



1. Course details

1.1. The Course

Academic Year	2019/2020
Degree	GRADO EN EDUCACIÓN PRIMARIA
Course Title	EDUCATIONAL PSYCHOLOGY
Code	5441
Year	FIRST
Type	FORMACIÓN BÁSICA
Number of groups	6
ECTS	6
Estimated student workload	150
Term taught	Term 2
Language	ENGLISH : Group 1 SPANISH : Group 1,2,3,4,5,6
Type of teaching	Campus-based course

1.2. The Teaching Staff

Course Coordination MARIA MERCEDES FERRANDO PRIETO Teaching Group: 1 and 5 Group Coordination: 1 and 5	Area/Department	PSICOLOGÍA EVOLUTIVA Y DE LA EDUCACIÓN			
	Staff position	PROFESORES TITULARES DE UNIVERSIDAD			
	E-mail Address /	mferran@um.es			
	Website / Online	http://www.mercedesferrandoprieto.es			
	office hours	Online office hours: YES			
	Phone number,	Term	Day	Office Hours	Location
	Office hours and Location	Term 1	Thursday	11:00- 13:00	
ROSA MARÍA PONS PARRA	Area/Department	PSICOLOGÍA EVOLUTIVA Y DE LA EDUCACIÓN			
	Staff position	PROFESOR CONTRATADO DOCTOR TIPO A (DEI)			



Teaching Group: 6 Group Coordination:2 and 6	E-mail Address /	rmpons@um.es			
	Website / Online	Online office hours: NO			
	office hours				
	Phone number,	Term	Day	Office Hours	Location
Office hours and	Term 1	Monday	10:00- 13:00		
Location	Term 1	Wednesday	11:00- 14:00		
CARMEN FERRANDIZ GARCIA Teaching Group: 2	Area/Department	PSICOLOGÍA EVOLUTIVA Y DE LA EDUCACIÓN			
	Staff position	PROFESORES TITULARES DE UNIVERSIDAD			
	E-mail Address /	carmenfg@um.es			
	Website / Online	Online office hours: YES			
office hours					
Phone number,	Term	Day	Office Hours	Location	
Office hours and	Term 1	Thursday	10:30- 13:30		
Location					
OLIVIA LOPEZ MARTINEZ Teaching Group: 4 Group Coordination:4	Area/Department	PSICOLOGÍA EVOLUTIVA Y DE LA EDUCACIÓN			
	Staff position	PROFESORES TITULARES DE UNIVERSIDAD			
	E-mail Address /	olivia@um.es			
	Website / Online	olivia@um.es			
office hours	Online office hours: YES				
Phone number,	Term	Day	Office Hours	Location	
Office hours and	Term 2	Thursday	09:30- 11:30	868884040,	
Location	Facultad de Psicología B1.4.032				
CECILIA MARIA RUIZ ESTEBAN Teaching Group: 3 Group Coordination:3	Area/Department	PSICOLOGÍA EVOLUTIVA Y DE LA EDUCACIÓN			
	Staff position	PROFESORES TITULARES DE UNIVERSIDAD			
	E-mail Address /	cruiz@um.es			
Website / Online	Online office hours: NO				
office hours					



Phone number, Office hours and Location	Term	Day	Office Hours	Location
	Terms 1 and 2	Monday	11:00- 14:00	(Sin Extensi3n), Edificio Rector Soler B1.3.023
	Terms 1 and 2	Monday	14:15- 16:00	
	Terms 1 and 2	Thursday	16:00- 17:00	
	Terms 1 and 2	L	08:00- 09:00	
	Terms 1 and 2	L	08:00- 09:00	
	Terms 1 and 2	L	08:00- 09:00	

2. Course Description

Taking into account the multidisciplinary character of teacher training, the knowledge given by the Educational psychology discipline is essential to understanding and analysing the process of change in the students, especially that which happens in the teaching-learning process. Having this psychological knowledge the future teacher will be able to hold the necessary elements to interpret and analyse the educative situations in which he/she will be involved. This would allow him/her to design and plan the teaching-learning situations in an autonomous and creative way. In this sense, it is important that the future teacher understands that the continuous training is a responsibility and a duty for all teachers and that the basic initial training received now is just the beginning of a long process of learning.

The subject Educational Psychology that is imparted in the first year (second term) is an essential subject within the teacher training programme, thus it contributes to the psychological training necessary to the practice of the teaching profession.

This subject belongs to a group of subjects (sociology, general didactics, Organization of school centre...), which aim to explain, from an interdisciplinary perspective, the educational phenomenon.

The contents of Educational Psychology are preceded in the first term by those of Developmental Psychology, which are of high importance in order to understand the different approaches of later disciplines studied in the teacher training programme.



3. Course access requirements

3.1 Incompatibilities

Does not include

3.2 Recommended background

The students must have assimilated the knowledge previously studied in the Developmental Psychology subject (first term): explanation theories and models of development, Cognitive development, language acquisition, social development, motor, emotional-affective development of the child. In addition, it is recommended that the students have basic knowledge about new technologies (www, e-mail, search of information on the web, text processor...)

4. Skills

4.1 Basic skills

- CB2. Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio

4.2 Degree-specific skills

- CG1. Ser capaz de expresarse correctamente en español en en el ámbito disciplinar de la Educación Primaria.
- CG5. Ser capaz de proyectar los conocimientos, habilidades y destrezas adquiridos para promover una sociedad basada en los valores de la libertad, la justicia, la igualdad y el pluralismo.
- CG6. Capacidad para trabajar en equipo y para relacionarse con otras personas del mismo o distinto ámbito profesional.
- CG8. Comprender los fundamentos teórico-prácticos: conocimiento científico y didáctico de las materias escolares, de la diversidad individual y cultural de los alumnos, de la compleja interacción entre procesos y contextos de aprendizaje, y de los principios y estructuras de los sistemas educativos.
- MB01. Comprender los procesos de aprendizaje relativos al periodo 6-12 en el contexto familiar, social y escolar.
- MB02. Conocer las características de estos estudiantes, así como las características de sus contextos motivacionales y sociales.
- MB04. Identificar dificultades de aprendizaje, informarlas y colaborar en su tratamiento.
- MB05. Conocer las propuestas y desarrollos actuales basados en el aprendizaje de competencias.
- MB06. Identificar y planificar la resolución de situaciones educativas que afectan a estudiantes con diferentes capacidades y distintos ritmos de aprendizaje.
- CE1. Conocer las áreas curriculares de la Educación Primaria, la relación interdisciplinar entre ellas, los criterios de evaluación y el cuerpo de conocimientos didácticos en torno a los procedimientos de enseñanza y aprendizaje respectivos.



- CE4. Diseñar y regular espacios de aprendizaje en contextos de diversidad y que atiendan a la igualdad de género, a la equidad y al respeto de los derechos humanos que conformen los valores de la formación ciudadana.
- CE5. Fomentar la convivencia en el aula y fuera de ella, resolver problemas de disciplina y contribuir a la resolución pacífica de conflictos. Estimular y valorar el esfuerzo, la constancia y la disciplina personal en los estudiantes.
- CE10. Reflexionar sobre las prácticas de aula para innovar y mejorar la labor docente. Adquirir hábitos y destrezas para el aprendizaje autónomo y cooperativo y promoverlo entre los estudiantes.

4.3 Crossed and Subject skills

- Skill 1. CM1. Comprender los procesos educativos y de aprendizaje en el período 6-12 años, en el contexto familiar, social y escolar.
- Skill 2. CM3. Conocer las características de los contextos motivacionales y sociales en los que ocurre el desarrollo infantil
- Skill 3. CM4. Conocer los procesos de interacción y comunicación en el aula que favorecen el desarrollo psicológico.
- Skill 4. CM5. Ser capaz de abordar y resolver problemas de disciplina.
- Skill 5. CM6. Promover el trabajo cooperativo y el trabajo y esfuerzo individuales.

5. Course contents

UNIT 1. Psychology and education: Educational process and psychological development

The objective of this lesson is to study the relationship between the development process (studied in the first semester) and the educational process. It is about understanding that maturational processes condition the ability to learn but, in turn, education and learning enables the child development. Thus, it is the role of Educational Psychology to take the challenge of understanding and explaining under what conditions the learning that promoted by education foster the development. With this perspective we believe that students can give a relevant meaning to both discipline.

UNIT 2. Models and theories of learning and their educational implication in the current curriculum.

Learning is considered a central axis in the educational process. The aim is to present to the students the main theories on learning that address the psychology of education: behaviorism and cognitivism, pointing out the most representative authors of both. We will expose, fundamentally, the learning by observation of Bandura and the constructivist expositions on learning,



emphasizing, in a special way, the educational implications to which these theoretical models have given rise.

UNIT 3. Intelligence, creativity and learning ability

In psychology most of the research on intelligence can be summarized in two fundamental currents: psychometric theories, which study individual differences through the study of factors (Spearman, Thurstone, Guilford, Vernon) and theories that focus on the study of the dynamic aspects of intelligent behaviors and try to understand human capacities in terms of the basic mental mechanisms that underlie intelligent behavior, as Sternberg points out.

Two theories stand out in this section. The triarchic theory of Sternberg and the theory of the multiple intelligences of Gardner. Both authors make a qualitative leap in intelligence research since they interpret this as a system that has to do with both the internal world and the external world of people; From this perspective, intelligence is not unique, but is understood more as a set of skills susceptible to improvement and development, than as an entity fixed in advance and forever (Beltran, 1996).

In addition, the position of Mayer and Salovey (1990, 2001) and Goleman (1996), which address a new approach to intelligence: emotional intelligence, will be discussed.

Finally, we will address the issue of creativity as an effective tool, both for students and teachers in solving problems. The objective of working on this topic is to reflect on the importance of creativity in the educational environment. We will reflect on the definition of creativity and the four approaches (person, process, product and environment) that have contributed multiple elements to research on the subject.

UNIT 4. Learning strategies

The learning strategies constitute a topic of great relevance for the teaching-learning process. The importance of this topic lies in the fact that through these strategies (operations or mental activities) the various processes of school learning are facilitated and developed. Unlike the "study techniques", more directed to the rote learning than to the significant learning, the "learning strategies" allow to process, organize, retain and recover the contents that must be learned; In addition, they serve to plan, regulate and evaluate these same processes depending on the purpose of the task. In this lesson we will address the topic of learning strategies, which explain the effectiveness of the teaching-learning process. To this end, the contents of this lesson will address the conceptual delimitation of the concept, the various types of existing strategies, the forms of evaluation in the school context and the teaching procedures of the strategies as an educational objective to be achieved.



UNIT 5. Motivation and learning in the school context

One of the necessary conditions to get a meaningful learning is that the student has a favorable attitude to learn, that is, that he/she has interest and desire to learn. Nobody doubts, that this condition makes direct reference to motivation. Motivation favors meaningful learning and this favors the desire to know and learn; producing a continuous feedback.

This lesson is focused on explaining how and why people initiate actions directed to specific goals, with how much intensity they participate in the activity and how they persist in it. Why students stop giving interest and make the necessary effort before a task and, finally, which motivating strategies favor the teaching-learning process.

UNIT 6. The affective dimension in the learning process

The limitation of exclusively using cognitive dimensions to explain the teaching-learning process is becoming more and more evident. Different studies point out the importance of studying educational processes as those which involve the whole individual. In this lesson the main affective and emotional factors that may play an important role in the students' development and in the teaching-learning dynamic will be tackled. This lesson will deal with topics referred to selfconcept, self-esteem and students' causal attributions, which help to explain the students' perception of his/her competences (successes and failures). In addition, the role of teacher and peers in the interactions developed in the school context will be studied.

UNIT 7. The educational interaction: teacher / students and student / student.

As stated in previous lessons the constructivism approach to learning makes reference to the mental activity of the student to construct knowledge by making connections between previous and new learning. From this approach, it is the student who learns, and no one can take his/her place. Nevertheless, the context in which this learning takes place, including the continuous interaction between student-teacher and student-peers, is often neglected. In fact, the teacher's mediation and his/her way of teaching in the class will greatly determine whether the students' activity is more or less constructive. In this sense the teacher must be seen as a mediator and facilitator to learning. In the same way, peers can influence each other, playing the same mediator role that the teacher plays. To better understand this learning-teaching process that students carry out, the educative mechanisms given in the student-teacher interaction must be taken into account. Thus, this lesson will expose how teacher and students influence the school learning.



UNIT 8. The evaluation of learning and teaching.

Evaluation should guide learning and teaching process, which are two faces of a same coin. Thus educative evaluation cannot be reduced to a single task to assess exclusively students performance, it should be understood as a feedback process by which decisions and actions to restructure or not the teaching process will be taken. During this lesson, characteristics and aims of assessment in primary education will be studied. Different types of evaluation and different strategies to carry them out, using appropriate instrument for observation an assessment will be exposed. In addition, how to communicate the evaluation results to receivers (parents, students, and teachers) will be explained.

PRACTICES

Practice 1. Visionado de documentales: Global

Practice 2. Debates sobre temas puntuales: Global

Practice 3. Casos prácticos relacionados con los temas expuestos: Global

Practice 4. Diseño de actividades: Global

Practice 5. Análisis fundamentado de textos y documentos: Global

6. Teaching methods and contact hours

Learning Activity	Methodology	Attendance Hours	Independent Learning	Workload
Exposición Teórica	Exposición teórica, clase magistral, proyección..., dirigida al gran grupo, con independencia de que su contenido sea teórico o práctico. Junto a la exposición de conocimientos, se plantean cuestiones, se aclaran dudas, se realizan ejemplificaciones, se establecen relaciones con las diferentes actividades prácticas que se realizan y se orienta la búsqueda de información.	36.5	0	36.5



Learning Activity	Methodology	Attendance Hours	Independent Learning	Workload
Actividades prácticas en aula convencional	Actividades prácticas de ejercicios y resolución de problemas, estudio de casos, exposición y análisis de trabajos, debates, etc. Suponen la realización de tareas por parte de los alumnos, dirigidas y supervisadas por el profesor, con independencia de que en el aula se realicen individualmente o en grupos reducidos.	14	0	14
Tutoría Académica	Tutorías en grupo o individualizadas para orientar y dirigir el trabajo de los alumnos cuando están fuera del aula, realizar el seguimiento de los alumnos, así como para resolver posibles dificultades aparecidas en el desarrollo de la asignatura.	3.5	0	3.5



Learning Activity	Methodology	Attendance Hours	Independent Learning	Workload
Trabajo autónomo	<p>Trabajos escritos: elaboración y presentación de informes escritos que realizan los alumnos, individualmente o en pequeños grupos, en respuesta a un problema, proyecto, tarea, etc. que propone el profesor y que, en algunos casos, pueden hacerse públicos y debatirse.</p> <p>Búsqueda y selección de información: consulta de libros, revistas científicas, artículos, etc. y selección de información relevante relacionada con las materias de estudio.</p> <p>Lectura de artículos y documentos: lectura comprensiva y crítica mediante la realización de un resumen, de un mapa conceptual, etc., incluyendo su valoración desde criterios diversos (interés, compatibilidad con ideas, viabilidad en la práctica, utilizada para la formación...).</p> <p>Estudio individual que el alumno realiza para comprender, reelaborar y retener un conocimiento científico-disciplinar, así como su posible aplicación en el ámbito profesional.</p>	0	96	96
	Total	54	96	150

7. Course Timetable

<http://www.um.es/web/educacion/contenido/estudios/grados/educacion-primaria/2019-20#horarios>



8. Assessment

Methods / Instruments	Pruebas escritas (exámenes): pruebas objetivas, de desarrollo, de respuesta corta, de ejecución de tareas, de escala de actitudes realizadas por los alumnos para mostrar los conocimientos teóricos y prácticos adquiridos.
Evaluation Criteria	
Weight	60
Methods / Instruments	Informes escritos, trabajos y proyectos: trabajos escritos, portafolios con independencia de que se realicen individual o grupalmente
Evaluation Criteria	
Weight	30
Methods / Instruments	Procedimientos de observación del trabajo del estudiante: registros de participación, de realización de actividades, cumplimiento de plazos, participación en foros
Evaluation Criteria	
Weight	10

Exam date

<http://www.um.es/web/educacion/contenido/estudios/grados/educacion-primaria/2019-20#exámenes>

9. Learning Results

RA2. To Differentiate the basic experimental paradigms of research in Developmental and Educational Psychology.

RA3. To Discriminate the different theories of development and learning, to know their foundations and discuss critically about them.

RA4. to Differentiate the different educational contexts (both formal and informal) and the most relevant psychological processes that intervene in each of them to promote development.

RA6. To Value the school as an important scenario for the socialization of children.



- RA7. To Know the dynamics of teacher-student and student-student interactions that are established in the classroom and the factors that influence in them.
- RA8. To Recognize social interaction and communication with others as a key element in the social and cognitive development of children. **
- RA9. To Master strategies of group dynamics to promote interaction among students.
- RA10. To Analyze the various psychological components that intervene in the complexity of the educational event and in the processes of teaching-learning.
- RA11. To Reflect on the criteria of psychopedagogical action that can optimize learning situations
- RA13. To Acquire independence and autonomy as apprentices, and take responsibility for their own learning and the development of their skills.
- RA14. To Perform judgments and critical assessments argued in the decision-making process in their own learning process.
- RA15. To Use appropriately expressions and specific vocabulary in the field of developmental psychology and education.
- RA16. Express oneself with clarity and orthographic and grammatical correctness.

10. Reading list

Group 1

Required Reading list



Bueno, J. A. y Castanedo, C. (1998). *Psicología de la educación aplicada*. Madrid: CCS.



Coll, C. y Solé, I. (1989). *Aprendizaje significativo y ayuda pedagógica*. Cuadernos de Pedagogía, 168, 16-20.



Coll, C., Palacios, J. y Marchesi, A. (Coords.). (2001). *Desarrollo psicológico y educación*, Vol.2. Madrid: Alianza Editorial.



-  González-Pineda, J. A., González, R., Núñez, J. C. y Valle, A. (Coods.). (2002). Manual de Psicología de la Educación. Madrid: Psicología Pirámide
-  Mira, M. (1991). Educación y Desarrollo. *Infancia y Aprendizaje*, 54, 3-17.
-  Navarro, J. L. y Aguilar, M. (1999). Psicología de la educación y teorías del aprendizaje. En Martín C., Bravo (Coord), *Psicología del desarrollo y de la educación en edad escolar*. (pp. 285-315).Valladolid: Ámbito
-  Onrubia, J. (1996). Mediación y construcción de significados en la interacción profesor/alumnos y en la interacción entre alumnos. En A. Barca, J. González, R., González y J. Escoriza (Eds.), *Psicología de la instrucción. Vol. 3: Componentes contextuales y relaciones del aprendizaje escolar* (pp. 21-41). Barcelona: EUB
-  Prieto, M. D., Ferrándiz, C. y Bermejo, M. R. (2001). Fundamentación teórica de la teoría de las Inteligencias Múltiples (IM). En M. D. Prieto y C. Ferrándiz (Coords.), *Inteligencias Múltiples y Currículo Escolar* (pp. 15-36). Málaga: Aljibe
-  Moreno, Roxana. -- *Educational psychology* / (2010)
-  Santrock, J. (2011). *Educational psychology*, University of Texas at Dallas.

Recommended Reading list

-  American Psychological Association
-  Prieto, M. D. y Ferrándiz, C. (2001). *Inteligencias Múltiples y Currículo Escolar*. Málaga: Aljibe.
-  Bermejo, R., Fernández, M. C., Ferrando, M., y Sáinz, M. (2011). Inteligencia emocional y alta habilidad. En M. D. Prieto (Coord.), *Psicología de la excepcionalidad*. Madrid: Síntesis.
-  Bermejo, R., Hernández, D., Ferrando, M., Soto, G., Sáinz, M. y Prieto, M. D. (2010). Creatividad, inteligencia sintética y alta habilidad. *REIFOP*, 13 (1)
-  Bueno, C., Teruel, M. P. y Valero, A. (2005). Inteligencia Emocional en alumnos de magisterio: La percepción y comprensión de los sentimientos y las emociones. *Revista Interuniversitaria de Formación del Profesorado*, 19 (3), 169-194.
-  Cabello, R., Ruiz-Aranda, D. y Fernández-Berrocal, P. (2010). Docentes emocionalmente inteligentes. *REIFOP*, 13 (1)



Centro Nacional de Información y Comunicación Educativa del MEC



Colegio Oficial de Psicólogos



Extremera, N. y Fernández-Berrocal, P. (2004). El papel de la Inteligencia Emocional en el alumnado: evidencias empíricas. *Revista Electrónica de Investigación Educativa*, 6 (2)



Ferrándiz, C. (Coord.). (2010). *Psicología de la Educación para pedagogos*. Murcia: Diego Marín.



Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado. Ministerio de Educación, Cultura y Deporte.



Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado. Ministerio de Educación, Cultura y Deporte.



López, O. y Ruiz, C. (2010). *Psicología de la Educación para maestros de Educación Primaria*. Diego Marín: Murcia



Les Archives Jean Piaget



Portal Educativo de la Región de Murcia. Consejería de Educación, Cultura y Universidades.



Prieto, M. D., López, O. y Ferrándiz, C. (2003). *La creatividad en el contexto escolar*. Madrid: Pirámide.



Project Based Learning



Project Zero. Graduate School of Education. University of Harvard



Recurso educativo elaborado a través del Convenio Internet en el Aula, entre el MEC y las Comunidades Autónomas



Sampascual, G. (2010). *Psicología de la Educación*. (Vols. I, II) Madrid: Universidad Nacional de Educación a Distancia.



Trianes, M. V. (2004). *Psicología de la Educación y del Desarrollo*. Madrid: Pirámide



Woolfolk, A. (2006). *Psicología educativa*. México: Trillas








Bermejo, R. (Coord.). (2012). *Psicología de la Educación para Grado de Educación Infantil*. Murcia: Diego Marín



Castejón Costa, J.L.; Gilar, R.; Gómez, M.C.G. y Pérez, P.M. (2010) *Psicología de la Educación*. Editorial Club Universitario.



-  Trianes, M.V. (2012) *Psicología del desarrollo y de la educación*. Madrid: Pirámide.
-  Navarro, J.I. y Martin Bravo (2010) *Psicología de la educación para docentes*. Madrid: Pirámide.
-  González-Pérez, J. y Criado del Pozo, M. J. (2005) *Psicología de la educación para una enseñanza práctica*. Madrid: CCS.
-  Coll Salvador, C. (coord.), Monereo i Font, C. (coord.) (2008) *Psicología de la Educación virtual*. Madrid: Morata.
-  Sampascual, G. (2007) *Psicología de la Educación*. Madrid: Morata.

Group 2

There are no published references for this group

Group 3

There are no published references for this group

Group 4

There are no published references for this group

Group 5

There are no published references for this group

Group 6

There are no published references for this group



11. Additional information

- * To pass the subject it will be compulsory to have approved all the assessment instruments.
- * In the event that the student can not attend to the lessons or carry out the activities planned for justified reasons, a specific work plan will be prepared so that it can overcome the theoretical and practical contents required.
- * "SPECIAL EDUCATIONAL NEEDS. Those students with disabilities or special educational needs may contact the Diversity and Volunteer Service (ADYV, <http://www.um.es/advv/>) to receive guidance on how to make the most of their training and, in their In this case, the adoption of equalization and improvement measures for inclusion, in virtue of Rectoral Resolution R-358/2016. The treatment of information about these students, in compliance with the LOPD, is strictly confidential."