

Analysis of Teacher-learner Interaction

Code: 105773
ECTS Credits: 6

2024/2025

Degree	Type	Year
2502443 Psychology	OT	4

Contact

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Teaching groups languages

You can view this information at the [end](#) of this document.

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
2. Learning-Teaching process.
 - 2.1. The perspective of the student
 - 2.2. The perspective of the teacher
3. Communication and time management
4. Emotions and motivations of teachers
5. Teachers types
6. Teaching methodologies
7. Stress and burnout
8. Assessment

Activities and Methodology

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	17.5	0.7	
Course work	15	0.6	
Information search	28.5	1.14	
Reading of texts	20	0.8	
Study activities	10	0.4	

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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
A1 Test on the contents of the previous lessons	30	1.5	0.06	4, 5, 6, 8, 10, 14, 15, 17, 22, 24, 25, 26
A2 Exhibition teacher observation and reflections theory topics	40	0	0	1, 2, 3, 7, 12, 13, 16, 19, 20, 21, 27, 28, 29, 30
A3 Test to evaluate the theoretical contents of the subject	30	1.5	0.06	5, 9, 11, 18, 23

The evaluations of activities A1 and A3 will take place in weeks 8 and 19-20, in the periods and places established by the Faculty. Activity A2 will be delivered in the form of a portfolio until the last teaching session of the course.

The weighted sum of the grades of the activities that reaches 5 allows the subject to be passed, regardless of whether any of them are not presented or suspended.

Recovery: can be chosen by students who, during the continuous assessment, have produced evidence with a weight equal to or greater than 2/3 of the total qualification and have obtained a grade of less than 5 points and greater than or equal to 3.5. The recovery will consist of completing the activities not presented or suspended.

A student who has submitted evidence of learning with a weight equal to or greater than 4 points (40%) cannot be listed as "NOT ASSESSABLE".

It is not expected that students from 2nd or later matriculation will be assessed through a single, non-retrievable synthesis test.

SINGLE ASSESSMENT

Students who opt for the single assessment option waive continuous assessment and will be assessed for all the contents of the subject in a single assessment, which will take place on the same day and place that the test of the second evaluation period of the subject. The assessment procedures will be the same as those described in activities A1 to A3, carrying out activities A1 and A3 in person and delivering activity A2.

The conditions for passing the remedial access subject and the remedial test for students taking the single assessment will be the same as for students taking the continuous assessment.

Link to the faculty's evaluation guidelines:
<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

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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Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	111	Catalan/Spanish	second semester	morning-mixed
(TE) Theory	1	Catalan/Spanish	second semester	morning-mixed