

Degree programme	Type	Course
Psychology	OP	4

Contact lecturer

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Teaching staff

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Group languages

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

Prerequisites

No requirements are requested

Objectives

The study of the different forms of interpretation and production of the symbolic systems of our culture allows us to know important aspects of the mental representations as well as the functional aspects of the individual, which is an important tool for diagnosis and psychological and pedagogical intervention

Goals

1. Study of the mental representations expressed through different systems of symbolization: subjects of cognitive order, and especially socio-emotional and gender order.
2. Study of the evolution and the construction of some systems of symbols and signs of our culture (construction of the meanings of language, objects, graphic images (drawing), audio-visual, etc.) by the population child and adult Psychological and functional mechanisms for the elaboration and interpretation of these symbolic systems.
3. Use of the aforementioned studies as an instrument of psychological and psychopedagogical analysis of the syllabus behaviours in various subjects in general and in particular in the aforementioned socio-emotional and gender issues

At the end of the course students should be able to:

1. To know the relationships between some systems of symbolism typical of our culture and the evolution of the mental representations of the individual.
2. Know the psychological mechanisms that occur when individuals build these systems of symbolization (language, symbolic actions, images, drawing, writing, etc.). When they have to understand them and when they have to produce them.
3. Use the symbolization systems as exploration tools on a variety of topics, especially issues of socio-emotional and gender order.

Learning outcomes

1. Identify concepts and psychosocial processes that show the social and cultural dimension of behaviour.
2. Describe the processes and stages of individual development and family groups.
3. Select the relevant data for the evaluation of a case considering the life course and context of intervention.
4. Link the data to the theoretical approach adopted to articulate the data obtained with the intervention to be performed.
5. Select and use appropriate communication resources according to the characteristics and skills of the target considering age and cultural identification.
6. Show an open disposition and a favourable attitude to cooperation.
7. Identify the elements that influence communication and organization of work.
8. Recognise the fundamental theoretical concepts in the texts.
9. Contrast different documentary sources.

Contents

1. Introduction: Representation, symbolization, arbitrariness and conventionality in different symbolic systems of our culture. Mental representation and the different forms of symbolization.

2. Natural language.

The symbolic origin of the first forms of communication and the first words and statements.

The construction of meanings. Errors and meanings. Implicit representations.

The metaphors of language. Implicit representations of a social and/or affective order.

3. Symbolization with objects and actions: symbolic play

- Play in childhood as a cultural and symbolic practice.

- The use of objects to represent roles, relationships and emotions.

4. Gender as a symbolic construction

- Symbolization of gender through language, image and cultural narrative.

- Stereotypes and power structures in the representation of women.

5. Theatre and dance: body expression and symbolic fiction

- Representation of the body and movement as language.

- Impact on the construction of identity and social imaginaries.

6. Figurative graphic expression: drawing

- Children's drawing as a tool for representing space, time and emotions.

- Images and roles in the construction of gender and social relations.

7. Writing: from the iconic symbol to the arbitrary system

- Children's writing: evolution and symbolic function.

- Graphic symbolization of oral language and ideas.

8. The static image: photography, comics and illustration

- Critical reading of the still image.

- Representations of class, gender and identity.

9. The moving image: cinema and television

- Audiovisual symbolization and transmission of ideology.

- The impact of cinematographic narratives on the construction of meaning.

10. Children's stories, advertising and mass media

- Narration as a symbolic vehicle: myths, tales and morals.
- Gender stereotypes and cultural values in media products.
- Critical reading of campaigns and advertisements.

11. History of art and visual culture

- Critical analysis of representation in the history of art.
- Presence and absence of visibility of women artists.
- - Art as a system of social and cultural symbolization.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Tutorials for work groups	5	0.2	6, 7, 8, 9
Field work	105	4.2	1, 2, 3, 4, 7
Theoretical classes (24h) and seminars (12h, lectures and classroom practices)	40	1.6	1, 2, 3, 4, 5, 6, 7, 8, 9

Based on materials that show different systems and symbolization behaviours facilitated by the teacher, the different ways of understanding and interpreting the said behaviours will be analysed. The main theoretical concepts that explain the symbolic and representational construction of the individual and also the corresponding psychological and pedagogical implications will be studied.

The student will be able to observe and analyse for himself the interpretations and / or productions of different symbolization systems by people of different ages.

The students, in small groups, will conduct some field studies on some of the subjects of the program, based on the methodology and the expositions carried out in the classes by the teacher.

Synthesis

- Master classes

- Discussion on the analysis of different symbolization systems.
- Tutorials to clarify doubts and follow-up activities.
- Autonomous activities: readings, field work

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	Weight	Hours	ECTS	Learning outcomes
Ev1b. Dossier evidence of learning	30%. Individual. In-person	0	0	1, 3, 6, 7, 8, 9
Ev1a. Knowledge evaluation	30%. Group. In-person	0	0	1, 3, 4, 7
Ev2. Field work/Presentations	40%. Individual. Written-Oral	0	0	2, 3, 4, 5, 9

1. CONTINUOUS EVALUATION

LEARNING EVIDENCE

EV1a. Presentation on contents: construction of symbols and gender (I)

- Content: Presentation, group dynamic and debate
- Authorship: Group
- Weight: 30%
- Presentation format: Hybrid
- Submission method: In-person
- Submission week: First assessment period
- - The use of AI is Restricted
- Type of feedback: in-class during the session, weeks 3, 4, 5.

EV1b. Learning evidence portfolio (II)

- Content: Collection of personal notes, group dynamics and debates
- Authorship: Individual
- Weight: 30%
- Presentation format: Hybrid
- Submission method: In-person
- Submission week: Second assessment period
- - The use of AI is Restricted
- Type of feedback: in-class during the session, weeks 6, 7, 8.

EV2. Fieldwork (I)

- Content: Fieldwork on a different topic for each group, presentations and debate
- Authorship: Individual
- Weight: 40%
- Presentation format: Hybrid
- Submission method: Hybrid
- Submission week: December/January
- - The use of AI is Restricted
- Type of feedback: in-class during the session, weeks 10, 11, and 12.

EVALUATION AND RECOVERY CONDITIONS

Non-assessable student

A student who has not submitted learning evidence equivalent to at least 40% of the total grade will be recorded as "non-assessable" in the final report.

Passing the course

To pass the course, the following two requirements must be met:

- Each evidence must to be a minimum score of 4 points is required to calculate the average with the other assessment components.
- The course will be considered passed when the average result of the assessment components is 5 or higher.
- ***This course/module does not provide for a single-assessment option.***

a. Resit system

Students may opt for a final resit if they:

1. Have obtained a final continuous assessment grade lower than 5.0, and
2. Have completed learning evidence worth at least two-thirds of the total weight.

The resit will consist of resubmitting all non-passed evidence.

b. Non-passed evidence

Non-passed evidence resubmitted for recovery may receive a maximum grade of 7.0.

c. Unsubmitted evidence

- If a student fails to submit any evidence for justified reasons, they may receive a maximum grade of 10.
- If the evidence is unjustified, the maximum grade will be 5.0.

Students in their second or later enrolment are not expected to be assessed by means of a single non-recoverable final exam.

d. Exam Translation

The translation of in-person assessment tests will be provided if the requirements established in Article 263 are met and the request is submitted online (e-form) during week 4 (for more information, see the Faculty website).

For more details on the assessment criteria, please consult the following link:

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

e. AI USE

Restricted use: "For this course, the use of Artificial Intelligence (AI) technologies is permitted exclusively for [support tasks, such as bibliographic or information searches, text editing, or translations... (others?)...], [activities xxx], [other specific situations deemed appropriate]. Students must clearly identify which parts were generated using this technology, specify the tools employed, and include a critical reflection on how these influenced the process and the final outcome of the activity. Failure to be transparent about the use of AI in this assessable activity will be considered a lack of academic honesty and may result in a partial or total grade penalty for the activity, or more severe sanctions in serious cases."

Bibliography

Texts that deal with mental representations. They allow to know the representative mechanisms by means of which the subjects include / understand a phenomenon or a type of symbolic representation.

- Belinchon M. Riviere A, Igoa J.M. (1992) *Psicología del Lenguaje. Investigación y teoría*. Madrid. Ed. Trotta.
- Johnson Laird, P.M. (1988) La representación mental del significado. A: *"Revista Internacional de Ciencias Sociales. Unesco. 115; 49-65.*
- Moreno M, Sastre G., Bovet, M. y Leal A. (1998) *"Conocimiento y Cambio"*. Barcelona. Ed. Paidos.
- Moreno Marimón M. De las estructuras a los modelos organizadores. A: *"Cuadernos de Pedagogía"* Nº 244 / Febrero
- Perner, J. (1994) *"Comprender la mente representacional"*. Barcelona. Ed. Paidos

Texts that deal with symbolization systems: symbols and signs

- Eco U. (1988) *"Signo"*. Barcelona. Ed. Labor
- Leal A. (1987) *"Construcción de sistemas simbólicos. La lengua escrita como creación"*. Barcelona. Ed. Gedisa.

Others:

- Eco U. (1977) *"Tratado de Semiótica General"*. Barcelona. Ed. Lumen.
- Ullmann S. (1980) *"Semántica. Introducción a la ciencia del significado"*. Madrid. Ed. Aguilar

About symbolic game and exhibition of experimental works that allow to understand the representational aspects that are at the base of the symbolic game.

- Elkonin D. B. (1980) *"Psicología del Juego"*. Madrid. Ed. Visor.
- Piaget J. (1977) *"La formación del símbolo en el niño"*. México. Fondo Cultural Europeo

Texts that allow knowing and interpreting representational mechanisms of children's drawing, and evaluating their evolution.

- Bombi A.S.y Pinto G. (1993) *"Los colores de la amistad"*. Madrid. Ed. Visor.
- Eisner E. W. (2004) *"El arte y la creación de la mente. El papel de las artes visuales en la transformación de la conciencia"*. Barcelona. Ed. Paidos.
- Fortuny J. (1988) El dibujo como expresión del pensamiento. A: M. Moreno.(Coord.) *"Ciencia Aprendizaje y Comunicación"*. Barcelona. Ed. Laia
- Gardner H. (1994) *"Educación artística y desarrollo humano"*. Barcelona. Ed. Paidos.
- Leal A. (1998) *Lenguajes para sentir y pensar*. A: *"Cuadernos de Pedagogía"*. Nº 271 / Julio Agosto.
- Leal A. (2006) Simbolización gráfica, medio de expresión e instrumento de pensamiento. A: *"Infancia y Aprendizaje"*. 29 (2) pp. 203-218.
- Widlöcher D. (1978) *"Los dibujos de los niños"*. Barcelona. Ed. Herder.

Others:

- Rev: Bulletin de Psychologie: La communication par images. 386 XLI 1987-1988. 13-16
- Rev. Communications: Apprendre des médias. Nº 33. 1981.

Texts that address the codes of the image, useful to understand the interpretations that the child population carries out on different types of images

- Aumont J. y Marie M. (1993) *"Análisis del film"*. Barcelona. Ed. Paidos
- Berger J. y Mohr. (1998) *"Otra manera de contar"*. Murcia. Ed. Mestizo.
- Borrego C. (1997) *"Narraciones televisivas y modelos ideológicos de socialización"*. A: *Cultura y Educación* 5, 45-68.
- Dubios Ph. (1994) *"El acto fotográfico. De la representación a la recepción"*. Barcelona. Ed. Paidos
- García Galera. Mª C. (2002) *"Televisión, violencia e infancia"*. Barcelona. Ed. Gedisa.
- Greenfield M. P. (1985) *"El niño y los medios de comunicación"*. Madrid. Ed. Morata.
- Gubern R. (1982) *"El lenguaje de los comics"* Barcelona. Ed. Península.
- Leal A. (2002) *Narraciones audiovisuales y representaciones infantiles: los roles masculino y femenino*. A *"Cultura y Educación"* 14 (3) , 313-326.
- Leal A. (2003) *Mirar y pensar desde la cultura de género*. A: *"Anuario de Psicología"* vol 34. 279-290.
- Torres E. y Conde E. (1994) *Medios audiovisuales y desarrollo social*. A: Mª José Rodrigo (ed.)

- "Contexto y Desarrollo Social". Madrid. Ed. Síntesis.
- Zunzunegui S. (1989) "Pensar la imagen". Madrid. Ed. Cátedra.

Texts that deal with the mechanisms of production of graphic symbols of basic symbols for school learning.

- Garton A. Y Pratt C. (1991) "Aprendizaje y proceso de alfabetización". Barcelona. Ed. Paidós
- Leal A. (1987) "Construcción de sistemas simbólicos. La lengua escrita como creación". Barcelona. Ed. Gedisa.
- Olson D. (1998) "El mundo sobre el papel. El impacto de la escritura en la estructura del conocimiento. Barcelona. Gedisa.
- Sastre G. (1988) Las escrituras aritméticas. A: "Enciclopedia Práctica de Pedagogía". Ed. Planeta. Vol II. Barcelona.
- Sellarés R. Bassedas M. (1989) La construcción de sistemas numéricos en la historia y en los niños. A: "La Pedagogía Operatoria" (M.Moreno, coord.) Barcelona. Ed. Laia.

Texts that treat the language from a perspective of the construction of the meanings on the part of the subject.

- Lakoff G. and Johnson M. (1986) "Metáforas de la vida cotidiana". Madrid. Ed. Cátedra.
- Leal, A. (1974) Lenguaje, Acción y Conocimiento en diferentes medios socio culturales. A: "Anuari de Psicologia" 2; 49-85.
- Oléron (1985) "El niño y la adquisición del lenguaje". Madrid. Ed. Morata.
- Moreno M, Sastre G., Bovet, M. y Leal A. (1998) "Conocimiento y Cambio". Barcelona. Ed. Paidós.
- Whorf B.L. (1971) "Lenguaje, pensamiento y realidad". Barcelona. Barral Editores.

Software

We are not going to use any specific software

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	1	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	111	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	112	Catalan	first semester	morning-mixed