

**COURSE DATA****DATA SUBJECT****Code:** 33313**Name:** Psychology of education and instruction**Cycle:** Undergraduate Studies**ECTS Credits:** 4.5**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1319 - Degree in Psychology	Facultat de Psicologia i Logopèdia	3	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1319 - Degree in Psychology	Psychology of education	COMPULSORY

COORDINATION

SALMERON GONZALEZ LADISLAO

SUMMARY

The subject *Educational and Instructional Psychology* is part of the compulsory course unit *Educational Psychology*. Its main objective is for students to: (1) select and appropriately apply the most relevant instructional principles and techniques according to the characteristics of different teaching situations, and (2) consider the elements and variables involved in the planning and development of teaching/learning processes. This is a practice-oriented subject, focusing on the development of teaching and learning processes in various educational contexts.

The competencies associated with this subject are essential for professional practice in psychology, regardless of the context of application, with particular relevance for advising, planning, developing, and evaluating educational processes.

PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

It is recommended that students have acquired the competencies and knowledge from Psychology of the Life Cycle, Developmental Disorders and Learning Difficulties, Basic Psychological Processes, Psychology of Learning, and Social Psychology.



COMPETENCES / LEARNING OUTCOMES

1319 - Degree in Psychology

Be able set goals for psychological treatment in different contexts and in collaboration and agreement with those involved.

Be able to establish the goals of intervention and develop a basic work plan according to its purpose (prevention, therapy, rehabilitation, insertion, guidance, etc.).

Be able to identify differences, problems and needs.

Be able to plan the assessment of programmes and interventions.

Be able to prepare oral and written reports.

Be able to use strategies and techniques to involve patients in the intervention.

Carry out specific interventions for attention to diversity, for the promotion of coeducation and for the eradication of gender inequality.

Know and comply with professional ethics of Psychology.

Know how to analyse the context where individual behaviour and group and intergroup processes are developed.

Know how to apply direct intervention strategies and methods: psychological counselling, therapy, negotiation, mediation, etc.

Know how to choose the appropriate psychological intervention techniques to achieve the intended goals.

Know how to select and manage tools, products and services, and identify stakeholders.

DESCRIPTION OF CONTENTS

1. Basis of Psychology of Education and Instruction. Conceptual and evolution of the discipline, introducing terminology and key concepts.

Unit 1. Teaching and learning in educational contexts.

2. Knowledge acquisition and representation. Structures and processes involved in knowledge acquisition in educational contexts.

Unit 2. Teaching and learning processes of declarative knowledge.



Unit 3. Teaching and learning processes of procedural knowledge.

Unit 4. Teaching and learning processes of norms, attitudes and values.

3. Psychological and relational factors. Motivational dimensions, interactive processes in the classroom and their relationship with learning outcomes.

Unit 5. Motivation in teaching and learning processes.

Unit 6. Interaction in educational contexts.

4. Instructional design. Analysis of the phases, requirements and variables to consider in the planning, development and evaluation of teaching and learning processes.

Unit 7. Instructional design: Models and phases. Educational and instructional evaluation.

Unit 8. Microinstructional techniques.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	45,00
Total hours	45,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	2,50
Individual or group project	24,00
Independent study and work	20,00
Preparation of lessons	6,00
Preparation for assessment activities	10,00
Resolution of case studies	5,00
Total hours	67,50

TEACHING METHODOLOGY

Active and participatory methodology, based on real situations and issues from the academic context, with the main goal of promoting meaningful learning. The course development includes a wide range of instructional methods: interactive lectures, practical activities and case analysis, review and discussion of psychoeducational articles and research, structured discussion groups, and the development of supervised project work. Special emphasis is placed on feedback regarding both the process and the outcomes of the activities and reports included in the course, with the aim of helping students better understand the quality of their work and improve in subsequent tasks.



EVALUATION

The course will be assessed using two evaluation methods:

1. **Exam** (70% of the final grade). It will include open-ended and multiple-choice questions designed to assess students' understanding and application of the course's theoretical and practical content. Students may retake this portion during the second exam period.

2. **Activities completed throughout the course** (30% of the final grade). These will consist of individual and group activities, both oral and written, assigned by the faculty throughout the semester to promote understanding, in-depth analysis, and application of the course content.

In addition to these activities, the faculty will propose optional activities designed to expand students' knowledge and engagement within the field of Educational and Instructional Psychology, such as book reviews, attending online seminars, interviewing school psychologists, or participating in research studies in the field. Students may also propose optional activities related to the course, which must be approved in advance by the professor. Optional activities may account for up to 0,5 points of the final grade, always within the 30% allocated to the "Activities" section.

Of the **Activities completed throughout the course** section, 20% of the final grade may be made up during the second exam period through a written competency-based assessment. The remaining 10% will not be recoverable, as these are in-person, group, and/or oral activities that require participation, interaction, and collaborative work in the classroom, and cannot be replicated under equivalent conditions through an individual test. This grade will stand for the second exam session.

Minimum requirements for the first exam session:

- (1) Pass the exam with a minimum score of 50%
- (2) Pass the activities completed throughout the course with a minimum score of 50%

Minimum requirements for the second exam period:

- (1) Pass the exam with a minimum score of 50%
- (2) Pass the competency assessment corresponding to the recoverable portion of the activities with a minimum score of 50%

REFERENCES

Basic references

Mayer, R. (2020). *Aplicando la ciencia del aprendizaje*. Editorial Graó.



Vidal-Abarca, E.; García, R. y Pérez, F. (2020). *Aprendizaje y desarrollo de la personalidad*. Alianza.

Supplementary references

Clark, R. & Mayer, R. (2016). *eLearning and the Science of Instruction*. John Wiley & Sons.

Corno, L. & Anderman, E. M. (2016). *Handbook of educational Psychology*. Routledge.

Kirschner, P., & Hendrick, C. (2020). *How learning happens*. David Fulton Book.

Kirschner, P., Hendrick, C., & Heal, J. (2022). *How teaching happens: Seminal works in teaching and teacher effectiveness and what they mean in practice*. Routledge.

López-Escribano, C. (2020). *Psicología de la educación*. Editorial Síntesis

Mayer, R. & Alexander, P. (2017). *Handbook of research on learning and instruction*. Routledge.

Perks, K. (2016). *Motivation to learn : transforming classroom culture to support student achievement*. Thousand Oaks.

Reigeluth, C. (2021). *Merging the Instructional Design Process with Learner-Centered Theory*. Routledge

Ruiz, H. (2020). *¿Cómo aprendemos?* Editorial Graó.