

# Teaching guide

## IDENTIFICATION DETAILS

Degree:	Psychology		
Field of Knowledge:	Arts and Humanities		
Faculty/School:	Education and Psychology		
Course:	INTRODUCTION TO EDUCATIONAL PSYCHOLOGY		
Type:	Compulsory	ECTS credits:	6
Year:	2	Code:	7718
Teaching period:	Fourth semester		
Area:	Educational and Life Cycle Psychology		
Module:	Specific training		
Teaching type:	Classroom-based		
Language:	Spanish		
Total number of student study hours:	150		

## SUBJECT DESCRIPTION

Esta asignatura pretende dar una amplia visión sobre los procesos de enseñanza y aprendizaje teniendo en cuenta tanto factores interpersonales como intrapersonales. Se resalta las funciones del psicólogo en el área educativa en contextos de formales e informales de aprendizaje.

## SKILLS

### Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

### **General Skills**

To be familiar with the different fields of application of psychology and have the skills to influence and promote the quality of life and social commitment of individuals, groups, communities and organisations in the different educational, clinical and health, work and organisational, and social and community contexts.

To be familiar with the basics of educational psychology.

### **Cross Skills**

An ability to search for and select information critically and effectively.

To develop individual social skills.

An ability to adapt to new situations.

An ability to think creatively and come up with new ideas and concepts.

To show a commitment to quality in one's actions and to be able to develop systems to ensure the quality of the services one provides.

To nurture an attitude of intellectual curiosity and a quest for the truth in all areas of life.

To forge attitudes of respect, tolerance and dialogue with regard to other cultures and religions in the search for the truth.

An ability to take on responsibility and make decisions.

An ability to organise and plan well.

To be able to use technical means such as computer programmes and audio-visual systems, among others.

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Capacity for disciplinary and interdisciplinary teamwork.

### Specific skills

To be able to identify organisational and interorganisational problems and needs.

To be familiar with private alternatives and non-profit institutions in which psychologists carry out their work: private institutions, consulting firms, companies, private schools, etc.; their features and differences with respect to the public sector.

To be familiar with the foundations of educational psychology: history, key theories and representative authors.

To be familiar with the public and private professional fields in which educational psychologists perform their work.

To be familiar with the methods of analysis, identification and intervention in the context of social systems devoted to all aspects, levels and forms of education in formal, informal, regulated and unregulated systems throughout an individual's entire life cycle.

To be familiar with the foundations of school learning and teaching.

To be familiar with the various activities specific to educational psychology: school mediation, counselling for teaching staff, family support and advice, etc., as well as their fundamental goals, working methods and working tools.

### DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
60 hours	90 hours