

Academic Year/course: 2022/23

63316 - Psychology of Learning

Syllabus Information

Academic Year: 2022/23

Subject: 63316 - Psychology of Learning

Faculty / School: 107 - Facultad de Educación

Degree: 584 -

604 -

ECTS: 4.0

Year: 1

Semester: First semester

Subject Type: 584 - Optional

604 - Compulsory

Module:

1. General information

1.1. Aims of the course

The course and its foreseen learning results obey the following guidelines and pursue the following objectives:

- To know and be able to identify the main characteristics, peculiarities, and difficulties of pupils' development on all educational levels.
- To gain deeper knowledge of the different mechanisms involved in learning processes, along with their theoretical foundations; to know how to differentiate and analyze the internal and external variables involved therein.
- To grasp and explore individual differences and the main difficulties that arise during infancy and adolescence; to plan and counsel pupils in their educational performance while striving to ensure the success of all pupils, avoiding exclusion and discrimination.
- To know the implications of the personal and external variables that influence and affect the pupil's teaching-learning process. To take those factors into account in order to exert the role of counsellor efficiently.
- To identify and plan strategies that encourage pupils' cognitive, emotional, social, and ethical development. To be able to detect eventual dysfunctions, and to plan an appropriate response as educational counsellor.
- To explore the problems that emerge most frequently in the classroom; to know how to identify the warning signals, and to detect risk behavior and eventual dysfunctions that most characteristically affect learning and psychological development on all educational levels.

These approaches and objectives are aligned with the following Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda (<https://www.un.org/sustainabledevelopment/es/>), in such a way that the acquisition of the results of subject learning provides training and competence to contribute to some extent to its achievement:

SDG 3: Health and wellness; SDG 4: Quality education; SDG 5: Gender equality; SDG 10: Reduction of inequalities.

1.2. Context and importance of this course in the degree

The Psychology of Learning course is part of the general syllabus of the Masters Degree in the specialty of Educational Counselling. The course design lays emphasis on the important role of the counsellor in facing the challenge of guiding and promoting the teaching-learning process of pupils at different educational levels.

Current society, and the educational system in particular, is complex and diverse. Certain conflicts and difficulties in the classroom (ranging from wide diversity among pupils to more specific problems such as harassment, violence, apathy, lack of discipline, teacher stress, demotivation, etc.) point us to the necessity of studying the psychological development of pupils, along with learning processes and their practical application in face of such great diversity.

All of this is carried out from the primary angle of prevention, with the aim of promoting integral psychological development that facilitates pupils' acquisition of skills, abilities, and attitudes.

The subject Psychology of Learning is an obligatory course pertaining specifically to the specialty of Educational Counselling as part of the official Masters Diploma in Secondary Education.

This subject is designed to reinforce the training of educational counsellors: their job profile is quite different from that of teachers in other specialties. It aims to contribute to a counsellor's core training by enabling the trainee to acquire scientific/technical knowledge specifically associated with the development and learning traits of children and adolescents, along with the development of the necessary skills, abilities, and attitudes to be put into practice in one's role as an educational counsellor.

1.3. Recommendations to take this course

No specific previous knowledge is required for this course, nor do the students need to have passed other courses in this degree or in other specialties. It is nevertheless recommended that they possess basic knowledge in the fields of developmental psychology and education. This course helps them understand, manage, and reinforce these concepts; thus, those who have previous knowledge will take better advantage of the course.

2. Learning goals

2.1. Competences

General and basic capabilities

CG01 - To integrate oneself into the teaching profession, and into its legal and institutional framework; to grasp its situation in society and the challenges it faces, along with the social and family environments that condition its exertion. To integrate oneself into the organization of learning institutions and to actively contribute to the projects and activities carried out therein

CG02 - To foster a spirit of harmonic coexistence in the classroom that encourages and stimulates learning. To support pupil development on all levels, orienting them academically and professionally on the basis of their psychological, social, and family characteristics

CG03 - To critically, reflectively support and supervise the learning process in pupils on the basis of the most relevant principles and theories regarding their learning process and how it can be strengthened

CB6 - To have a good grasp of approaches that help students become more original in the development and/or application of ideas (frequently in the context of research and investigation)

CB7 - To know how to apply the knowledge one has acquired, as well as one's capacity for resolving problems in new or unaccustomed situations that can arise within broader (or multidisciplinary) contexts related with one's area of study

CB8 - To be able to assimilate and apply knowledge when faced with the complex situation of having to emit judgments on the basis of incomplete or limited information associated with the ethical and social responsibility of applying one's expertise and sound judgment

CB9 - To be able to clearly and unambiguously divulge one's conclusions and expertise (along with their underlying premises) in front of specialized and non-specialized audiences

CB10 - To possess learning abilities that permit one to go on studying on a mostly self-directed, autonomous basis

Transversal capabilities

CT01 ? The capability of reflection and making decisions on a personal, intellectual and social level

CT02 ? The capability of integrating and applying knowledge that enables one to form judgments and resolve problems

CT03 ? The development of self-esteem

CT04 ? The capacity of self-control

CT05 ? The development of self-motivation

CT06 ? The development of the capability of autonomous learning

CT07 ? The capability of communicating ideas and argumentation in front of several different kinds of audiences

CT08 ? The capacity for empathy

CT09 ? The capability of exerting leadership

CT10 ? The capacity to work in a team situation with colleagues and other people

Specific capabilities

CEOE01 ? To know pupils' psycho-pedagogical characteristics in order to be able to evaluate them and to draft the required reports

CEOE02 ? To be familiar with measures in favor of respect for diversity that can be adopted in order to provide appropriate counsel in each case

CEOE04 ? To develop the necessary abilities and techniques to be able to adequately counsel families regarding their children's learning and development process

CEOE05 ? To be able to identify community public services and institutions with which the learning institution and its directors can collaborate in order to plan and promote important measures that improve the assistance and counsel provided to students

CEOE06 ? To identify and evaluate the factors and processes that affect pupils? learning capacity and school performance
CEOE07 ? To analyze, elaborate, and revise proposals for educational materials, situations, and contexts on the basis of the factors and processes addressed in CEOE06, as well as on the basis of current theories of learning
CEOE37 ? To identify and plan the resolution of educational situations that affect students with diverging capacities and learning rhythms

2.2. Learning goals

To pass this course, the student should demonstrate that he/she has attained the following learning results:

1. The student should be able to grasp and elaborate upon the main characteristics of psychological development on all educational levels from a bio-psycho-social perspective.
2. The student should be able to grasp, analyze and elaborate upon the principle learning theories, as well as the basic elements within the framework of education psychology which play a role in the teaching-learning process; he/she should be able to apply them to individualize and optimize of the teaching-learning process.
3. The student should be able to identify and evaluate a series of factors that can affect pupils? development and learning capacities, and know how to design strategies that ensure success for all pupils while avoiding exclusion and discrimination.
4. The student should be able to manage and orient educational situations with pupils who have different capacities and diverging learning rhythms.
5. The student should be able to conceive basic motivational strategies associated with learning and the school environment by observing and familiarizing him/herself with pupil behavior in the classroom
6. The student should have the capacity to conceive strategies to help pupils and their families improve their personal, academic, and professional development.

2.3. Importance of learning goals

This course?s learning results aim to help students acquire specialized knowledge about the psychological processes involved in learning and psychological development from infancy to adolescence, so that they may be able to respond efficiently in their role as school counsellors to the challenge of diversity in the classroom, while encouraging their pupils? integral development and their learning potential.

3. Assessment (1st and 2nd call)

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

In the first week of the subject, the teacher will communicate in writing or in Moodle the breakdown of tasks included in the evaluation and the delivery schedule for them.

Types of exams

The trainee should demonstrate that he/she has attained the foreseen learning results by submitting him/herself to the following evaluation activities:

The course shall be evaluated via a global test including theoretical and practical content. It will take place at the end of the semester according to the calendar of exams established by the institution that imparts the Masters Degree.

The test shall be in two parts: Theoretical and Practical. Each one of them shall have a 50% weight on the final grade, with a minimum of 4 points (out of 10) required in each portion in order to build an average between them.

* THEORETICAL PORTION

The theoretical portion of the global test can consist in multiple-choice questions (for which a standard correction for random guessing shall be applied), as well as questions requiring a brief answer and/or essay questions.

The theoretical content on which course students shall be examined is detailed in the following section, ?Activities and Resources?.

* PRACTICAL PORTION

The practical portion of the global test shall include practical content related with the knowledge of theories, techniques, resources and tools pertaining to each module and its application in an educational context.

Evaluation criteria

The evaluation of the subject will be carried out through a global test that will consist of two defined parts: Theory and Practice or through continuous evaluation. To pass the subject, each of the parts must be passed with a 5, that is, both the theoretical part and the practical part with a minimum of 5.

To ascertain that the student has achieved the course objectives and assimilated its content, the tests shall evaluate whether:

1. the student has a profound grasp of the implications of developmental characteristics (on all educational levels and in relation with all areas of human development)
2. the student is familiar with and knows how to analyze the theories of learning and education, as well as their relation with the individualization and optimization of the teaching-learning process.
3. the student is capable of identifying and planning an evaluation of the factors that can affect pupils' learning and development, and is able to interpret the information and design strategies that ensure the success of all students while avoiding risks.
4. the student understands the classroom implications of pupils' divergent capacities and learning rhythms, and knows how to confront such educational situations by counselling and supporting them.
5. the student can identify and design basic motivational strategies related with learning and the school environment.

Taking these evaluation criteria into account, the theoretical portion of the global test shall evaluate students' grasp of theoretical/practical knowledge associated with the course's objectives and capabilities.

The practical portion of the global test shall evaluate the students' correct application and the duly justified connection they establish among the modules of theoretical/practical knowledge featured in the proposed practical assignment. Important grading factors shall include: correct argumentation, identification of key concepts, the appropriate use of terminology, and the appropriate ordering and sequencing and exploration of ideas.

Level of requirements (qualification criteria and requirements to pass the course)

As explained above, the course shall be evaluated by means of a global test consisting of two parts: theoretical and practical. Each of them has a weighting of 50% in the final grade, with a minimum of 4 points (out of 10) required in each portion in order to build an average between them.

Students can likewise be evaluated through practical, gradable assignments carried out in the course of the practical sessions (although some activities may require further work outside the classroom). These assignments shall be handed out in the course of the academic year; attendance and active participation shall be essential for students to be evaluated on this basis.

Gradable activities shall include at least 1 written assignment (associated with the course's content modules and their associated practical activities).

At the beginning of the semester, the specific characteristics of gradable activities (including elaboration guidelines and term paper submission dates) shall be communicated through a written document via the ADD network (?Anillo Digital Docente?).

Grading criteria for the evaluation activities shall be the same those applied in the rest of the course. Formal aspects including the following shall have an important incidence upon the final score:

- Formal correction and quality
- Consultation of the appropriate sources
- Well-founded argumentation, reflection and proposals
- Quality and rigor of content and argumentation

By obtaining at least 5 points out of 10 in practical assignments and activities during the course, a student may be exempted from being evaluated on the practical content portion of the final exam.

Global exam and second round

The course shall be evaluated via a global test including theoretical and practical content. The global test shall take place at the end of the semester according to the calendar of exams established by the institution that imparts the Masters Degree.

The test shall be in two parts: Theoretical and Practical.

Evaluation in the second round shall follow the same criteria as applied in the first. If the student needs to pass a second round, the test scores ? both theoretical and practical ? from the first round shall carry over into the second round (provided that the student has obtained a minimum of 5 out of 10 points in one of the two portions of the test).

Fifth and sixth round (in front of a jury)

Fifth and sixth round students shall be evaluated according to the same system as the others. At any rate, in order to be able to teach the course content and earn credit for the skills it imparts, the student may opt for one of the two following alternatives:

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

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

This course combines large group activities with others that involve smaller groups. The professor shall lecture on general content that will subsequently be explored in further detail in groups of varied sizes that work on case studies, content exposition, and summaries of books and/or articles closely related with the course content, along with debates, group dynamics and other techniques that enable the trainees to assimilate the course's theoretical-practical content.

The approach, methodology and evaluation of this guide is prepared to be the same in any teaching scenario. They will be adjusted to the socio-sanitary conditions of each moment, as well as to the indications given by the competent authorities.

4.2. Learning tasks

The program designed to help the student attain the course goals includes the following activities:

The course shall use certain basic theoretical materials as point of departure, laying particular emphasis on the association between theoretical and practical content based on real or simulated situations, featuring meaningful examples stemming from daily teaching activity in a classroom context.

Students shall be presented with the resources and tools that are customarily used in a secondary education context. These resources and tools shall be described and analyzed.

The course shall require that the students carry out practical assignments associated with the theoretical content. It shall likewise require active participation in class, in debates, and in student colleagues' oral presentations.

The professor shall tutor/supervise the students' work to ensure an optimal learning experience and improved assignment quality.

Among others, many different types of educational resources, social networks, blogs, forums, group dynamics, commentaries on texts and audiovisual materials shall likewise be used, including the University of Zaragoza digital faculty platform.

4.3. Syllabus

MODULE I. Psychology of learning and education

1. Learning psychology and teaching: learning theories, behavioral theories (control and modification of behavior in the classroom); social learning; cognoscitive and constructivist theories (learning strategies); information processing.
2. Focusing on individual differences in the learning process (types of learning styles and strategies; learning rhythms; learning difficulties)

MODULE II. Developmental psychology in infancy and adolescence

1. Developmental psychology in child education. Physical and motor development; cognitive and linguistic development; personal, social, emotional, and ethical development.
2. Developmental psychology in primary education. Physical and motor development; cognitive and linguistic development; personal, social, emotional, and ethical development.
3. Developmental psychology in secondary education. Changes in adolescence. Cognitive and linguistic development; personal, social, emotional, and ethical development.

4.4. Course planning and calendar

The calendar of classroom-based sessions and submission dates for evaluable assignments shall be posted at the beginning of the semester on the Digital Faculty Network 'Anillo Digital Docente' (ADD).

4.5. Bibliography and recommended resources

<https://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=63316>