

Educational Psychology

Brief description of course content (According to the programme's verification report)

- **Educational Psychology:** foundations and conceptual definition.
- **Professional profile of the psychologist in an educational setting:** preventative educational psychopedagogical intervention and application.
- **Theories of learning and education:** the construction of knowledge.
- **Motivation, anxiety, self-concept and self-esteem in school settings.**
- **Current educational approaches:** Learning to learn (learning strategies and styles); Expert learning, metacognition and self-regulation; Lifelong learning
- **Interactive processes:** teacher-students (expectations) and between students (cooperative learning, in groups)
- **Classroom management** and needs linked to academic performance, dropping out, lack of discipline, immigration, etc.
- Challenges of 21st-century education: collaboration with the community, integration, Formal, non-formal and informal education.

Learning outcomes

- To understand and systematically manage the most common paradigms, models and theories in Educational Psychology, justifying their role and use in the educational learning-teaching process.
- To analyse and interpret the contributions and commitments of EP in relation to training professional psychologists in educational intervention.
- To increase the scientific-methodological research capacity concerning the Psychology-education relationship and incorporate this into the professional activity they perform.
- To understand the intrapersonal variables (motivation, personality, intelligence) which influence student behaviour and the most relevant programmes for intervening in this.
- To develop the communication, debate and negotiation skills which contribute to improving interpersonal and group relationships and which exist in formal and non-formal educational contexts.
- To promote the idea of education as a permanent tool for personal growth and social transformation.

Planned learning activities

Theory Syllabus

- Topic 1. Educational Psychology: historical and epistemological foundations. Conceptual definition.
- Topic 2. Theories about school learning: from learning as response acquisition to learning as construction of knowledge.
- Topic 3. Professional profile of educational psychologists. Benefits of including psychologists in educational centres. Specific characteristics of the educational psychologist.

- Topic 4. Motivation and personality (anxiety, self-concept and self-esteem) in school settings.
- Topic 5. Current educational approaches: learning to learn (learning strategies and styles); metacognition and self-regulation; lifelong learning.
- Topic 6. Student-teacher (expectations) and student-student (groups and cooperative learning) interaction.
- Topic 7. Classroom management and requirements linked to academic performance, dropping out and indiscipline.
- Topic 8. Assessment and learning; educational psychology assessment. Challenges of 21st-century education.

Practical Syllabus

- Information search on databases and scientific journals (Skills: 3, 6)
- Write a dissertation (Skills: 3, 6)
- Write academic Texts (Skills: 3, 6).
- Conceptions of learning (Skills: 1, 2).
- Vygostkian applications. Reciprocal teaching (Skills: 1, 2, 4, 5)
- Self-regulated learning (Skills: 1, 2, 4, 5)
- Communication in the educational relationship (Skills: 1, 2, 4, 5, 6)
- Self-concept: assessment and intervention (Skills: 1, 2, 3, 4, 6)
- Learning approaches (Skills: 1, 2, 3, 6).
- Interpersonal communication and comprehensive interview techniques (Skills: 1, 2, 4, 5, 6)
- Asking questions to learn (Skills: 1, 2, 3, 4)