



Universidad  
de Alcalá

GUÍA DOCENTE

# EDUCATIONAL PSYCHOLOGY

**Grade in Primary Education**  
**University of Alcalá**

**Academic Course** 2023 / 2024  
**1º Course – 2º Semester**

## TEACHING GUIDE

Subject:	Educational Psychology
Code:	420008
Educational Degree	Grade in Primary Education
Department:	Educational Sciences Department – Area of Developmental and Educational Psychology
Character:	Basic
ECTS credits:	6
Course and Semester:	1 <sup>o</sup> course; 2 <sup>o</sup> semester
Teacher:	Ana Belén García Varela
Language:	English

### 1. PRESENTATION

Educational Psychology studies teaching and learning environments. The main objective of this subject is the study of the processes involved in different educational contexts. During the semester diverse psychological theories dealing with the study of teaching and learning will be analyzed in order to understand them. Approached from different psychological perspectives, the subject will undertake the study of primary and pre-primary learners' individual characteristics and learning processes. This course continues and extends many of the concepts introduced in the subject 'Developmental Psychology' undertaken in the first semester.

### 2. COMPETENCIES

General Competencies:

Following Order ECI / 3857/2007, of December 27, which establishes the requirements for the verification of official university degrees that qualify for the exercise of the profession of Teacher in Primary Education:

1. Design, plan and evaluate teaching-learning processes, both individually and in collaboration with other teachers and professionals at the center.

2. Design and regulate learning spaces in contexts of diversity and that attend to gender equality, equity and respect for human rights that shape the values of civic education.
3. Reflect on classroom practices to innovate and improve teaching. Acquire habits and skills for autonomous and cooperative learning and promote it among students.

#### Specific Competencies:

1. To understand educational and learning processes in the period 6-12 years within family and school contexts.
2. To investigate how to promote the acquisition of habits such as autonomy, curiosity, observation, experimentation, acceptance of rules and limits, and the development of symbolic and heuristic games.

### 3. CONTENTS

Content Modules	Credits
I. Educational Psychology Theories <ol style="list-style-type: none"> <li>1. Introduction to Educational Psychology</li> <li>2. Learning and behaviorism</li> <li>3. Learning and constructivism</li> </ol>	<ul style="list-style-type: none"> <li>• 2 credits</li> </ul>
II. Intrapersonal Factors for Learning <ol style="list-style-type: none"> <li>1. Motivation and emotions on learning</li> <li>2. Self-concept and self-esteem</li> <li>3. Intelligence and skills</li> </ol>	<ul style="list-style-type: none"> <li>• 2 credits</li> </ul>
III. The importance of context for learning <ol style="list-style-type: none"> <li>1. Different learning contexts and communities of learners</li> <li>2. Relationships in educational contexts</li> <li>3. Learning communities</li> <li>4. Tools for learning</li> </ol>	<ul style="list-style-type: none"> <li>• 2 credits</li> </ul>

## 4. METODOLOGIES OF THEACHING-LEARNING. TRAINING ACTIVIES.

### 4.1. Credit distribution (in hours)

Face-to-face classes	48
Students' autonomous study	102
Total	150

### 4.2. Methodological strategies, materials and teaching resources

Lectures	Theoretical lectures to promote progressive conceptual elaboration.
Case analysis	Analysis of real situations to detect different educational problems and how to solve them.
Debates of articles and lectures	A number of articles will be provided sequentially throughout the course. They will be uploaded on the e-learning platform.
Colaborative learning	Practical and (some) theoretical sessions have been designed to promote team and collaborative work.
Use of e-learning platform	The virtual platform will be used to analyze the contents of the course and develop the activities.

## 5. EVALUATION

The evaluation will be negotiated between the students and the teacher during the first class sessions. However, as a continuous and formative evaluation, takes into account the teaching process throughout the subject, paying special attention to the participation of the student in class (both the face-to-face class and the virtual class). Formative evaluation understood as all those activities undertaken by teachers and/or by students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged (Black and Dylan, 1988). Active participation and engagement of students in face-to-face sessions and activities (either in Spanish or English) will be essential in order to obtain a better grade.

Main sources of evaluation:

1. The active participation of the student in relation to the small groups and the large group of the class. Special interest in how he/she facilitates the learning of his/her classmates (20%).
2. The completion of individual tasks proposed in class or carried out on their own initiative (preferably in the personal virtual space that could act as a portfolio of the subject): text comments, reflections on the topics presented, contribution of original material, etc. (20%).
3. Evaluation and intervention on the cases proposed throughout the course (20%)<sup>1</sup>.
4. The realization of group tasks that allow the development of the competences proposed for this subject from the observation of real cases and the search for information by the students (20%)<sup>1</sup>.
5. Self-assessment. Each student, according to a set of chosen criteria, will justify in a reflexive way the grade he/she believes he/she could obtain, based on his/her effort, understanding, mastery, evolution and learning derived during the course (20%).

According to the instructions contained in the 'normativa reguladora de los procesos de evaluación de los aprendizajes (aprobada en Consejo de Gobierno de 24 de marzo de 2011)', there will also be a final exam/final evaluation( 100% of the grade) of the material covered in the course for those students who have requested exemption from continuous evaluation and have been authorized by the Dean of the Faculty.

Likewise, in the remedial examination (examen extraordinario) students will be graded by means of a summative exam (100% of the grade) of the material covered in the course

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- <sup>1</sup> Includes the participation on the interdisciplinary project "My Ideal School Project". On this subject students should create a project in which they take into account three different subjects: Educational Psychology, Sociology of Education and Organization. This three subjects are coordinated to create a final product in which students analyse what an ideal school could be for them.

If the health authorities consider it necessary to suspend the face to face teaching activity or the circumstances of the subject require it, teaching, or part of it would continue with online methodology.

The grade system follows the current legislation:

Fail	No demonstration of achieving the general competences. The student did not participate actively in the learning process.
Pass	The student has participated actively during the sessions and demonstrates the basic acquisition of proposed competencies.
B grade	The student has participated actively during the sessions and demonstrates a noticeable acquisition of the proposed competences. His/her conceptual elaboration and competence acquisition is clearly higher compared to the previous section.
Excellent A	In addition to the previous comments, the student shows a greater autonomy in relation to managing and leading not only his/her own learning but also promoting his classmates learning.
With Honors	In addition to the previous comments, the student demonstrates a higher complexity, understanding and utilization of the proposed competences.

During the development of the evaluation tests, the guidelines set out in the Regulations establishing the Rules of Coexistence of the University of Alcalá must be followed, as well as the possible implications of irregularities committed during these tests, including the consequences for committing academic fraud according to the Disciplinary Regulations of the Student Body of the University of Alcalá.

## 6. BIBLIOGRAPHY

### Basic:

Coe, R., Rauch, C. J., Kime, S., & Singleton, D. (2020). Great teaching toolkit: evidence review. Disponible [en https://bibliotecadigital.mineduc.cl/bitstream/handle/20.500.12365/17347/33%20Great%20teaching%20toolkit%20evidence%20review..pdf?sequence=1](https://bibliotecadigital.mineduc.cl/bitstream/handle/20.500.12365/17347/33%20Great%20teaching%20toolkit%20evidence%20review..pdf?sequence=1)

Edgen, P.; Kauchak, D. (2015) *Educational Psychology: Windows on classrooms*. Pearson.

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Ormrod, J. E.; Anderman, E. M.; Anderman, L. (2016) *Educational Psychology. Developing learners*. Pearson.

Prados Gallardo, M.M.; Sánchez Jiménez, V.; Sánchez-Queija, I.; del Rey Alamillo, R.; Pertegal Vega, M.A.; Reina Flores, M.C.; Ridaó Ramírez, P.; Ortega Rivera, F.J.; Mora Merchán, J.A. (2019) *Manual de Psicología de la Educación. Para docentes de Educación Infantil y Primaria*. (2ª edición). Pirámide.

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Santrock, J. (2011) *Psicología de la Educación*. Mc Graw Hill.

Trianes Torres, M.V. y Gallardo Cruz (coords.) (2010) *Psicología de la Educación y del Desarrollo en Contextos Escolares*. Pirámide.

Woolfolk, A. (2016). *Educational Psychology* (12th Edition). Pearson.

### **Complementary:**

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Geddes, H. (2010) *El apego en el aula. Relación entre las primeras experiencias infantiles, el bienestar emocional y el rendimiento escolar*. Grao.

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Smidt, S. (2011) *Introducing Bruner. A guide for practitioners and students in early years education*. Routledge.