.1. The students and their attitudes

17.2. The families and their changes

17.3. The teachers and their labour conditions

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

Autonomous activity:

Personal study

Readings and text comments

Consultation and reading of the recommended bibliography

Document search

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			
Directed activity	97.5	3.9	1, 22, 12, 19, 6, 9, 8, 7, 10, 14, 15, 18, 13, 21
Type: Supervised			
Guided assignments	59.5	2.38	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 Psycho-pedagogical and Social Training module is planned in a continuous way, with an interdisciplinary and integrated perspective based on the competences and learning outcomes of the different units of the module, and with a strong connection with the internship schools, (slow track students will have an adaptation of the assessment evidences). Students will have to carry out four assessment evidences throughout the course, which are described below:

Evidence 1 (E1): description of the internship school. Short written document (5 pages) reflecting the social context and the main organizational and educational project characteristics of the school. An argued challenge proposal will be added in relation to the analysis of the school, which will be developed in Evidence 2.

Evidence 2 (E2): challenge analysis and proposals. Presentation with interactive audiovisual support (10-15 minutes) of the analysis of the challenge with theoretical basis and contributions of proposals for action. A guideline will be provided for co-evaluation.

Evidence 3 (E3): critical incident analysis. Performance of a dramatization in the classroom based on a situation related to the chosen challenge (10-15 minutes). A guide for the performance and an evaluation guideline will be provided.

Evidence 4 (E4): concluding reflection. Production of a video (maximum 5 minutes) with a critical reflection, based on the learning achieved in the module, on basic and post-compulsory education and on teacher identity. An indicative guide and an evaluation rubric will be provided.

Evidence 1, 2 and 3 will be developed in groups of 2 or 3 students, who share a placement school. Evidence 1 will be individual if the student is alone in the placement venue. Evidence 4 will be individual for all students.

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

<i>Evidence</i>	<i>Weight respect final mark</i>	<i>Hours of student work*</i>	<i>Delivery date</i>
E1	20	10	22/12/22
E2	30	10	From January 16 to February 7
E3	20	8	From January 9 to February 7
E4	30	10	Deadline 28/4/2023

* The time allocated is indicative; it only includes the preparation of evidence, not the autonomous learning activities for preparation.

To be assessed you must attend (minimum 80% of the sessions) and participate in class, collaborate in the group work and present the evidence within the established deadlines. In order to obtain an average, the minimum mark for each module assignment is a 5.

Assignments must be handed in in the module's moodle classroom. Assignments submitted incorrectly, which do not include the name of the authors or which are submitted after the deadline will not be accepted.

The marks of the evaluation activities will be given at the latest 30 working days after the delivery.

Written assignments will be submitted in Catalan (reasoned exceptions will be assessed by the teaching team).

Students who have failed one of the 5 assessment activities with a minimum mark of 3.5 may sit a recovery which will consist of a assignment or exam that will be scheduled at least two weeks after the notification of the failure. The recovery will be assessed as pass (numerical grade 5) or fail (which means failing the module).

Questions or doubts regarding the evaluation that are not included in the above indications will 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
E1. Description of the internship school	20%	10	0.4	2, 12, 7, 11, 4, 5, 13, 21
E2. Challenge analysis and proposals	30%	10	0.4	22, 19, 6, 7, 10, 15, 18, 13
E3. Critical incident analysis	20%	8	0.32	1, 22, 3, 12, 19, 6, 9, 8, 7, 17, 10, 14, 15, 16, 18, 13, 21
E4. Concluding reflection	30%	10	0.4	22, 9, 8, 7, 17, 11, 20, 4, 5, 13

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García-Gracia, M (2013) *Absentismo y abandono escolar. La persistència de una problemàtica escolar y social*. Editorial Síntesis.

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Martínez García, J. S (2017) *La equidad y la educación*. Catarata Madrid, 2017

Monereo, C. i Monte, M. (2011). *Docentes en tránsito. Análisis de incidentes críticos en secundaria*. Barcelona: Graó.

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Morodo, A. (2017) Identitat discent i disseny universal de l'aprenentatge. *Revista Catalana de Pedagogia*, 11; 57-77. <https://raco.cat/index.php/RevistaPedagogia/article/view/322379>

Papalia, D. i Martorell, G. (2017). *Desarrollo humano*. 13ªed. McGrawHill.

Tarabini, A. (2017). *L'escola no és per tu: el rol dels centres educatius en l'abandonament escolar*. Barcelona. Fundació Jaume Bofill. <https://fundaciobofill.cat/publicacions/lescola-no-es-tu>

Link:

Incidents Crítics a les escoles i la seva resolució: <https://www.critic-edu.com/videos>

Què funciona en educació: <https://fundaciobofill.cat/que-funciona-en-educacio-evidencies-la-millora-educativa>

Àrea Educació Diputació de Barcelona: <https://www.diba.cat/es/web/guest/tema-educacion>

RASE. Revista de Sociología de la Educación: <https://ojs.uv.es/index.php/RASE/index>

Software

There is no specific software in this subject.