

63200 - Educational and Developmental Psychology

Syllabus Information

Academic year: 2024/25

Subject: 63200 - Educational and Developmental Psychology

Faculty / School: 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

Degree: 584 - Master's Degree in Teaching Compulsory Secondary Education

585 - Master's Degree in Teaching Compulsory Secondary Education

586 - Master's Degree in Teaching Compulsory Secondary Education

590 - University Master's Degree in Teaching, specializing in Geography and History

591 - Master's Degree in Teaching, specializing in Philosophy

592 - Master's Degree in Teaching, specializing in Business and Economics

593 - Master's Degree in Teaching, specializing in Mathematics

594 - Master's Degree in Teaching, specializing in Technology and Computer Science

595 - Master's Degree in Teaching, specializing in Biology and Geology

596 - Master's Degree in Teaching, specialization in Physics and Chemistry

597 - Master's Degree in Teaching, specializing in Spanish Language and Literature. Latin and Greek

598 - Master's Degree in Teaching, specialization in Foreign Language: French

599 - Master's Degree in Foreign Language Teaching: English

600 - University Master's Degree in Teaching, specializing in Music and Dance

601 - University Master's Degree in Teaching, specializing in Industrial and Construction Processes

602 - University Master's Degree in Teaching, specializing in Administration, Marketing, Tourism, Services to the

Community and FOL

603 - Master's Degree in Teaching, specializing in Sanitary, Chemical, Environmental and Health Processes Agri-

food

ECTS: 4.0

Year: 1

Semester: First semester

Subject type: Compulsory

Module:

1. General information

This subject aims to facilitate the knowledge, reflection and critical analysis on the development and learning processes during adolescence, as well as the use of techniques and tools to promote the integral development of students and the optimization of the teaching-learning process..

The subject and its expected learning results respond to the following approaches and objectives:

To know the main characteristics of development and learning during adolescence.

To identify the different mechanisms, learning processes and their theoretical bases.

To know how to differentiate and analyse the different variables (internal and external) that influence the learning process. To know and address individual differences and the main difficulties during adolescence and their educational response.

2. Learning results

To know, identify and understand the main characteristics of development, with special emphasis on adolescence, from a bio-psycho-social perspective, and to relate them with the optimization of the teaching-learning process.

To know, identify and understand the different learning theories and the fundamental elements that from the psychology of education affect the teaching-teaching process and be able to apply them for the individualization and optimization of this process.

To identify and propose strategies that favour the cognitive, emotional, social and moral development of students, promoting education in values, enrichment of diversity, equal rights and opportunities, citizenship education and respect for human rights.

To know and know how to apply, in the teaching-learning process, the main theories of motivation.

To understand and integrate diversity in the classroom and know how to design or adapt educational strategies that seek the success of all students, avoiding exclusion and discrimination.

To know the most frequent problems in the classroom and their warning signs, and to know how to identify risk behaviours and possible dysfunctions that affect learning and development.

3. Syllabus

Developmental psychology of adolescence (Evolutive developments). Attention to individual differences (derived from their development and learning process) and frequent problems in adolescence

Educational Psychology:

- Behavioural theories in the teaching-learning process- .
- .Behaviour modification in the classroom.
- .Information processing.
- .Cognitive theories in the teaching-learning process.
- . Motivation in the teaching-learning process.
- . Self-concept and self-esteem.

4. Academic activities

We will start with basic theoretical materials and will pay special attention to relate the theoretical contents with the practical ones based on real or simulated situations and with significant examples related to teaching practice and classroom contexts. Resources and tools commonly used in teaching work and in secondary education contexts will be presented and analysed. The elaboration of practical work related to the theoretical contents will be required, as well as active participation in classes, debates and/or oral presentation by the students, as well as tutoring (Moodle) for a better monitoring of the subject and the work to be done.

Finally, all types of educational resources will be used: social networks, blogs, websites, etc. Academic activities included are:

- Participative lectures
- Problem solving and case studies
- Teaching assignments
- Assessment tests
- Student work

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 the call in the official exam calendar. It will be an exam with multiple-choice questions (according to multiple-choice exam grading formula) and/or short answer or essay questions.

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

In order to pass the subject 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 call will be adapted to the same criteria used for the first call.

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

Finally, it must be taken into account that the Regulations of the Rules of Coexistence of the University of Zaragoza will be applicable to irregularities committed in the evaluation tests through academic fraud, as well as the application of article 30 of the Regulations of the Rules of Evaluation 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