

Academic Year/course: 2022/23

26508 - Educational Psychology

Syllabus Information

Academic Year: 2022/23

Subject: 26508 - Educational Psychology

Faculty / School: 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

Degree: 301 - Degree in Nursery School Education

302 - Degree in Nursery School Education

303 - Degree in Nursery School Education

ECTS: 6.0

Year: 1

Semester: Second semester

Subject Type: Basic Education

Module:

1. General information

1.1. Aims of the course

Educational Psychology is a key subject in the training of future teachers. In the case of the Degree of Early Childhood Education Teaching is taught during the second semester of the first year, together with other subjects of the same nature. With this subject it is intended that the student knows: 1) The different explanatory models of human behavior according to the main paradigms of scientific psychology; 2) The epistemological, methodological and disciplinary problems of Educational Psychology. 3) Personal dimensions and interpersonal ones involved in the teaching / learning processes; 4) The main learning models and their classroom applications; 5) The role played by the different systems that intervene in the educational process: microsystem (school, family and equals), mesosystem, endosystem, macrosystem, chronosystem and globesystem; 6) The main topics of educational orientation in Early Childhood Education. The course intends, on the other hand (as has already been suggested in section 2.2) that the contents to be internalized remain united to the reality experienced by the students, thus turning the classroom into a place of interaction, negotiation and integration of cultures: academic on the one hand and experiential on the other. Starting from the idea that the academics contents are related to the lives of the students, with what they feel or want, with what they frustrates or makes them enjoy, it is necessary to approach them from experience, so that in this way learning has a personal sense. Consequently, it intends not only to inform students, but also to train them, offering them orientations that look at the will, feeling, affections, values ??and social commitment, since the University would be of little use if it does not leave a deep trace of intellectual and social ethics in those who pass through it. These approaches and objectives are aligned with the following Sustainable Development Goals (ODS) of the United Nations 2030 Agenda (<https://www.un.org/sustainabledevelopment/es/>), in such so that the acquisition of the learning outcomes of the subject provides training and competence to contribute to some extent to its achievement:

Objective 3: Health and well-being

Objective 4: Health and well-being

Objective 5: Gender equality

Objective 10: Reduction of inequalities

1.2. Context and importance of this course in the degree

Both in the training of the child and in the training of teachers we must speak of education, and not of a mere instruction, because training cannot be restricted to the acquisition and reproduction of content, information and data, but rather to the development of complex and complete systems of understanding and action that take into account the cognitive, affective and behavioral components that mediate the life of every human being from the first life moments. For this reason, we need teachers who educate in life and for life, who teach the academic and the vital. What stimulate the development of the different dimensions of the human being: knowledge, feelings, attitudes, skills and will. That they take into consideration the importance of the world of feelings in the construction of knowledge and learnings. That they encourage reflection and creativity. That they contribute to the formation of free, democratic, committed, supportive, tolerant, critical, enlightened, respectful, responsible and emotionally intelligent. In this sense, the role of the teacher cannot be reduced to a mere explanation of content and evaluation of results. In the age of knowledge and uncertainty, his task is much more complex, since it consists of accompanying, stimulate and guide the learning of all students, and in all its dimensions: learn to know, learn to do, learn to live together and learn to be. For this reason, teachers require training that includes not only the knowledge of what they have to teach and the passion for knowledge, but also the love of helping students learn, the knowledge of how the students, of the multiple resources and

ways of teaching, of the possible ways of organizing activities and contexts and of evaluate processes and products to help learning, as well as the development of knowledge, skills and attitudes professionals to stimulate and motivate students, even those who due to various circumstances do not they want, do not know or cannot learn. From this perspective, Educational Psychology helps future teachers of the specialty of Education Children to better understand the teaching-learning processes that, in any case, must be approached in the context of the four educational pillars mentioned above: learn to know, learn to do, learn to live together and learn to be.

1.3. Recommendations to take this course

Being a first-year subject, it has no special recommendations. It is the students' first contact with psychology and more specifically with educational psychology.

2. Learning goals

2.1. Competences

Basic skills

CB1 - That the students have demonstrated that they possess and understand knowledge in an area of ??study that is part of the base of general secondary education, and is usually found at a level that, although supported by textbooks it also includes some aspects that involve knowledge from the forefront of your field of study

CB2 - That the students know how to apply their knowledge to their work or vocation in a professional way and possess the competencies that are usually demonstrated through the development and defense of arguments and the resolution of problems within your study area

CB3 - That students have the ability to collect and interpret relevant data (usually within their area study) to make judgments that include a reflection on relevant issues of a social, scientific or ethical nature

CB4 - That students can transmit information, ideas, problems and solutions to a highly specialized audience as unskilled

CB5 - That students have developed those learning skills necessary to undertake studies posterior with a high degree of autonomy.

General skills

CG1 - Know the objectives, curricular contents and evaluation criteria of early childhood education

CG2 - Promote and facilitate learning in early childhood, from a globalizing and integrating perspective of the different cognitive, emotional, psychomotor and volitional dimensions

CG3 - Design and regulate learning spaces in diverse contexts that meet the unique educational needs of students, gender equality, equity and respect for human rights

CG4 - Encourage coexistence in the classroom and outside of it and address the peaceful resolution of conflicts. Knowing how to systematically observe contexts of learning and coexistence and how to reflect on them. Interpret educational practices according to the theoretical frameworks of reference, reflect on them and act accordingly

CG5 - Reflect in group on the acceptance of norms and respect for others. Promote the autonomy and the uniqueness of each student as factors in the education of emotions, feelings and values ??in early childhood

CG6 - Know the evolution of language in early childhood, know how to identify possible dysfunctions and ensure its correct evolution. Effectively address language learning situations in contexts multicultural and multilingual. Express themselves orally in writing correctly and master the use of different techniques of expression in the different areas of knowledge

CG7 - Know the educational implications of information and communication technologies and, in particular, television in early childhood

CG8 - Know the fundamentals of child diet and hygiene. Know basics of early care and the bases and developments that allow us to understand the psychological, learning and construction of the personality of early childhood.

CG9 - Know the organization of early childhood education schools and the diversity of actions that understand your functioning. Assume that the exercise of the teaching function has to be perfected and adapted to scientific, pedagogical and social changes throughout life

CG10 - Understand the importance of the teacher's work in order to act as a mediator and guide of fathers and mothers in relation to family education in the period 0-6, and mastering social skills in the treatment and relationship with the family of each student and with the group of families

CG11 - Reflect on classroom practices to innovate and improve teaching. Acquire habits and skills for autonomous and cooperative learning, and promote it in students and teachers. Select the most appropriate educational resources for each situation

CG12 - Understand the role, possibilities and limits of education in today's society and the fundamental competencies that affect early childhood education schools and their professionals.

Transversal skills

CT01 - Integrate the competences of the different subjects to guide the Final Degree Project and be able to apply the knowledge to professional practice

CT02 - Understand learning as a global, complex and transcendent fact, designing and developing situations that attend to the diversity of the students and involve them in their learning and their work.

CT03 - Manage and self-regulate the progression of learning, adapting to new situations and interrelating knowledge to

develop new ones.

CT04 - Work in a team being able to exercise different roles within the group.

CT05 - Use and apply Information and Communication Technologies (ICT) to learn, communicate and share knowledge in different contexts.

CT06 - Develop the ability to communicate to teach in one's own language and in one or more other European languages.

CT07 - Face the duties and ethical dilemmas of the profession.

CT08 - Search, manage, process, analyze and communicate information effectively, critically and creatively.

CT09 - Understand and reflect on educational practice in rural settings.

CT10 - Develop, manage, process and analyze the processes related to research applied to education.

Specific skills

CE01 - Understand the educational and learning processes in the period from 0 to 6 years, in the family, social and school context.

CE02 - Know the developments of the evolutionary psychology of childhood in periods 0-3 and 3-6.

CE03 - Know the basics of early care.

CE04 - Recognize the identity of the stage and its cognitive, psychomotor, communicative, social and affective.

CE05 - Know how to promote the acquisition of habits around autonomy, freedom, curiosity, observation, experimentation, imitation, acceptance of rules and limits, symbolic and heuristic play.

CE06 - Know the pedagogical dimension of interaction with peers and adults and know how to promote participation in collective activities, cooperative work and individual effort.

2.2. Learning goals

The student, to be able to pass the subject, will have to demonstrate the following results:

1. Describing the different explanatory models of human behavior according to the principal paradigms of scientific Psychology.
2. Identifying the principal epistemological, methodological and disciplinary problems in Psychology of Education.
3. Analyzing the personal and interpersonal dimensions involved in the teaching/learning process.
4. Defining and explaining the principal models of learning and their applications in the classroom.
5. Understanding and relating the role that the different systems that take part in the educational process play: microsystem (school, family and peers), mesosystem, endosystem, macrosystem, chronosystem and globosystem.
6. Identifying the principal topics of educational orientation in Infant Education.

2.3. Importance of learning goals

The Psychology of Education must be framed in an interdisciplinary and multiparadigmatic context, remaining deeply interwoven with the rest of the Sciences of Education, since only then will it find its maximum degree of fertility. Hence, the range of competencies that it contributes to training is so wide. This discipline is undoubtedly a fundamental subject of study for the training of teachers, since it provides a wide range of knowledge related to knowing how to be and knowing how to be in the classroom and in life. In the same way, it fosters the processes of comprehensive training and socio-personal development of future teachers.

In this sense, scientific, technical, historical and social progress inevitably goes through a set of educational processes, ordered to the integral formation of the new generations. This task is a responsibility shared by society in general and by all its institutions, with the family and the school being the two basic pillars on which it is based.

Placing ourselves in the school context, teachers play a broad set of roles in order to mature the young generations. The teacher turns out to be the counselor, animator and enhancer of learning, as well as the designer, programmer and evaluator of the same. Likewise, he performs different communicative, empathic and communication roles leadership with respect to the group of students in his charge. The teacher also performs different functions innovative and conservative about social reality and the scale of values. Finally, the teacher is a counselor and educator of the integral personality of the students, helping to increase their skills and abilities intrapsychological and interpersonal.

In this way, the future teacher will find in Educational Psychology a fundamental help to play its role as transmitter of knowledge and as a link between the child's world and external reality. On the other hand, from this discipline, complemented with Developmental Psychology and the rest of the psychopedagogical content subjects, it will be easier for teachers to decide what content to transmit in the classroom, the most appropriate time or age to teach them and the type of most appropriate methodology in each case. Finally, from an integration of the basic concepts of this discipline, the future teacher will be in better conditions to help children and adolescents to become people.

3. Assessment (1st and 2nd call)

3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

Students must demonstrate that they have achieved the expected learning outcomes through the following evaluation activities

Procedures and assessment tools

The evaluation uses values such as justice and honesty, but it is also vulnerable, and can be taken as a weapon of power and submission. Therefore, its risks should be avoided and its advantages should be taken advantage of, so that the criteria of evaluation favor the socio-personal and professional development of the students and promote the growth of their capacities, richer cognitive skills: understanding, analysis, opinion and creation.

Based on these ideas, the following assessment instruments will be used in this subject:

Activities assessable in teaching period: Class notebook and public presentation of works and Self-evaluation

Exam

Evaluation criteria and demand levels

1.- Both in the class notebook and in the public presentation of tasks, the capacity for reflection, opinion, analysis and synthesis, comprehension, creativity, ability to handle language with precision and beauty, spelling, the content of the messages will be valued, the order and clarity of ideas, the ability to present and communicate, as well as the contextualization of the speeches in a framework adjusted to the proposed themes. In this sense, the ability of students: a) Identify the topics, cases or materials on which they are asked, b) Use the theoretical knowledge presented by the teacher or present in the recommended readings, c) Relate theory and practice, d) Combine academic culture and the world of life, e) Expand the information autonomously, selecting the relevant one. In this sense, the ability of students will be evaluated to: a) Identify the topics, cases or materials about which they are asked, b) Use the theoretical knowledge presented by the teacher or present in the recommended readings, c) Relate theory and practice, d) Combine academic culture and the world of life, e) Expand the information autonomously, selecting the relevant one.

Each student will critically assess their learning process, highlighting their strengths and weaknesses. For this she will have take into account her commitment to the subject, her participation in the classroom, her level of motivation, the readings and work made, time invested, class attendance, as well as progress made in their socio-personal training process, professional and intellectual.

The value of the class notebook and / or of the public exhibition of works and of the self-evaluation, if done, will be equivalent 50% of the final grade for the course.

2.- In the exams, when they are open questions, the same aspects mentioned in the previous section when establishing the rating. In the case of multiple choice exams, they will be assessed in accordance with the rules that govern this type of test. The value of the exam will be equal to 50% of the final grade for the course.

In line with the above, the final grade will be given by the sum of the evaluations carried out throughout the course, each of them rated between 0-10 and weighted as follows:

Assessable activities in teaching period: 50%

Exam: 50%

It is necessary to obtain a grade equal to or greater than 5 out of 10 in each of the parts to pass the course. In the in case the grade in the exam does not reach 5 points, this note will not average with the one obtained in the activities evaluables made throughout the course, so that the final grade of the student body will be the one obtained in the exam. When this occurs in the first call, the student body will keep the qualification of said activities for average with the exam in the second call of the same academic year.

Total or partial fraud or plagiarism in any of the evaluation tests will lead to the suspension of the subject with the minimum grade, in addition to the disciplinary sanctions that the guarantee commission adopts for these cases.

Global Test and second call

Students who have not carried out or completed those assessable activities programmed for this subject throughout of the course, will be evaluated according to the Statutes of the University of Zaragoza, in article 158 p), through a single test global evaluation, to be held on the official dates established by the center. This single, written and global test will involve 100% of the grade and will incorporate both theoretical and applied elements, in such a way that as a whole it allows to verify the achievement of skills similar to those achieved by students who have followed the format described in the section on evaluation criteria. In the second call, the same criteria will be followed.

Fifth and sixth calls

The 5th and 6th year students will be evaluated with the same evaluation system as the rest of the students. In any case, to develop the teaching of this subject and accredit the achievement of its competencies, the student may choose either of these two options:

1. Follow the teaching in the group-class in which they are enrolled, with the court in charge of following their process evaluation.
2. Specify with the court the type of evaluation to be carried out (global or assessable activities throughout the course and final test) and the concrete development of each condition.

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

The learning process that has been designed for this subject is based on the following:

This subject is organized in such a way that large group activities (60/70 students) are combined with split group activities (30/35 students) and small group tutoring activities (15 groups).

In large group classes, the general contents of the subject will be presented globally by the teachers.

The sessions of each group will be dedicated to practical activities. The small group sessions will be designed to deepen the content and topics addressed in large group and small group work. The global computation of these activities is collected in the following table:

| Activity | Faculty | Students |
|--|---|----------|
| Large group (60/70 students) (includes a final test of 3 hours) | 30 | 30 |
| Split group (30/35) | 2 x 20 hours of split group classes (40 hours) | 20 |
| Group tutoring (15 groups) | 15 x 1,66 hours 25 hours | 1,66 |
| Non-contact activity of the students: Group work | | 30 |
| Non-contact activity of the students: Autonomous work | | 68,34 |
| TOTAL | 95 | 150 |

4.2. Learning tasks

The program offered to students to help them achieve the expected results includes the following activities:

The teachers will select, from among the learning activities indicated below, the format that they consider most appropriate and effective at all times, taking into account the peculiarities of the students, the characteristics of the classes (theory, practice or tutoring) , as well as its peculiarities (large group, split group or small group):

- Theoretical presentations by the teacher
- Carrying out and exposing individual and / or group works
- Reading and discussion of recommended texts
- Viewing videos
- Use of different online materials
- Class notebook in any of its modalities
- Making posters or similar
- Getting in touch with the educational reality
- Tutorials
- Self appraisal

4.3. Syllabus

The course will address the following topics:

1. Introduction to Psychology of Education.
2. Explanatory models of human behaviour according to the principal paradigms of the Scientific Psychology.
3. Epistemological, methodological and disciplinary problems of Psychology of Education.
4. Personal and interpersonal dimensions involved in the processes of education/learning.

5. Principal models of learning and their applications in the classroom.
6. Principal topics of educational orientation in Infant Education.

4.4. Course planning and calendar

The calendar of activities will be communicated to the students at the beginning of the class period of the subject by means of a written document, or through the Digital Teaching Ring (ADD), or through other supports available on the internet, such as blogs or social networks.

The subject is planned with a mixed development system, with assessable activities throughout the course and with a final test on the official dates provided by the center. The activities and key dates will be communicated at the beginning of the course period, either through the Digital Teaching Ring (ADD), or through other available supports on the internet (blogs, social networks), or in a written document delivered by the teachers to the students.

The final exam dates can be consulted on the website of the different faculties that offer the degree.

4.5. Bibliography and recommended resources

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=26508>