

**Educational and Social Psychology Training**

Code: 43196  
ECTS Credits: 12

Degree	Type	Year	Semester
4317414 Teacher Training for Secondary Schools, Vocational Training and Language Centres	OB	0	A

**Contact**

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**Use of Languages**

Principal working language: catalan (cat)

**Teachers**

Ainhoa Flecha Fernandez Sanmamed  
Jordi Pamies Rovira  
Miquel Àngel Essomba Gelabert

**External teachers**

Daniel Fierro  
David Portell

**Prerequisites**

They do not exist

**Objectives and Contextualisation**

The work must make it possible to:

1. To frame the current secondary education system in relation to its historical and social evolution.
2. Understand and value educational policies and the impact of reforms on socio-educational inequalities.
3. Understand and value the social changes that influence the environment of secondary schools as well as the phenomena of transitions.
4. Analyze the socio-educational role of the various educational actors (students, teachers and families).
5. Understand and value the role of communication in educational processes and peer interaction. And to know the psycho-pedagogical foundations of collaborative learning.
6. Analyze the causes and factors that explain the individual characteristics and differences in adolescents and build criteria for educational action.
7. Understand the functioning of teaching-learning processes from an interactionist perspective, with special emphasis on the mental representations or perceptions that make up the motivational processes
8. Identify the organizational principles and structure of the high school
9. Understand the principles of attention to diversity applied to secondary education and master the main internal and external resources of the centers in order to provide an effective educational response.
10. Recognize the fundamental educational value of the tutorial function.

## Competences

- 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 the ethical principles of the profession.
- Analyze and recognize their own socio-emotional skills to develop those needed in their performance and professional development.
- Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
- Continue the learning process, to a large extent autonomously.
- Design and conduct formal and informal activities that help make the center a place of participation and culture in the environment where it is located. Perform the functions of mentoring and guiding students in a collaborative and coordinated manner. Participate in the evaluation, research and innovation of teaching and learning.
- 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.
- Generate innovative and competitive professional activities and research.
- Inform and advise families about the process of teaching and learning on personal, academic and professional guidance 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.
- Know the processes of interaction and communication in the classroom, mastering skills and social skills necessary to promote learning and coexistence in the classroom, and address problems of discipline and conflict resolution.
- Know the rules and institutional organization of education systems and models of quality improvement with application to the schools.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Understand and analyze the historical features of the teaching profession, its current situation, perspectives and interaction with the social reality of the time.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
- Work in teams and teams (the same field or interdisciplinary) and develop attitudes of participation and collaboration as an active member of the community.

## Learning Outcomes

1. Acquire social skills in dealing with and guiding families.
2. Collaborate in implementing didactic initiatives in a group.
3. Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
4. Continue the learning process, to a large extent autonomously.
5. Create an atmosphere conducive to interaction and acknowledge the contributions that pupils make to foster mathematics learning in the classroom.
6. Critically analyse one's own behaviour in educational planning and development.
7. Critically analyse one's own performance in the classroom in relation to one's emotional competences.
8. Demonstrate knowledge and application of the regulations of the education system.
9. Demonstrate knowledge and use of resources and strategies for providing information and academic and professional guidance.
10. Demonstrate knowledge of how the family and its influence on education has evolved through history.
11. Demonstrate knowledge of the historical progression of the education system in Catalonia and Spain.
12. Demonstrate knowledge of the pupils' characteristics, their social circles and their motivations.
13. Demonstrate understanding of how pupils' personalities develop and the dysfunctions that could affect learning.
14. Design learning activities taking into account equality of rights and opportunities between men and women.

15. Foster actions in the area of education in emotions, values and citizenship.
16. Identify and plan how to resolve situations in education that affect pupils with different capacities and learning paces.
17. Identify the problems in mathematics teaching and learning and put forward possible alternatives and solutions.
18. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
19. Master the social skills needed to create an atmosphere conducive to learning and companionship.
20. Participate in proposals for making improvements in the different areas of activity on the basis of reflection on practice.
21. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
22. Take part in defining the educational project and in the school's general activities, applying criteria of quality improvement, attention to diversity and prevention of learning and sociability problems.
23. Tie education to its context and understand the educational function of the family and the community, both in imparting knowledge and competences and in teaching respect for rights and freedoms, equality of rights and opportunities between men and women, and equal treatment and non-discrimination of persons with a disability.
24. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.

## Content

The subject will be structured in 3 areas, according to the OM that regulates the master's degree:

Area 1: Adolescent development and learning (4 ECTS). The area provides psycho-pedagogical knowledge and focuses on two main aspects: the development of adolescence, and the learning processes in secondary education. It is based on the theoretical approaches of developmental psychology and educational psychology, to provide tools for secondary education.

Area 2: Educational processes and contexts (pedagogy area) (5 ECTS). The blog aims to deepen the knowledge of the context in which the educational function is carried out, where future teachers will have to intervene as well as understand the processes that make it up. The educational system, the close social context and the educational center are analyzed. The educational processes of teacher-student interaction in the classroom and in the institute are also analyzed. This area will also address two issues directly linked to professional practice: tutoring and attention to diversity.

Area 3: Society, family and education (sociology) (3 ECTS). The changes that have taken place in the social, family and educational spheres in recent years justify the need to address these issues. Therefore, insisting on the professional character, the knowledge related to the relations between environment and education, the role of the families in the education of the children and the relations between families and the school will be treated.

Depending on the modality (face-to-face or non-face-to-face) there may be some alterations in the distribution of content in the different areas.

### Area 1: Adolescent development and learning

#### 1 Develop in adolescence.

- 1.1. The relationships between development, learning, culture and education.
- 1.2. The development of skills in the cognitive, affective, and social fields.
- 1.3. Cognitive development and knowledge construction.
- 1.4. The formation of individual and social identity.
- 1.5. Individual differences.

#### 2. Study in high school.

- 2.1. The construction of knowledge in the school context.
- 2.2. Types of content and types of learning.
- 2.3. The construction of shared knowledge. Interaction as a learning engine.
- 2.4. The interaction between students. Group work. Cooperative learning methods.
- 2.5. Development, learning and use of ICT.
- 2.6. Psychosocial aspects of learning. Development of self-concept and self-esteem.

## AREA 2: Educational processes and contexts

- 3. The education system.
  - 3.1. Characteristics of educational systems.
  - 3.2. The evolution of the Spanish education system from 1970 to the present.
  - 3.3. The education system in Catalonia. The current regulatory framework for secondary education.
- 4. The organization in high school.
  - 4.1. Basic elements for the analysis of educational organizations.
  - 4.2. Autonomy and organization-management of institutes: educational project, direction and accountability.
  - 4.3. The organization of material resources. School architecture. Furniture and equipment. School materials. The role of ICT.
  - 4.4. The organization of functional resources. Timing, calendar and school schedule.
- 5. The curriculum in secondary education.
  - 5.1. Curriculum and knowledge society.
  - 5.2. Curriculum and basic skills.
  - 5.3. The curriculum and objectives of compulsory and post-compulsory secondary education.
  - 5.4. Curriculum and values.
  - 5.5. ICT and curriculum development.
  - 5.6. Assessment of learning and curriculum.
- 6. The participation of the educational community.
  - 6.1. The participation structures of the educational community.
  - 6.2. The institutional climate and the culture of participation. Decision making.
  - 6.3. The letter of educational commitment. The relationship with families.
  - 6.4. Parents' Associations (AMPA) and Student Associations.
- 7. Relationships with the environment.
  - 7.1. School coordination networks.
  - 7.2. Environmental Education Plans.

7.3. City education projects.

7.4. The co-responsibility of educational administrations

8. Attention to diversity in secondary education.

8.1. Concept of attention to diversity. Diversity and inclusion. Psychopedagogical principles to address diversity in high school.

8.2. Internal and external resources in the centers to address diversity.

8.3. Diversity in the classroom. Modalities of diversity that we find in the classroom (educational needs derived from mental, physical or motor disabilities; disorders and / or delays of students with intellectual giftedness; new students; problems of motivation and behavior, etc.).

8.4. The organization of the group-class and the management of the classroom Types of student groups: flexible groups; cooperative groups and multilevel teaching. The management of spaces and teaching times taking into account diversity. ICT and attention to diversity.

9. Communication in high school.

9.1. Interaction and communication.

9.2. Educational communication.

9.3. Verbal and non-verbal communicative competence in and out of the classroom.

10. The relational climate of the classroom and its management.

10.1. The dynamics of groups.

10.2. Coexistence in high schools and the use of mediation

10.3. Teaching skills in potentially conflictive situations.

10.4. Emotional education as a resource for improving the classroom climate.

11. Tutoring and guidance.

11.1. The tutoring functions of secondary school teachers.

11.2. The tutor and the coordination of the role of educational guidance (personal, academic and professional).

11.3. Tutoring, assessment, promotion and accreditation of students.

11.4. Tutoring models and experiences.

12. Secondary school teachers.

12.1. Professional skills.

12.2. Access to the profession in Catalonia.

AREA 3: Society, family and education

13. Society and secondary education.

13.1. Society and education: the sociological perspective.

13.2. Social change and secondary education.

13.3. The social environment of high schools. The local community.

14. Educational reforms and comprehensive school.

14.1. Educational reforms in secondary education. From elite school to mass school.

14.2. Comprehensive reforms in Europe: debates and proposals.

14.3. Comprehension in Catalonia and Spain: from the LOGSE to the LOE and the LEC.

15. Social and educational inequalities.

15.1. Social inequalities: class, gender, ethnicity and minority groups.

15.2. Educational inequalities: access, process and results.

15.3. Equality policies in secondary education

16. Transitions to secondary education.

16.1. Concept of transition and itinerary.

16.2. The transition after ESO: guidance, assessment and post-compulsory itineraries.

16.3. The transition to the labor market: vocational training. From the labor market to training: the recognition of skills.

17. The educational community.

17.1. High school students: the social condition of adolescence and youth. Attitudes of students towards education and schooling.

17.2. The family: changes in family educational styles and in the relationship between parents and children.

17.3. Teachers: social status of teachers. Changes in teaching professionalism and professional cultures.

## Methodology

The training activities will be distributed among the 3 areas in the module

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			
Comments on readings and analysis of documents	30	1.2	8, 10, 11, 24, 18, 21, 3, 4
Examples and case studies	20	0.8	7, 13, 10, 24, 18, 21
Simulations of professional situations	22	0.88	7, 6, 10, 24, 18, 21, 3
Type: Supervised			
Collective or individual tutorials	20	0.8	7, 6, 8, 9, 10, 11, 19, 20, 24, 18, 21, 3
Personal reflections on practices	20	0.8	7, 6, 20, 24, 21

Type: Autonomous

Personal study	40	1.6	1, 6, 13, 8, 10, 11, 12, 14, 16, 22, 20, 24, 15, 18, 21, 3, 4
Preparation of works	48	1.92	8, 9, 10, 11, 16, 20, 24, 18, 21, 3, 23
Reading and text analysis	40	1.6	6, 8, 9, 10, 11, 16, 24, 15, 18, 21, 3, 4

## Assessment

The evaluation of the subject will be carried out through the activities indicated.

In the case of Group 1, class attendance is mandatory. Likewise, in order to obtain a positive final evaluation, the student must have attended a minimum of 80% of the classes.

It will also be a requirement, in order to obtain a positive final evaluation, the delivery of all the evaluation practices and exercises within the indicated terms.

The final grade will be the weighted average of the grades obtained in the 3 areas. To be able to apply this criterion it will be necessary to obtain at least a 5 to each area. In the event that the grade is lower, re-evaluation activities will be organized

The return of the works and of the controls will do maximum 30 working days after the date of delivery and / or realization

Plagiarism is considered a major infraction, if plagiarism is detected in a job it will be invalidated, it will have to be repeated and the student will only be able to take the test. For a definition of plagiarism you can consult: [http://wuster.uab.es/web\\_argumenta\\_obert/unit\\_20/sot\\_2\\_01.html](http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html)

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Joint activity: description and analysis of the internship center	50%	24	0.96	7, 6, 13, 8, 9, 10, 12, 16, 20, 24, 18, 21, 3, 23
Pedagogy: Presentation of a topic linking theory and practice	20%	14	0.56	1, 6, 2, 5, 13, 8, 11, 17, 16, 22, 20, 15, 3, 23
Psychology: Continuous assessment activities (readings and case analysis)	20%	12	0.48	7, 2, 5, 13, 14, 17, 24, 15, 3, 4
Sociology: Group assessment activity	10%	10	0.4	1, 9, 10, 12, 19, 20, 15, 18, 21, 3, 4, 23

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Pàgina web debat:

- *La adolescencia nos hizo humanos*. Programa 'Redes'; Televisió Espanyola. A: <http://www.rtve.es/alacarta/videos/redes/redes-adolescencia-hizo-humanos/1615249/>.

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Observatori Català de la Joventut, [www.gencat.es/joventut/observatori](http://www.gencat.es/joventut/observatori) Secretaria de Joventut de la Generalitat de Catalunya, promou i publica estudis sobre la joventut catalana

Cada professor indicarà bibliografia complementària durant les sessions

## Software

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