

**COURSE DATA****DATA SUBJECT**

Code: 33702
Name: Psychology and education
Cycle: Undergraduate Studies
ECTS Credits: 4.5
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1307 - Degree in Pedagogy	Facultat de Filosofia i Ciències de l'Educació	4	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	Psychology II	ELECTIVES

COORDINATION

SANCHO REQUENA PATRICIA

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

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

COMPETENCES / LEARNING OUTCOMES**1307 - Degree in Pedagogy**

Acknowledge and respect diversity and promote interculturality.

Be able to adapt to new situations.

Be able to communicate professionally, both orally and in writing, in the Universitat de València's native languages.

Be able to integrate and communicate with experts in other areas and in different contexts.



Be able to manage information.

Be able to recognise and value affective processes.

Be able to use ICT in the field of study and in the professional context.

Be able to work in multi- and inter-disciplinary teams.

Be prepared for independent lifelong learning.

Demonstrate initiative and entrepreneurship.

Develop, promote and revitalise interpersonal communication skills.

Develop innovation and creativity in professional practice.

Develop organisational and planning skills.

Develop the capacity for criticism and self-criticism.

Develop the capacity to solve problems and make decisions.

Show active ethical commitment to human rights and sustainability.

Show commitment to professional identity, development and ethics.

Skills in analysis and synthesis.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

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

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

DESCRIPTION OF CONTENTS

Unit I. Introduction to Educational Psychology

- ¿ Foundations and objectives of Educational Psychology.



- ¿ Psychological approaches applied to education
- ¿ Relationship between psychology, education and development
- ¿ Contributions of psychoeducational research

Unit II. Learning theories and their educational implications

- ¿ Main models of learning
- ¿ Educational applications of each theory
- ¿ Transfer of theories to the educational context

Unit III. Intrapersonal dimensions in the teaching/learning process

- ¿ Cognitive and metacognitive processes
- ¿ Motivation and self-regulation of learning
- ¿ Learning styles and strategies

Unit IV. Interpersonal dimensions in the teaching/learning process

- ¿ Teacher-student interaction
- ¿ Influence of the social and affective climate on learning.
- ¿ Collaboration and peer learning

Unit V. Evaluation of the teaching/learning process

- ¿ Functions and types of educational evaluation
- ¿ Techniques and instruments of psychoeducational assessment
- ¿ Evaluation adapted to the diversity of the student body

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	30,00
Classroom practices	15,00
Total hours	45,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	25,50
Independent study and work	23,00
Preparation of lessons	12,00
Preparation for assessment activities	7,00
Resolution of case studies	0,00
Total hours	67,50

TEACHING METHODOLOGY

EVALUATION



WARNING

Clear copying or plagiarism in any evaluated task will result in **failure of the entire course**, and the student will be subject to disciplinary procedures.

Please note that, in accordance with Article 13.d) of the *Spanish University Student Statute* (Royal Decree 1791/2010, of December 30), students are obliged to refrain from using or assisting in fraudulent practices during exams, assignments, or in official university documents.

However, in cases of plagiarism during the **first exam sitting**, the student has the right to participate in the **second sitting**.

During office hours, the teaching staff may request **individual or group interviews** in order to verify the level of participation and achievement of the objectives for any evaluated task. Refusing such verification will result in the student **failing that specific task or activity**.

Grading System

The final grade for the course will comply with the Grading Regulations of the University of Valencia. According to these regulations, the grade is expressed numerically on a scale from 0 to 10, with one decimal point, using the following scale:

- 0 to 4.9: **Fail**
- 5 to 6.9: **Pass**
- 7 to 8.9: **Good**
- 9 to 10: **Excellent** or **Excellent with Honors**

The different components of the evaluation will **only be added** if the student meets the **minimum requirements** for each of the components where such requirements apply.

In the official course grade report, the final grade will be recorded according to the following rules:

- If the **exam**, which is the component with the highest weighting, has **no grade**, the final result will be **ABSENT**, regardless of other components.
- If there is a grade for the exam, but the **minimum requirement is not met**, the final result will be



FAIL, and the numerical grade (out of 10) corresponding to the exam will be recorded.

Appeals and reviews of the grades obtained in any evaluation tasks will follow the **Grade Appeal Regulations** of the University of Valencia.

University of Valencia Regulations on Fraudulent Practices in the Use of Artificial Intelligence

The fraudulent completion of assessment tests and plagiarism in evaluation assignments will be treated in accordance with the University of Valencia's Regulations on Evaluation and Grading (ACGUV 108/2017) and the Protocol for Action Against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including artificial intelligence) that involve impersonating a student or the automated generation of content for exams, tests, or assignments ¿ when not explicitly authorized by the teaching staff ¿ will be considered fraudulent conduct and will therefore be subject to disciplinary action.

REFERENCES

- Aubert, A., Flecha, A., García, C., Flecha, R. y Racionero, S. (2008). Aprendizaje dialógico en lasociedad de la información. Barcelona: Hipatia. - Blakemore, Sarah-Jayne y Frith, Uta (2011). Cómo aprende el cerebro: las claves para la educación. Barcelona: Ariel. - Doménech, F. (2007). Psicología de la educación e instrucción: su aplicación al contexto de la clase. Castelló de la Plana: Publicaciones de la Universitat Jaume I. - González, E. y Bueno, J.A. (2004). Psicología de la educación y del desarrollo en la edad escolar. Madrid: CCS. - González-Pienda, A. y cols. (2002). Manual de psicología de la educación. Madrid: Pirámide. - Martí, E. y Moreno, A. (2007). Competencias para aprender a aprender. Madrid: Alianza. - Mayer, R. E. (2004). Psicología de la Educación. Enseñar para un aprendizaje significativo (vol. 2). Madrid: Pearson. - Mayer, R. E. (2010). Aprendizaje e instrucción (2ª edición). Madrid: Alianza. - Mora, F. (2013). Neuroeducación. Madrid: Alianza. - Pozo, J. I. (2008). Aprendices y maestros: La psicología cognitiva del aprendizaje Madrid: Alianza - Reigeluth, Ch. (Ed) (2000). Diseño de la instrucción: Teorías y modelos. Madrid: Santillana. - Rivas, F. (2003). El proceso enseñanza/aprendizaje en la situación educativa (Segunda edición actualizada). Barcelona: Ariel. - Vidal-Abarca, E.; García-Ros, R. y Pérez-González, F. (2010). Aprendizaje y desarrollo de la personalidad. Madrid: Alianza.
- Cerdán, R. y Salmerón, L. (2018). Claves para la práctica de la Psicología Educativa. Madrid: Paraninfo. - Mayer, R. E. (2010). Aprendizaje e instrucción. Madrid: Alianza. - Woolfolk, A. (2010). Psicología educativa. México: Pearson.