

Academic Year/course: 2024/25

26600 - Psychology of Education

Syllabus Information

Academic year: 2024/25

Subject: 26600 - Psychology of Education

Faculty / School: 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

Degree: 298 - Degree in Primary School Education

299 - Degree in Primary School Education

300 - Degree in Primary School Education

ECTS: 6.0

Year: 1

Semester: First semester

Subject type: Basic Education

Module:

1. General information

Educational Psychology is a key subject in the training of future teachers. In the case of of the Primary Education Teaching Degree, it is taught during the first four-month period of the first year, together with other subjects of the same nature.

The subject aims, on the other hand (as has already been suggested), that the contents to be internalised are linked to the reality lived by the students, thus converting the classroom into a place of interaction, negotiation and integration of cultures: the academic on the one hand and the experiential on the other.

2. Learning results

The student, in order to pass this subject, must demonstrate the following results....

1. Describes the different explanatory models of human behavior according to the main paradigms of scientific psychology.
2. Recognizes the main epistemological, methodological and disciplinary problems of Psychology of Education.
3. It analyzes the personal and interpersonal dimensions that are involved in the teaching/learning processes.
4. Define and explain the main learning models and their applications in the classroom.
5. Understands and relates the role played by the different systems involved in the process educational: microsystem (school, family and peers), mesosystem, endosystem, macrosystem, chronosystem and globosystem.
6. Identifies the main topics of educational guidance in Primary Education.

3. Syllabus

1. Introduction to Educational Psychology.
2. Behavioral theories in the teaching-learning process.
3. Behavior modification in the classroom.
- 4- Information processing.
- 5- Cognitive theories in the teaching-learning process.
- 6- Motivation in the teaching-learning process.
- 7- Self-concept and self-esteem.
8. Intelligence and thinking skills.

4. Academic activities

The teacher shall select, from among the learning activities listed below, the format they consider most appropriate and effective at any given time, taking into consideration the specifics of the students, the characteristics of the classes (theory, practical or tutorial) and their specifics (large group, split group or small group):

- Exhibition sessions
- Active learning methodologies
- Work preparation
- Oral presentation and discussion of papers
- Tutorials

TRAINING ACTIVITY	HOURS OF DEDICATION

Master Classes Large group theory	30
Practical classes	30
Resolution of cases and activities	
Individual study and independent work	84
Assessment tests.	6
Total	150h

5. Assessment system

Two modalities

A Continuous Assessment.

B.Global evaluation:

Two sections are differentiated:

- Theory: This section is evaluated only in the final test to be taken according to call in the official exam calendar. It will be an exam with multiple-choice questions (according to test-type exam scoring formula) and/or short answer or essay questions.

- Practical: This section can be evaluated continuously and/or in the final test. In the continuous evaluation will be assessed works and/or short answer or development tests. In the final test, short answer or essay questions will be assessed.

In order to pass the course it is necessary to have obtained a grade equal to or higher than five out of ten in theory and practice. If so, the final grade in the subject is the average of these two sections.

The evaluation in the second round will be adapted to the same criteria used for the first round first call.

The students of 5th and 6th call will be evaluated with the same evaluation system as the rest of the students as the rest of the students.

Finally, it must be taken into account that the Regulations of the Norms of Coexistence of the University of Zaragoza will be applicable to irregularities committed in the assessment tests through academic fraud as well as the application of article 30 of the Regulations of the Norms of Assessment of Learning in relation to irregular practices other than academic fraud."

6. Sustainable Development Goals

3 - Good Health & Well-Being

4 - Quality Education

5 - Gender Equality