UAB
Universitat Autònoma de Barcelona

Educational Psychology

Code: 102548
ECTS Credits: 9

2024/2025

Degree	Type	Year
2502443 Psychology	OB	3

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Teachers

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Teaching groups languages

You can view this information at the end of this
document.

Prerequisites

This subject does not require previous knowledge of other subjects, but it is an important requirement for future subjects on the course, especially for those that belong to the educational and social area. It is the basis for following other subjects in the curriculum of the Psychology degree at the UAB, which has an important educational component. It is also important for taking fourth-year subjects and it is essential for the Specialisation in Analysis and Intervention in Educational Psychology.

Objectives and Contextualisation

Objectives

- To know the scope of Educational Psychology and its position within Psychology.

- To know the variables and interactions that characterize Educational Psychology, differentiating them from other theoretical approaches of a psychological and/or educational nature.

- To learn procedures for analysing practical situations from the psychoeducational perspective.

- To learn, examine, analyse and critically evaluate relevant literature and to participate in discussions (both in small and large groups), on topics related to the content of the subject.

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- To actively and critically participate in the construction of self-learning and to acquire autonomous and independent intellectual work habits.

- To acquire declarative and procedural knowledge in order to be able to work as an educational psychologist in formal or non-formal education.

Competences

- Analyse the demands and needs of people, groups and organisations in different contexts.
- Apply knowledge, skills and acquired values critically, reflexively and creatively.
- Identify and recognise the different methods for assessment and diagnosis in the different areas applied to psychology.
- Interact through effective teamwork with the other professionals involved.
- 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.
- Make systematic reviews of the different documentary sources in psychology to collect, order and classify research data and materials.
- Recognise personal limitations and limitations of the discipline in the different areas of professional practice.
- 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.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- 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. Analyse a situation and identify its points for improvement.
2. Analyse various situations of teaching and learning.
3. Apply knowledge, skills and acquired values critically, reflexively and creatively.
4. Apply measuring instruments tailored to the educational needs of each student group.
5. Apply the theoretical content of educational psychology to the improvement and optimization of real and simulated situations in formal and non-formal education.
6. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
7. Design psychoeducational assessment instruments when those on the market are not suitable to the needs of students.
8. Designing cognitive strategies that allow students to know their own cognitive and emotional processes (metacognition).
9. Develop criteria documented and argued the need for psychological measurement instruments in the context of teaching and learning.
10. Develop psychological reports aimed at different audiences: students, parents or teachers.
11. Identify variables - teacher, student and content- that define and design changes in these variables, with the aim of improving the educational process.

12. 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.
13. Organise the psychological evaluation from a positive perspective, which highlights the skills that students have and do not give much importance to their weaknesses.
14. Recognise personal limitations and limitations of the discipline in the different areas of professional practice.
15. Recognise the importance of interpersonal communication (group work) as necessary to work as psychologists, social competence.
16. Reflect on the importance of the learning process as students and as future psychologists (self-motivation, locus of control, expectations, etc).
17. Relate links between theory and practice, ie carry out justified professional action.
18. Show students the importance of strategies of control and regulation of their own learning (organization, planning and evaluation).
19. Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
20. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
21. Use adequate tools for communication.
22. Use different ICTs for different purposes.
23. Use different sources of information (bibliographies, official documents, internet, etc.).
24. Use different ways of thinking: reflexive, logical, systematic, critical, etc.
25. Use the most appropriate psychological measuring instruments in each case and evaluate their strengths and weaknesses.
26. Using specific databases of educational psychology such as PsycINFO or Eric.
27. Work in a team.

Content

Content

Theme 1: The Psychology of education and its context.

1.1. Psychoeducative variables

Theme 2: Student's resources and emotional aspects

2.1. Intellectual diversity: multiple intelligences.

2.1.1. Intelligence concept.

2.1.2. Gifted and talented subjects.

2.1.3. Educational intervention strategies.

Theme 3: The SEN of students and their intervention by educational psychologists

3.1. The SEN.

3.2. Different types of SEN.

Theme 4. Classroom management

4.1. Teaching staff and teaching task.

4.2. Discipline in the classroom.

4.3. Forms of intervention on disruptive behaviors.

Theme 5: Learning and building knowledge.

5.1. The constructivist conception of teaching and learning.

5.2. Transforming information into knowledge.

Theme 6: Identification of psychoeducational variables.

6.1. Psychoeducational interviews.

6.2. Psychoeducational questionnaires.

6.3. Personal and academic background.

Theme 7: Educational variables.

7.1. Education system.

7.2. Declarative and procedural content.

7.3. Instructional methodology by reception and discovery.

Theme 8: Psychological variables.

8.1. Learning during adolescence.

8.2. Learning patterns.

8.3. Cheating or dishonest behavior in the classroom.

8.4. Academic procrastination.

8.5 Academic stress

8.6. Problem solving in academia.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classroom practices	32	1.28	2, 1, 5, 4, 6, 7, 9, 10, 12, 13, 16, 17, 25, 22, 21
Master classes	22.5	0.9	2, 1, 3, 6, 11, 12, 15, 14, 16, 17, 24, 22, 21
Type: Supervised			
Group Query Sessions	5	0.2	2, 1, 3, 6, 12, 14, 16, 27, 24
Tutorials scheduled	4.5	0.18	2, 1, 3, 5, 6, 11, 15, 16, 17, 27, 21
Type: Autonomous			
Check virtual campus	23	0.92	1, 6, 27, 21

Elaborate documents	33	1.32	1, 3, 5, 6, 7, 9, 10, 12, 15, 14, 16, 17, 26, 23, 24, 25, 22
Reading of texts	33	1.32	2, 1, 3, 6, 14, 17, 22
Search for information	34	1.36	1, 5, 6, 17, 21
Study activities	36	1.44	1, 3, 6, 8, 15, 14, 17, 27, 24

Teaching is done through lectures and practicals in the classroom. The lectures will be used to introduce and explain the main themes of the syllabus. In the first session, the syllabus will be presented, basic and complementary bibliography will be given and a presentation of work proposals will be made.

The practical classes will consist of two different parts: one led by the teachers and the other by the students. They will include student presentations followed by discussion, in which the other students will be invited to participate actively, and activities based on videos, reviews of some readings, critical analysis of cases and experiential workshops.

Through tutorials, students will have continuous support from the teachers for writing reports and other coursework. All doubts and discussions that may arise from the recommended readings and the lectures will be addressed.

All the above activities can serve for evaluation purposes. All of these activities will be subject to evaluation through in-class monitoring.

The students' self-directed activities include reading specialized or complementary materials of special interest for the acquisition of the competences specific to the subject, preparing questions for the practical sessions, and individual or group study to build up competences in the subject area. Some of the readings will be posted on the Campus Virtual and a Genially (this will be specified on the first day of class).

It is very important to keep in mind that this course will work with the Campus Virtual, a tool that is very useful for accurately monitoring the course and what is being done or needs to be done, and for giving access to preparatory materials and complementary readings.

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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1. Group activity (written format) about diversity in the classroom. Between weeks 6-7 and weeks 14 and 15 depending on the groups. Virtual. Will be detailed in class. Students will be informed 15 days before.	30%	0	0	2, 1, 5, 6, 7, 9, 20, 19, 14, 16, 17, 26, 23, 24, 25, 22
EV2. Psychoeducational Reports. Written format. Individual activity.The activity is divided into two parts, one is at class and the other will be virtual. Between weeks 6-7 and weeks 14 and 15 depending on the groups.Will be	30%	0	0	2, 1, 3, 5, 4, 6, 8, 10, 11,

detailed in class				13, 20, 19, 16, 26, 23, 24, 22
EV3. Evidence on reading articles and class notes, and on videos and / or case studies. Written format. Individual activity at class. Second assessment period. Will be detailed in class	40%	2	0.08	2, 1, 3, 5, 6, 18, 9, 12, 15, 14, 16, 17, 27, 24, 25, 21

Evaluation

Evaluation is ongoing and consists of four evidences which, at the same time, are also learning activities.

All the students must participate in the activities of continuous assessment.

The final mark is the sum of the evidences.

To pass the course it is mandatory to take all three evidence.Students must obtain a mark equal to or greater than 5 out of 10, as long as the student has obtained a minimum of 4.5 in each of the evidences. In the event of not meeting these requirements, the maximum grade to be recorded in the academic record will be 4.5 points. It will be considered "Fail" if the person obtains a final grade less than 5.

All three evidences (1, 2 and 3) are mandatory and must be submitted in the corresponding week. Failure to present or deliver with undue delay any of the evidence implies the suspension of the subject without the possibility of recovery.

A student who has submitted evidence of learning (all of them or one) with a weight equal to or greater than 40% will be listed as "assessable".

Criteria for allowing re-evaluation

a) Not having passed the continuous assessment (the purpose of re-evaluation is not to improve on a passing grade once the subject has been passed in the continuous evaluation).

b) The student has submitted at least 2 continuous-evaluation evidences. EV3 and one of the other two

The re-evaluation will be to consist of a synthesis test. The mark of this test will constitute the final mark of the subject, that could be a maximum of 6.5.

The corresponding guidelines on assessment canbe found on this link: https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html

Second-year students or later may choose to follow the continuous assessment or take a single synthesis test without the possibility of recovery, which will consist of a test with questions about the entire content of the subject. An email must be sent, no later than the 30 September at to all the teaching staff teaching the subject to request it.

Relevant information

Attendance to the course is compulsory, as well as arriving within the established timetable. Absences must be justified for reasons of health, work or legal issues.

Plagiarism or copying in any evidence involves obtaining a 0 of that evidence.

Consigns such as the creation of work groups and other information will be given in class, so that students are responsible for informing the teachers and signing up for work groups in the classroom.

SINGLE ASSESSMENT

SINGLE ASSESMENT ACTIVITIES TABLE

Name and description of the evidence	Role	Duration in hours (of the face-to-face act)	Realization/de
EV1. Actividad en grupo (formato escrito) sobre diversidad en el aula. Se entregará de forma virtual. Se detallará en clase.	30%	5 hours	Second evaluati
EV2. Psychoeducational report. Written format and oral defense. Single activity. The activity will be divided into two parts, one will bedelivered in person and theother will be an oral test, also inperson, on the same day. It will be detailed in class.	30%		
EV3. Test on reading the articles and class notes, and on videos and/or case studies. Written format. Individual and face-to-face activity. It will be detailed in class	40%		

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Software

No applicable

Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	11	Catalan/Spanish	first semester	morning-mixed
(PAUL) Classroom practices	12	Catalan/Spanish	first semester	morning-mixed
(PAUL) Classroom practices	21	Catalan/Spanish	first semester	morning-mixed
(PAUL) Classroom practices	22	Catalan/Spanish	first semester	morning-mixed
(PAUL) Classroom practices	31	Catalan/Spanish	first semester	morning-mixed
(PAUL) Classroom practices	32	Catalan/Spanish	first semester	morning-mixed
(PAUL) Classroom practices	51	Catalan/Spanish	first semester	morning-mixed
(TE) Theory	1	Catalan/Spanish	first semester	morning-mixed
(TE) Theory	2	Catalan/Spanish	first semester	morning-mixed
(TE) Theory	3	Catalan/Spanish	first semester	morning-mixed
(TE) Theory	5	Catalan/Spanish	first semester	morning-mixed