

Degree	Type	Year
Psychology	OB	2

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Teaching groups languages

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

Prerequisites

It is recommendable to have previously studied the course "The social dimension of the person."
It is recommendable to attend simultaneously the courses of the second year of the first semester.

Objectives and Contextualisation

In the first year course *The social dimension of the person*, subjects such as identity, attitudes, attraction, aggression, etc. have been studied. In this second course, the second one that the student will take linked to the area of Social Psychology, other psychosocial processes of influence will be looked at and students will be introduced to theoretical and practical aspects of group dynamics and intergroup relationships. Students are expected to:

- know some theoretical elements of the aforementioned topics and be able to analyse them in a practical way
- recognize the social dimension of the human being and the influence of sociocultural factors.

Competences

- Actively listen to be able to obtain and synthesise relevant information and understand the content.
- Analyse the demands and needs of people, groups and organisations in different contexts.
- Apply techniques to collect and produce information about the functioning of individuals, groups and organisations in context.
- Distinguish and relate the principles of psychosocial functioning of groups and organizations.
- Recognise and appreciate external assessment of personal actions.
- Recognise the social dimension of human beings, considering historical and sociocultural factors involved in shaping human psychology.
- 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.
- Use different ICTs for different purposes.

Learning Outcomes

1. Analyse and compare concepts and psychosocial processes that show the social dimension of individual behaviour of the person.
2. Apply concepts and identify psychosocial processes in analysing the behaviour of the person in connection with their membership in social categories and their social context.
3. Apply concepts and identify psychosocial processes in analysing the behaviour of the person in relation to their membership of certain social groups.
4. Apply techniques for managing the group activity.
5. Apply techniques to detect the main needs of in-group activity.
6. Identify key techniques to gather information in a group.
7. Identify psychosocial principles involved in interaction between different social groups.
8. Identify psychosocial principles permitting the understanding and explanation of in-group activity.
9. Identify some of the psychosocial concepts and processes that enable the understanding and explanation of social interaction between people.
10. Identify some of the psychosocial principles involved in the operation of the groups.
11. Identify some of the psychosocial principles that allow understanding and explanation of social interaction in groups.
12. Identify the techniques of analysis and interpretation of information contained in a group.
13. Recognise and appreciate external assessment of personal actions.
14. Recognise psychosocial concepts and processes from seeing classic experiences of social psychology.
15. 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.
16. Use different ICTs for different purposes.

Content

1. Social Influence:

1.1 Normalization, uniformity, conformism.

- Normalization: investigations by Muzafer Sherif
- Conformism: research by Solomon Asch
- Normative influence and informative influence

1.2 Obedience to the authority.

- The experiments of Stanley Milgram
- Obedience in the 21st century
- The banality of evil
- Disobedience

1.3 Propaganda and persuasion.

- From Nazi propaganda to Persuasive Communication Theory
- The Nazi propaganda apparatus: the first mass persuasion laboratory
- The Second World War and its belligerent and non-belligerent needs
- Characteristics of the dual models of persuasion
- The Petty and Cacioppo production probability model
- Persuasion and action
- Persuasion, reason, emotion and action
- Persuasion, Big Data and propaganda
- Resistance to persuasion: selective exposure and avoidance
- Resistance to persuasion: inoculation

1.4 Majority Influence and Minority Influence.

- The study of active minorities
 - The influence as a reciprocal process
 - The notion of a minority
 - Types of minorities
- Active minorities and conflict
 - Conflict as a requirement of the influence of minorities
 - Regulatory elements of the conflict
- Actions that favour and hinder the influence of minorities
 - Actions that favour the influence of minorities
 - Means to hinder the influence of minorities
- Explanatory models of the influence of minorities
 - Cognitive models
 - Sociocognitive Models
 - Relationships of power in a historical-social context

2. Groups and collective movements:

2.1 Definition and types of groups.

- Group concept
- Some types of groups

2.2 Structure and group processes.

- Notion of group structure
- Elements of the structure of the group: roles and status
- Group cohesion
- Decision making

2.3 Communication in the groups

- Concept of communication and communication to the group
- Psychosocial aspects of communication

- Communication networks

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Analysis of practical cases, role playing and group dynamics (seminar, small groups)	22.5	0.9	3, 5, 4, 7, 8, 6, 12, 14
Conferences	21	0.84	1, 2, 9, 10, 11
Type: Supervised			
Debates and virtual tutorials	15.5	0.62	13, 16
Type: Autonomous			
Search for documentation	10	0.4	1, 2, 3, 14, 16
Study	30	1.2	1, 3, 9, 10, 7, 11, 6, 12
Team work	18	0.72	2, 3, 5, 4, 15, 14, 13, 16
Text reading	30	1.2	1, 9, 10, 7, 11, 8, 6, 12, 14, 16

Theoretical sessions in which the lecturer explains theoretical elements of the subject.

Practical sessions of case analysis social influence.

Practical sessions of group dynamics.

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

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1 - Multiple choice exam on the contents of the theory program	25	1.5	0.06	1, 2, 5, 9, 10, 11, 8, 14
EV2 - Multiple choice exam on the contents of the theory program	25	1.5	0.06	1, 2, 5, 9, 10, 11, 8, 14
EV3- Group report on the contents of the practical case	25	0	0	5, 7, 8, 15, 14, 16
EV4 - Active participation in the activities of group dynamics	25	0	0	3, 4, 6, 12, 13

sessions

EV5 - Online Quizzes	5	0	0	1, 3, 9, 10, 7, 11, 8, 6, 12, 16
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1. CONTINUOUS ASSESSMENT

The assessment for this course is structured around five pieces of learning evidence:

Ev1 and Ev2: Multiple-choice exams

These assessments primarily evaluate students' knowledge and understanding of the key concepts, theories, and research covered in the course.

Ev3: Group projects (Ev3a + Ev3b)

These learning activities require students to work collaboratively to produce a written group assignment.

Ev4: Active participation in group dynamics sessions

Attendance at these sessions is mandatory.

Ev5: Online exercises

Throughout the course, students will complete a series of online exercises focused on understanding and applying course concepts.

To pass the course, students must obtain a weighted average score of 5 or higher across all assessments.

A student who has submitted learning evidence representing 40% or more of the total assessment weight will be considered "eligible for assessment".

If plagiarism or copying is detected in any submission, the grade will be 0, and the program coordinator will be informed so that appropriate measures can be taken.

This course does not include a synthesis assessment.

The submission of the translation of in-person assessment tests will be carried out if the requirements established in Article 263 of the academic regulations are met and if it is requested online (via an e-form) during week 4 (more information on the Faculty's website).

2. RE-ASSESSMENT

- Students who have performed evidence with weight equal to or greater than 2/3 of the total grade during the continuous evaluation and have obtained a score of less than 5 points in the total subject and greater than or equal to 3.5 points.
- The re-assessment test will focus on EV1 and EV2 learning evidences and be open questions to develop. The maximum final grade that can be obtained in the subject by re-assessment is 5.
- The EV3 evidence can be re-assessed in a continuous.
- EV4 is not reassessable.

Further information: <https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>.

3. FEEDBACK

In accordance with current regulations, feedback will be provided as outlined in the following table:

Type of Feedback	Week
Ev1: Exam	In class / Tutorial
Ev2: Exam	In class / Tutorial
Ev3: Group projects	Written
Ev4: Group dynamics sessions	In class

4. SINGLE ASSESSMENT

Single assessment must be requested online (via an e-form) within the established period (more information on the Faculty's website).

The assessment activities will be the same as those in continuous assessment, except for Ev4. This activity will be replaced by a written test based on the materials used in the group dynamics sessions. Group work will be carried out among those students enrolled in the Single Assessment option.

5. USE OF ARTIFICIAL INTELLIGENCE (AI)

The course allows the use of AI as part of your learning process and in the preparation of assignments. AI is a technology that is already reshaping many areas of our society, including the academic and professional spheres. As future professionals, it is important to learn how to interact with these technologies effectively and ethically.

The university setting provides a good environment to explore AI, become familiar with its capabilities, and understand its limitations. The goal is not for AI to replace your critical thinking or reflection, but rather to serve as a tool that enhances your analytical abilities.

It is essential that AI is used transparently and responsibly. You must clearly identify the tools you have used and include a critical reflection on how AI influenced your process and the final outcome of your work. Your personal contribution to the analysis and reflection must be meaningful.

Bibliography

Fundamental

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Complementary

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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	Spanish	first semester	morning-mixed
(SEM) Seminars	112	Catalan	first semester	morning-mixed
(SEM) Seminars	113	Catalan	first semester	morning-mixed
(SEM) Seminars	114	Catalan	first semester	morning-mixed
(SEM) Seminars	211	Catalan	first semester	morning-mixed
(SEM) Seminars	212	Catalan	first semester	morning-mixed
(SEM) Seminars	213	Catalan	first semester	morning-mixed
(SEM) Seminars	214	Catalan	first semester	morning-mixed
(SEM) Seminars	311	Catalan	first semester	morning-mixed

(SEM) Seminars	312	Spanish	first semester	morning-mixed
(SEM) Seminars	313	Spanish	first semester	morning-mixed
(SEM) Seminars	314	Catalan	first semester	morning-mixed
(SEM) Seminars	411	Spanish	first semester	morning-mixed
(SEM) Seminars	412	Catalan	first semester	morning-mixed
(SEM) Seminars	413	Catalan	first semester	morning-mixed
(SEM) Seminars	414	Catalan	first semester	morning-mixed
(SEM) Seminars	511	Catalan	first semester	morning-mixed
(SEM) Seminars	512	Catalan	first semester	morning-mixed
(SEM) Seminars	513	Catalan	first semester	morning-mixed
(TE) Theory	1	Catalan/Spanish	first semester	morning-mixed
(TE) Theory	3	Catalan/Spanish	first semester	morning-mixed
(TE) Theory	5	Catalan/Spanish	first semester	morning-mixed