

Degree	Type	Year
Psychology	OT	4

Contact

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Teachers

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Teaching groups languages

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

Prerequisites

There are no prerequisites but it would be useful for students who want to take this course to have an interest in the educational area of psychology.

Objectives and Contextualisation

This course is part of the specialization in Psychoeducational Analysis and Intervention and aims to train future professionals capable of supporting learning processes and educational transformation in diverse contexts.

In response to the educational challenges of the 21st century (information management, autonomy, teamwork, critical thinking, inclusion, and digitalization), it is essential for students to develop strategies to analyze, design, and implement meaningful and sustainable educational practices. Within this framework, the course incorporates methodologies such as Service-Learning (ApS), educational Partnership, and the use of generative artificial intelligence as a support tool for active and collaborative learning.

The specific objectives are:

1. To understand the concept of learning and coping strategies in response to critical incidents, and to analyze their role in educational practice.
2. To explore and assess methodologies that foster meaningful learning, the development of competences, and the resolution of challenging or conflictive classroom situations.
3. To become familiar with and apply strategic teaching methods, the design of Critical Incident Analysis guidelines (PANIC), and other student-centered pedagogical resources.

4. To critically and ethically integrate generative artificial intelligence as a tool to support thinking, cooperative work organization, and decision-making in formal learning contexts.
5. To develop and present a real or simulated psychoeducational advisory project in collaboration with an educational center, demonstrating the acquired knowledge and competences while incorporating technological tools and principles of equity, personalization, and inclusion.

This course involves participation in a Service-Learning (ApS) project. These socially engaged projects allow students to develop professionally by contributing to real needs in a community and helping to improve people's quality of life or the environment. (More information at <http://pagines.uab.cat/aps>).

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse the demands and needs of people, groups and organisations in different contexts.
- Apply knowledge, skills and acquired values critically, reflexively and creatively.
- Define objectives and develop the intervention plan based on the purpose of the (prevention, treatment, rehabilitation, integration, support).
- Evaluate, contrast and take decision on the choice of adequate methods and instruments for each situation and evaluation context.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use different ICTs for different purposes.
- Work in a team.

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
3. Analyse the sustainability indicators of the academic and professional activities in this field, integrating the social, economic and/or environmental dimensions.
4. Analyse various situations of teaching and learning identifying the variables of teacher, student and content-that define and design these variables in order to improve the educational process.
5. Apply knowledge, skills and acquired values critically, reflexively and creatively.
6. Apply the theoretical content of educational psychology to the improvement and optimization of real and simulated situations in formal and non-formal education.
7. Assess how stereotypes and gender roles impact professional practice.
8. 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.
9. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
10. Critically analyse the principles, values and procedures that govern the exercise of the profession.
11. Design plans for improving educational practice adapted to the characteristics of both the educational context and students and teachers.
12. Explain the explicit or implicit deontological code in your area of knowledge.
13. Identify situations in which a change or improvement is needed.
14. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
15. Identify the social, economic and/or environmental implications of academic and professional activities in the area of your knowledge.

16. Present and discuss with the educators (students, parents and teachers) a specific plan of psychoeducational intervention.
17. Propose new experience-based methods or alternative solutions.
18. Propose new ways of measuring the viability, success or failure of the implementation of innovative proposals or ideas.
19. 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.
20. Propose projects and actions that incorporate the gender perspective.
21. Propose viable projects and actions to boost social, economic and/or environmental benefits.
22. Propose ways to evaluate projects and actions for improving sustainability.
23. Reflect on the importance of training teachers.
24. Select the appropriate exploratory instruments for analysing individual differences in school learning.
25. Use different ICTs for different purposes.
26. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.
27. Work in a team.

Content

1. The strategies of learning and coping with incidents: a conceptual framework.
 - 1.1. The concept of strategy within the constructivist approach to teaching and learning: the construction of "strategic" knowledge.
 - 1.2. Notions linked to the concept of learning strategies: abilities, procedures, methods and techniques.
 - 1.3. Metacognitive capacity, self-regulatory mechanisms and learning strategies.
 - 1.4. Critical Incidents and Coping Strategies
2. Intervention in the field of the strategies of learning and coping of educational incidents.
 - 2.1. Why do we have to teach strategies to learn? The challenges of the 21st century.
 - 2.2. General programmes for "Teach to Think" vs. specific "infused" in the curriculum
 - 2.3. Modalities of the organization of teaching strategies.
 - 2.4. An instructional model for Teaching-Learning Strategies.
 - 2.4.1. Methods for the presentation of strategies: modelling, thought cases and retrospective analysis.
 - 2.4.2. Guided practice methods: spreadsheets, cooperative techniques, and self-questioning guidelines.
 - 2.4.3. Methods for autonomous practice: Portfolios, self-questioning, and authentic tasks.
 - 2.5. Assessment of learning strategies.
 - 2.6. Training in coping strategies with critical incidents.
 - 2.7. The Guideline for Critical Incident Analysis (PANIC)
3. Psychoeducational counselling in the field of learning strategies.
 - 3.1. Functions of the consultant in the field of learning strategies and coping with incidents.
 - 3.2. Learning strategies linked to specific domains: reading, writing, and ICT.
 - 3.3. Coping Strategies linked with blocks of critical incidents.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Case analysis sessions, simulation of intervention methods and presentation of the assessment and IC	12	0.48	4, 5, 27
Theoretical class sessions on the agenda	24	0.96	4, 6, 11
Type: Supervised			

Reviews of the assessment, the implementation of the IC, and the class presentation	15	0.6	10, 4, 5, 6, 11, 15, 13, 16, 22, 17, 18, 20, 21, 23, 24, 27, 25, 8
Type: Autonomous			
Lectura de textos y revisión de webs.	28	1.12	16, 27
Reuniones de coordinación y preparación de la exposición del equipo.	50	2	5, 6, 11, 27, 25
Teacher contacts of the assigned center. Visit the center.	21	0.84	

The course is based on an active, collaborative, and experiential methodology, focused on the development of learning strategies through case analysis, critical reflection, and the resolution of real or simulated educational situations. Cooperative teamwork is encouraged, as well as Service-Learning (ApS) as a tool to connect theoretical content with professional practice. In addition, the use of generative artificial intelligence is integrated as a cognitive and metacognitive support resource throughout the process.

The methodological approach is framed within an educational Partnership perspective, where both teaching staff and students share responsibility in the construction of knowledge, decision-making, and the evaluation of the learning process.

Sessions combine spaces for collective construction, reading and discussion of texts, practical activities, classroom dynamics, and autonomous work. Students take on an active and reflective role throughout the course, developing both individual and group-based learning evidences.

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 Learning portfolio	15%	0	0	10, 3, 2, 4, 1, 5, 6, 9, 12, 15, 13, 26, 22, 17, 18, 19, 21, 23, 27, 25, 7, 8
Ev2 Presentation of a psychoeducational counseling (group)	35%	0	0	3, 2, 4, 1, 5, 6, 9, 11, 15, 14, 13, 26, 16, 17, 18, 19, 20, 24, 27, 25, 7, 8
Ev3 Carrying out an IC using the PANIC guideline (group)	30%	0	0	10, 3, 2, 4, 1, 5, 6, 11, 12, 14, 16, 17, 18, 20, 21, 27, 25, 7, 8
Ev4 Presentation of psychoeducational counseling (group)	15%	0	0	10, 4, 5, 6, 9, 11, 12, 26, 16, 22, 19, 20, 21, 27, 25, 8
Ev5 Final summary of the subject	5%	0	0	10, 3, 1, 5, 6, 9, 12, 15, 14, 13, 26, 22, 17, 18, 19, 21, 23

Assessment in this course is continuous, formative, and competency-based, and is structured around various learning evidences that reflect both the process and the outcomes of student learning. These evidences combine individual and group work and include activities of analysis, reflection, creation, and practical application of content. Below are the assessment tasks and the types of feedback that students will receive:

- **EV1 - Individual Portfolio (15%)**
A reflective and personal record of the learning process throughout the course. It connects practical experiences, theoretical content, and competency development. Individual written feedback will be provided through the virtual classroom each week. In addition, general issues will be addressed in theory sessions, and individual tutorials may be requested for specific concerns.
- **EV2 - Critical Incident Video (group, 30%)**
Collaborative audiovisual production portraying a significant educational situation, analyzed using the PANIC guideline. It enables students to apply knowledge related to coping and psychoeducational strategies. Group written feedback will be provided, and the team may request a group tutorial if needed in week 9.
- **EV3 - Psychoeducational Advisory Project (group, 35%)**
Design of an advisory proposal based on a real or fictional case, integrating theoretical concepts, intervention models, and practical tools. This is the main evidence of cooperative work. Written feedback will be given both via the virtual classroom and in person during practice sessions. Group tutorials will also be available for follow-up and deeper guidance.
- **EV4 - Oral Presentation of the Advisory Project (group, 15%)**
Presentation of the project to the class, using visual resources and effective communication. Clarity, coherence, and argumentative quality are assessed. Immediate feedback will be offered in the classroom at the end of the presentations and later complemented with written feedback through the virtual classroom at week 15.
- **EV5 - Final Individual Synthesis (5%)**
Personal final reflection on the learning experience, connecting the acquired knowledge with the course objectives and professional development. Individual written feedback will be provided via the virtual classroom at week 19. Students may also request a tutorial for more personalized comments.

All evidences must be submitted within the established deadlines to be assessed. Active participation, commitment to cooperative work, and the reflective quality of the submissions will be key elements in the evaluation.

Assessment criteria:

- **Course NOT Assessable:** those who have submitted evidence of learning with a weight of less than 40% of the final grade will be recorded as "Not assessable".
- **Course PASSED:** the course will be considered passed if the student has submitted all mandatory evidences within the established deadlines and has obtained a final grade equal to or higher than 4.85 (out of 10), calculated as the weighted average of all assessment evidences.
- **Criteria for REMEDIATION:** students who have not met the criteria established to pass the subject and who have been evaluated in a set of evidence with a minimum weight of 2/3 of the total grade for the subject may opt for recovery.

This course does not include a single final assessment, as the learning process is based on continuous, participatory evaluation supported by multiple evidences, which reflect both individual progress and group contribution. The course design follows an active and cooperative methodology that requires sustained engagement throughout the semester, making it unfeasible to assess learning through a single final exam. This structure allows for a more accurate and meaningful assessment of key competences such as critical thinking, shared decision-making, self-regulation, and the ability to apply knowledge in practical and real-life contexts. For more information, you can review the Faculty's [Evaluation Guidelines](#). Similarly, the subject does not include a Synthesis Test.

In this course, the use of generative Artificial Intelligence (AI) tools is permitted as support in certain learning activities, provided that their use is responsible, transparent, and aligned with the educational objectives of the course. The final result of any activity must reflect a meaningful, personal, and critical contribution from the student. If AI tools are used, students must clearly identify the parts generated with these technologies, specify which tools were employed, and include a critical reflection on how they influenced both the process and the final outcome. The undeclared use of AI, or its use as a substitute for personal development of the work, will be considered academic dishonesty and may result in a penalty in the activity grade or, in severe cases, sanctions according to the academic regulations of the Universitat Autònoma de Barcelona.

Bibliography

Main references:

Monereo, C. (Coord.) (2000). *Estrategias de aprendizaje*. Madrid: Visor.

Monereo, C. Monte, M. (2011) *Docentes en tránsito. Incidentes críticos en secundaria*. Barcelona: Graó.

Theoric Framework:

Monereo, C.; Monte, M. y Andreucci, P. (2015) *La gestión de incidentes críticos en la Universidad*. Madrid: Narcea.

Monereo, C. (2017) The role of critical incidents in the dialogical construction of teacher identity. Analysis of a professional transition case. *Learning, Culture and Social Interaction*. <https://doi.org/10.1016/j.lcsi.2017.10.002>

Docent Guide:

Monereo, C. (Coord.) (2001) *Ser estratégico y autónomo aprendiendo*. Barcelona: Graó.

<https://www.sinte.me/arc-pro>

Guideline for the Analysis of Critical Incidents (PANIC):

<https://www.critic-edu.com/>

Specific for teams:

Search for information: Monereo, C. (2009) *Aprender a encontrar y seleccionar información*. En pozo, J.I. y Pérez, M.P. *Psicología del aprendizaje universitario*. Madrid: Morata; 89-105.

Note-taking: Monereo, C. (Coord.) (2000) *Tomar apuntes: un enfoque estratégico*. Madrid: Antonio Machado-Visor.

Cocept Maps: Novak, J. i Gowin, D. (1988) *Aprendiendo a aprender*. Barcelona: Martínez Roca.

Assessment: Monereo, C. (Coord.) (2009) *Pisa como excusa*. Barcelona: Graó

Critical Incidents: <https://www.critic-edu.com/> <https://www.facebook.com/criticface/>

Other Resources:

Professor Website: https://es.wikipedia.org/wiki/Carles_Monereo_Font

professor's publications:

<https://www.researchgate.net/profile/Carles-Monereo>

Docent Guide Website: <https://www.sinte.me/arc-pro>

Critical Incidents Website: <https://www.critic-edu.com/> <https://www.facebook.com/criticface/>

Digital Campus: <http://psicovirtual.uab.es/aules/course/view.php?id=229>

Software

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Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(SEM) Seminars	111	Catalan	first semester	morning-mixed
(SEM) Seminars	112	Catalan	first semester	morning-mixed
(TE) Theory	1	Catalan	first semester	morning-mixed