

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

Code: 33862
Name: Introduction to Behavioural Sciences
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1007 - Degree in Information and Documentation	Facultat de Geografia i Història	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1007 - Degree in Information and Documentation	Psychology	BASIC

COORDINATION

FAUS REAL MIREIA

SUMMARY

Introduction to Behavioral Sciences (IBS) offers a psychosocial approach to human behavior, combining the fundamentals of psychology with its application in social, organizational, and technological contexts. The course introduces students to five key areas: (1) Introduction to Psychology and psychosocial approaches to behavior; (2) Basic Psychological Processes such as perception, memory, emotion, motivation, and learning; (3) Social Psychology of Organizations and Human Resources; (4) Psychology of Social Marketing and Services; and (5) Social Psychology of New Technologies and Ergonomics.

The goal is for students to acquire basic knowledge of how people think, feel, and act in social and professional settings, as well as practical skills to understand human behavior in work and digital environments. This knowledge is relevant for both personal development and academic or professional practice in the field of Information and Documentation.

This subject is closely related to other courses in the Information and Documentation curriculum, providing complementary or foundational knowledge for:

- Organizational Management



- Planning, Organization, and Evaluation of Information Units
- Information Representation and Retrieval
- Research Foundations and Methodologies. Information Metrics Studies
- Information Literacy
- Human-Computer Interaction

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

No enrolment restrictions with other subjects in the curriculum have been specified.

COMPETENCES / LEARNING OUTCOMES

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Acknowledge diversity and multiculturalism.

Be able to adapt to changes in the environment.

Be able to apply critical reasoning to the analysis and assessment of alternatives.

Be able to learn independently.

Be able to undertake improvements and propose innovations.

Be able to work in a team and to integrate into multidisciplinary teams.

Capacity to write analytical reports and summaries with regard to management and organisation of information.

Demonstrate organisational and planning skills.

Have computer skills related to the field of study.

Have decision-making capacity.

Have oral and written communication skills in one's own language.

Have problem-solving skills.

Have skills for information management.

Show commitment to democratic values and the culture of peace.



Show commitment to the principle of equal opportunities for men and women.

Show commitment to the principle of universal accessibility.

Show creativity.

Show ethical commitment in the relationships with users and in information handling.

Show management and leadership skills.

Show motivation for quality.

Show skills for interpersonal relations.

DESCRIPTION OF CONTENTS



1. Introduction to Psychology and the Behavioral Sciences.

- Concept of psychology: definition, subject of study, branches and main approaches.
- Psychology as a behavioral science: relationship with other social sciences.
- Main theoretical currents: behaviorism, cognitivism, humanism, social psychology, etc.
- Research methods in psychology
- Ethics in research.

2. Basic Psychological Processes.

- Perception and attention: mechanisms, cultural and social influences, attentional processes, cognitive load, multitasking.
- Memory: types of memory, functioning, and social factors that influence it.
- Learning: classical and operant conditioning, observational and social learning.
- Motivation and emotion: theories of motivation, intrinsic and extrinsic motivation, social emotions, emotional intelligence.
- Thinking and language: cognitive biases, information processing.

3. Social Psychology of Organizations, Work, and Human Resources.

- Work psychology vs. organizational psychology vs. human resources management.
- Organizational culture and climate.
- Leadership and decision-making in groups.
- Organizational communication and teamwork.
- Work motivation and job satisfaction.
- Work stress, burnout, and psychological well-being.

4. Psychology of Social and Services Marketing

- Consumer psychology: perception, attitudes, decision-making.
- Social influence and persuasion in marketing.
- Design of social marketing campaigns.
- Prosocial behavior and attitude change.

5. Social Psychology of New Technologies and Ergonomics.

- Human-technology interaction.
- Digital identity, social networks, online behavior.
- Cognitive ergonomics: mental workload, assisted decision-making.
- Psychosocial risks in digital environments.

**WORKLOAD****PRESENCIAL ACTIVITIES**

Activity	Hours
Theory	40,00
Computer classroom practice	20,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	2,00
Individual or group project	24,00
Independent study and work	50,00
Preparation of lessons	0,00
Preparation for assessment activities	10,00
Resolution of case studies	4,00
Total hours	90,00

TEACHING METHODOLOGY

This course has a theoretical-practical nature. Theoretical content will be delivered through lectures, which will be combined with classroom-based practical activities aimed at facilitating the understanding and application of key concepts.

Practical activities will include problem-solving, case analysis, critical reflection on readings and audiovisual materials, and the development of individual or group projects. Some of these projects will require in-class presentations and public discussion.

Students are expected to engage in autonomous work for the study of course materials and the completion of both theoretical and applied assignments. Personalized academic support will be provided through scheduled tutorials or ad-hoc consultations, either individually or in groups.

Depending on availability and course planning, complementary activities may be proposed, such as attendance at seminars, conferences, workshops, or talks, as well as voluntary participation in fieldwork or experiments related to the course content.

EVALUATION**Assessment system:**

SE1: Assessment of theoretical and practical content through a final individual objective test (exam) in the official exam sessions determined by the faculty.

SE2: Presentation of reports, individual or group work, class activities, seminars and/or workshops, and submission of those activities determined by the teacher, considering the interest and motivation for the quality of learning outcomes (continuous assessment).

Weighting and minimum requirements:



- SE1-Examination of the theoretical and practical content covered in the face-to-face and distance learning sessions of the course, worth 50% of the final grade. There will be a final individual objective test (exam) covering the content and skills indicated above in this teaching guide. A minimum of 2.5 points out of 5 must be obtained in order to pass. This section can be retaken in its entirety in the second exam session.
- SE2- Reports, individual or group work, practical work, seminars, and/or workshops to be carried out in the classroom, worth 50% of the final grade. The schedule for submission and/or presentation will be determined by the teaching staff. The grade for this section will be saved for the second exam session in case the exam is failed.

In summary, there are no differences in the minimum requirements for passing the course in either the first or second exam session. Only if the exam grade is equal to or higher than 5 out of 10 (or 2.5 out of 5) will the grade obtained in the continuous assessment be added, and the course will be passed if the final grade is equal to or higher than 5. If the course is not passed in the first exam session, the grade obtained in the continuous assessment will be saved until the second exam session.

Grading system:

The grade for the course will be subject to the provisions of the University of Valencia's Grading Regulations. In accordance with these regulations, grades are expressed numerically from 0 to 10 with one decimal place, using the following grading scale:

- From 0 to 4.9: fail.
- From 5 to 6.9: pass.
- 7 to 8.9: Good.
- 9 to 10: Excelent or Excelent with honors.

In the event of a tie in the final grade with the option of honors, the Teaching Unit for the course, if it so decides, will determine the procedure to be followed to award it.

The final grade will be included in the course record in accordance with the following rules:

- The sum of the exam grade and classroom activities if the minimum requirement has been met.
- If there is no grade for the theoretical exam, the grade will be NO SHOW, regardless of the rest.
- If there is a grade in the theoretical exam, and it does not meet the minimum requirement, it will be recorded as FAIL and a numerical grade out of 10 of the grade in this section.

Special assessment conditions:

This system is based on the premise that teaching at the University of Valencia is, by definition, face-to-face. Therefore, attendance at both theoretical and practical classes is considered essential for adequate monitoring of the course content. Students should be aware of the possibility of enrolling part-time when it is not possible to attend all the courses in a full academic year.

However, in duly justified cases and only for those who expressly request it, the possibility of being assessed without having to attend all or part of the classes is contemplated. In this case, the student must



communicate their situation at the beginning of the course to the professor responsible for the subject and provide documentation justifying the incident.

After analyzing the situation, the professor will decide whether it is possible to apply this alternative form of assessment. If so, the student must submit all the required assignments (which may not coincide with those proposed during the course), may be called upon to defend them orally, and must take a test of acquired knowledge. In this modality, the final grade will be composed of 50% for the assignments and 50% for the test.

REFERENCES

Basic References

- Banyard et al. (1995). Introducción a los procesos cognitivos. Ed. Ariel.
- Boada, H. (Coor.). (2001). Processos psicològics bàsics. Ed. Universitat Oberta de Catalunya.
- Cañas, J.J y Waerns, (2000). Ergonomía cognitiva. Ed. Panamericana.
- Nevid, J.S. (2011) Psicología; Conceptos y aplicaciones. Cengage Learning Editores S.A. Mexico D.F.
- Lores, J. (2001). La interacción persona-ordenador. AIPO.

Additional References

- Smith, E.M. (2008). Procesos cognitivos. Modelos y bases neuronales. Ed. Pearson
- Sternberg, R. (2011). Psicología Cognoscitiva. Mexico: Cengage Learning, Inc
- Domjan, M. (2017). Principios de aprendizaje y de conducta. Madrid: Thomson Paraninfo (5ª ed)
- Derks D, y Bakker AB.(eds.)(2013). The psychology of digital media at work. London; New York: Psychology Press.