

## EDUCATIONAL PSYCHOLOGY – Code 800160

Academic Year 2016-17

### COURSE INFORMATION

**Undergraduate Studies:** 0812 – Degree in Psychology (Studies Plan 2009-10)

**Type:** Compulsory

**ECTS:** 6.0

**Module:** Basic psychological training

**Area:** Life-span and educational psychology

**Year:** Third

**Semester:** 1

### INSTRUCTOR INFORMATION

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**Office hours:** Tuesday 11-14 and Wednesday 11-14

### SYNOPSIS

#### COMPETENCIES

##### General competencies

GC3: Know and understand the main normal and abnormal psychological development processes and stages over the course of the life cycle.

GC7: Know and understand the different methods of psychological evaluation, diagnosis and treatment in different areas involving the application of psychology.

GC8: Identify recipients' needs and demands in the different areas of application and establish goals for psychological action.

GC9: Identify the relevant characteristics of individual behaviour.

GC10: Promote health and quality of life in individuals, groups, communities and organizations in different contexts: educational, clinical, workplace and organizations, and community, via professional practice methods.

GC11: Select and manage specific psychology techniques and instruments.

GC13: Appropriately and accurately transmit evaluation results to recipients.

GC14: Prepare oral and written psychological reports in different areas of activity.

GC15: Know and comply with the requirements of professional ethics in psychology.

##### Transversal competencies

TC1: Analysis and synthesis.

TC2: Preparation and defence of properly reasoned arguments.

TC3: Problem solving and decision making in Psychology.

TC5: Looking for information and data interpretation on social, scientific and ethical topics related to the field of Psychology.

TC6: Team work and collaboration with other professionals

TC7: Critical thinking and self- analysis.

TC8: Learning how to learn, skills for life-long learning.

TC9: Communication skills, learning how to communicate ideas to both, professional and non-professional audiences.

## TEACHING ACTIVITIES

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The class will be organized following the content of the lessons, stimulating significant learning and fostering students' participation. Different kind of activities and methods are combining: cooperative learning, self-study, case study, role playing, micro-teaching, discussion groups and media work.

The practical part is designed according to problem-based learning and cooperative learning. The proposal tries to place student as a professional who has to deal with a real situation. So at the beginning of the term, student chooses one problem to solve in different fields of Educational Psychology. During the practical sessions, teacher will provide information and support to solve this problem developing an educational program and presenting at class their solution.

## Tentative schedule

WEEK	LESSONS
1,2	LESSON 1. EDUCATIONAL PSYCHOLOGY TODAY: SOCIAL CHANGES AND NEW CHALLENGES
3,4	LESSON 2. CONTEXTS OF LEARNING
5, 6	LESSON 3. FAMILY INTERVENTION
7,8	LESSON 4. NEW TECNOLOGIES AND EDUCATION
9, 10	LESSON 5. MOTIVATION
11,12	LESSON 6. CLASSROOM MANAGEMENT
13,14	LESSON 7. STUDENT DIVERSITY

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## BRIEF DESCRIPTION:

Educational psychology is the study of how people learn at any age and context during life. It is a branch of Psychology Science that includes not only the learning process of early childhood and adolescence, but also the social, emotional and cognitive processes involved in learning throughout a lifespan. It incorporates the knowledge of several disciplines: developmental psychology, behavioural psychology and cognitive psychology.

## PRE-REQUISITES

None

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## OBJECTIVES

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1. To promote the acquisition of conceptual knowledge in order to understand the distinctive objectives, process, interactions, and educational contexts.
2. To help students understand the nature of the conditions which improves the quality of education or undermines it, thereby increasing the risk of short and long-term psychological problems.
3. To facilitate comprehension of the objectives and problems in education, and the role of psychological intervention in the different contexts.
4. To help identify risk situations and to intervene in order to optimize education and its influences on psychology development in behaviour explanations.

## TOPICS

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### UNIT 1. CHALLENGES AND OBJECTIVES TO EDUCATIONAL PSYCHOLOGY IN THE 21st CENTURY

LESSON 1. Educational Psychology today: *Social changes and new educational needs.*

LESSON 2. *The contexts of learning.* Formal, non-formal and informal education.

### UNIT 2. NON FORMAL AND INFORMAL EDUCATION

LESSON 3.- *Psychological intervention and family education.* Nature of the education in the family context. Programs to develop parenting skills. Interventions with at-risk families.

LESSON 4.- *New technologies and education.* Media: risks and opportunities.

### UNIT 3.FORMAL EDUCATION

LESSON 5.- *Motivation and learning.* The hidden curriculum. Causes of success and failure. Effort and motivation: intrinsic motivation. Conditions to foster learning and teaching to manage success and failure.

LESSON 6.- *Student diversity.* Discrimination in the classroom. Teacher-student interaction styles. Intercultural education.

LESSON 7.- Classroom management. Creating learning environments. Intervention and remediation.

## ASSESSMENT

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### Assessment activities

The evaluation is designed according to formative assessment. Different assessment tools are used to measure the skills and aims of learning: exam, assignment, case study, participation at class, oral presentation.

### Evaluation criteria

1) The final grade will be based on:

1.- The grade in the theoretical part (60 points). At the beginning of each unit, the specific assessment tool is presented (exam, assignment, in-class activities).

- Unit 1 (10 points)

- Unit 2 (30 points)

- Unit 3 (20 points)

2.- The grade in the practical part (40 points).

-Supervision (5 points)

-Report (25 points)

-Presentation (10 points)

2) It is necessary to pass both the theoretical and the practical parts to pass the subject. In order to pass, in the theoretical part you should score at least 40 points.

## RESOURCES

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Ormord, J. (2006) *Educational Psychology*. Developing learners. Pearson Prentice Hall.

- Long, M. (2011). *The Psychology of education*. New York: Routledge.
- Parsons, R.; Lewis, S.; Sardo-Brown, D. (2001) *Educational Psychology: A practitioner-researcher model of teaching*. Thomson Learning.
- Tuckman, B.; Monetti, D. (2011) *Educational Psychology*. Wadsworth: Cengage Learning.

### Unit 1:

- Bruner, J. S. (2009). *The process of education*. Harvard University Press.
- Delors, J. (1996) *Education from century XXI*. UNESCO
- Díaz-Aguado, M.J. (1990). *Escuela, igualdad de oportunidades y diversidad cultural*. En: Díaz-Díaz-Díaz -Aguado, M.J. (dir). *Escuela y tolerancia*. Madrid: Pirámide.
- Foster, J. (2011) International Perspectives on Educational Psychology. *Psicología educativa*, 17. [www.copmadrid.org/webcopm/publicaciones/educativa/ed2012v18n1a7.pdf](http://www.copmadrid.org/webcopm/publicaciones/educativa/ed2012v18n1a7.pdf)
- León, J.A. (2011). El psicólogo educativo en Europa. *Psicología Educativa*, 17 (1), 65-83. [www.copmadrid.org/webcopm/publicaciones/educativa/ed2011v17n1a6.pdf](http://www.copmadrid.org/webcopm/publicaciones/educativa/ed2011v17n1a6.pdf)
- Méndez Zaballós, L. (2011). El psicólogo educativo en España. *Psicología Educativa*, 17 (1), 39-56. [www.copmadrid.org/webcopm/publicaciones/educativa/ed2011v17n1a4.pdf](http://www.copmadrid.org/webcopm/publicaciones/educativa/ed2011v17n1a4.pdf)
- Virginia Department of Education (2002) *Collaborative family-school relationships for children's learning*. [http://www.doe.virginia.gov/support/student\\_family/family-school\\_relationships/collaborative\\_family-school\\_relationships.pdf](http://www.doe.virginia.gov/support/student_family/family-school_relationships/collaborative_family-school_relationships.pdf)

### Unit 2

- Collins, A.; Halverson, R. (2009) *Rethinking education in the age of technology*. New York: Teachers College Columbia University.
- Ibabe, I.; Jaureguizar, J. & Díaz, O. (2009). Adolescent violence against parents. Is it a consequence of gender inequality? *The European Journal of Psychology Applied to Legal Context*, 1(1), 3-24.
- Kellner, D. (2000) New Technologies/New Literacies: reconstructing education for the new millennium. *Teaching Education*, Vol. 11, No. 3, 245-265.
- Mcwirther, J. J. (2007). At-risk youth: A comprehensive response. Belmont, CA: Brooks/Cole.
- Pisani, E. & Martins, M.B. (2016) Universal violence and child maltreatment prevention programs for parents: a systematic review. *Psychosocial Intervention*, 25, 27-38.
- Rodrigo, M.J. (2010) Promoting positive parenting in Europe: New challenges for the European Society for Developmental Psychology. *European Journal of Developmental Psychology*, 7(3), 281-294.
- Rodrigo, M.J., Palacios, J, (coordinadores) (2011) *Familia y Desarrollo Humano*. Alianza Editorial.
- Sameroff, A.J. (Ed.) (2009). *The transactional model of development: How children and contexts shape each other*. Washington, DC: American Psychological Association.
- Volman, A.; Van Eck, E.; Heemskerk, I.; Kuiper, E. (2005) New technologies, new differences. Gender and ethnic differences in pupils' use of ICT in primary and secondary education. *Computers & Education*, 45, 35-55.

### Unit 3

- Alonso Tapia, J. (2000) *Motivar en la escuela, motivar en la familia*. Madrid: Morata.
- Biggs, J. B. and Tang, C. (2007). *Teaching for quality learning at university*. Open University Press/Mc Graw-Hill Education.
- Deci, E. L., & Ryan, R. M. (2002). *Handbook of self-determination research*. Rochester, NY: University of Rochester Press.
- Díaz-Aguado, M. J. (2006) *Convivencia escolar y prevención de la violencia*. Ministerio de Educación.
- Díaz-Aguado, M. J. (2006) *Del acoso escolar a la cooperación en las aulas*. Madrid: Pearson-Educación/Prentice-Hall.
- Jackson, W.P. (1968) *A Life in Classroom*.
- Pulido, R.; Martín Seoane, G. Y Lucas, B. (2010). La mediación como herramienta educativa para estimular el razonamiento y la comprensión social: ¿Qué se puede aprender de los propios errores?, *Revista de Mediación*, 6, 10.
- Slavin, R. (2011). *Educational Psychology. Theory and Practice*. Boston: Pearson. Chapter 11: "Effective Learning Environments"

### Other resources

- Cooperative Learning Institute [www.co-operation.org](http://www.co-operation.org)
- Division 15: Educational Psychology. American Psychological Association. [www.apa.org](http://www.apa.org)
- División de Psicología Educativa. Colegio Oficial de Psicólogos. Madrid, España <http://www.cop.es>
- International School Psychology Association (ISPA). Chicago, IL, US [www.ispaweb.org](http://www.ispaweb.org)
- National Association of School Psychologists (NASP). Bethesda, MD, US [www.nasponline.org](http://www.nasponline.org)
- Network of European Psychologists in the Education System (NEPES). Brussels, Belgium [www.nepes.eu](http://www.nepes.eu)
- SUCCES FOR ALL [www.successforall.org/Home/](http://www.successforall.org/Home/)
- What is Educational Psychology? Division of Educational Psychology of the American Psychological Association. [www.cedu.niu.edu/lep/edpsych/psychology.pdf](http://www.cedu.niu.edu/lep/edpsych/psychology.pdf)