

COURSE SYLLABUS

PSYCHOLOGY OF EDUCATION

**Degree in Psychology
C.U. Cardenal Cisneros
University of Alcalá**

Academic Year 2026/2027
2º curso – 2º cuatrimestre

COURSE GUIDE

Name of the Subject:	Psychology of Education
Code:	562019
Studies:	Degree in Psychology
Department and Area of Knowledge:	Department of Education and Psychology
Type:	Basic training
ECTS Credits:	6
Year and Semester:	2nd Year, 2nd Term
Lecturer:	Cristina Escribano Barreno Isabel Silva Lorente María Alvariño Piqueras
Office hours:	To be confirmed at the start of the semester Appointments request by e-mail Monday, de 10:45 a 11:40, Thursday y Friday, de 8:45 a 9:40H (Cristina Escribano) Tuesday y Thursday, 13:00-14:00 (Isabel Silva) Mondays 10:40–11:40 and Thursday 10:40–11:40 (María Alvariño)
Office number:	Cristina Escribano Barreno (Orientación, puerta 1) Isabel Silva Lorente (Despacho SOA) María Alvariño Piqueras (Despacho 22)
E-mail:	cristina.escribano@cardenalcisneros.es isabel.silva@cardenalcisneros.es maria.alvarino@cardenalcisneros.es
Language:	Spanish

1. INTRODUCTION

Educational Psychology is an applied psychological discipline whose subject matter consists of the processes of behavioural change brought about or induced in people as a consequence of their participation in educational activities.

The Educational Psychologist is the psychology professional whose work focuses on reflecting on and intervening in human behaviour in educational settings, by enhancing the capacities of individuals. They develop their activity principally within educational systems at all levels and in all forms — both formal and non-formal, regulated and unregulated — and across the entire lifespan. They also intervene in all psychological processes that affect learning.

This subject is part of the compulsory training that students must complete as part of the Degree in Psychology. It belongs to the curriculum area known as Lifespan Psychology and Educational

Psychology, which encompasses the following subjects: Lifespan Psychology I (core, first year), Lifespan Psychology II (core, second year), Psychology of Education (compulsory, second year) and Developmental and Learning Disorders (compulsory, third year).

The subject is linked to the Academic Skills Development Programme for Degrees at CUCC, specifically to the skill: "Reading articles and books" and therefore includes activities that will be subject to assessment.

Finally, the teachers of this module wish to assist and welcome foreign students. The aim of this programme is to assist foreign students adequately. To this aim, the following resources and possibilities are available:

- There is a version in English of this study guide.
- The foreign student will be provided with a selection of references of books and journal articles that include the contents of the subject.
- A model of the exam in English will be provided.
- Prof. María Alvariño Piqueras will be available for personal attention and communication in English.

Moreover, for foreign students and for ordinary students who requested it at the moment of enrolment, **practical and seminar sessions will be developed in English.**

When completing any academic assignment, it is important to consult with the faculty regarding the permitted use of artificial intelligence (AI) tools. If this is not expressly stated on the guide or instructions for that particular activity, it is understood that AI should not be used under any circumstances. We remind you that the improper use of these technologies, such as generating assignments without express authorization, may constitute academic fraud. Therefore, it is recommended that you review the university's regulations regarding the use of AI, always act responsibly and transparently in the learning process, and consult with the faculty any questions you may have.

Prerequisites and Recommendations

A minimum B2 level of Spanish is recommended, as well as some basic knowledge about educational psychology.

It is important that students familiarise themselves from the outset with the dynamics and structure of the subject (as described in this guide) and bear these in mind throughout the course.

Success in the subject requires consistent work throughout the semester. It is therefore important that students engage actively and complete the proposed activities and tasks on a regular basis, dedicating the necessary time to mastering the subject content. Students should be aware that their personal study must go beyond attendance at contact hours (see the section on student workload hours).

Students are advised to have a basic level of computer literacy, including Internet navigation and familiarity with the TEAMS platform.

SUBJECT DESCRIPTION

This compulsory subject is taken in the 2nd semester of the 2nd academic year of the Psychology Degree programme. It has a value of 6 ECTS credits. This subject aims to provide the future psychologist with knowledge about the principal processes of behavioural change in people as a consequence of their participation in educational activities. Students will reflect on how to improve

teaching and education from different psychological contexts. This subject is taught in Spanish. Students must have at least a B2 level of Spanish to take this course.

2. COMPETENCIES

According to the regulations of the learning assessments of the University of Alcalá, approved in ordinary session of the Board of Directors on 24 March 2011 and modified on ordinary session of the Board of Directors of 22nd July 2021, the competences include the knowledge, skills and attitudes that will enable a graduate to confront with confidence the resolution of problems or the intervention in an issue in a given academic, professional or social context.

General Competencies:

GC1. To possess and understand the knowledge that defines and articulates Psychology as a scientific discipline, including its theories, methods and areas of application, at a level supported by advanced texts and documents, incorporating knowledge from the cutting edge of this field of study.

GC3. To be able to gather and interpret relevant data relating to human behaviour, both individual and social, and to the context in which it occurs, in order to make well-founded judgements on social, scientific or ethical issues in the psychological domain.

GC4. To be able to convey information, ideas, problems and solutions about human behaviour to both general, and specialised, audiences.

Transversal Competencies:

TC1. To be able to express oneself correctly in Spanish within one's disciplinary field.

TC2. To be able to understand and express oneself in a foreign language within one's disciplinary field, particularly in English.

TC5. To be able to apply the knowledge, skills and abilities acquired to promote a society based on the values of freedom, justice, equality and pluralism.

TC6. Ability to work in a team.

Specific Competencies:

The specific competencies that this subject aims to contribute to developing are the following:

SC2	To know and understand the basic laws and principles of the different psychological processes.
SC5	To know and understand the cultural factors and psychosocial principles involved in individual behaviour and the functioning of groups and organisations.
SC10	To be able to analyse and identify differences, problems, needs and demands of target groups — both individual, group, inter-group, organisational and inter-organisational — across different fields of application.

3. CONTENTS

Content Blocks	Units	Theory	Practice	Seminar
CONCEPTUAL FOUNDATIONS. PRINCIPLES OF EDUCATIONAL PSYCHOLOGY	Unit 1. Introduction to Educational Psychology and basic concepts.	4	2	
	Unit 2. Metacognition and self-regulation. Learning to learn.	8	2	
FIELDS OF ACTION OF EDUCATIONAL PSYCHOLOGY	Unit 3. Motivation and peer interaction.	6	2	
	Unit 4. Classroom management, coexistence and school mediation.	6	4	3
	Unit 5. The role of the family. Child abuse.	6	3	
	Unit 6. Assessment and learning.	4	2	

4. TEACHING-LEARNING METHODOLOGIES – EDUCATIONAL ACTIVITIES

Contact classes, accounting for 1/3 of the ECTS credits, will be distributed throughout the semester across three organisational formats: theoretical-practical classes, practical classes and seminars.

- ✓ **Lecture classes.** A multiple methodology will be followed. Some of the theoretical content will be provided and/or delivered by the lecturer, while other content will be researched or produced by students. Students will be expected to arrive at classes having completed preparatory work: readings on topics or articles, completion of activities, etc. These tasks will be uploaded to the platform before the lecture, and their content will be discussed, debated or clarified in class. Self-directed learning activities of a theoretical nature are also included within lecture classes.
- ✓ **Practical classes.** Individual and/or group practical activities will be carried out under the guidance of the lecturer. These activities will include case studies, practical problems, analysis and discussion of documentary and/or audiovisual material (articles, videos, scientific documentaries), as well as the presentation of completed work. Additionally, practical classes will provide guidance to direct and support students' independent individual and group work. One of the transversal competencies of the Psychology Degree (TC2) establishes that throughout the programme, students will develop the competency associated with understanding and expressing themselves in a foreign language within their disciplinary field, particularly in English. Specifically, this subject will develop one of its practical sessions in English. Students will receive guidance for its completion during some of the practical sessions.
- ✓ **Seminars.** A book will be explored through dialogic discussion sessions. The lecturer will provide students with detailed information on how these sessions will be organised.

Independent study accounts for 2/3 of the subject's ECTS credits. It includes the preparation of assignments and the completion of all directed activities from contact classes that are to be submitted or presented, as well as personal study and exam preparation. To achieve success in the subject, it is essential that students dedicate this time to working on the course material.

IMPORTANT: As indicated in the presentation section, for the group of students who, at the time of enrollment, choose to follow the English-taught track, the practical sessions and seminars of the course will be conducted in this language. In this way, we aim to contribute to the development of one of the transversal competencies of the Psychology degree (CT3): “to understand and express oneself in a foreign language within the disciplinary field, particularly English.”

4.1. Credit Distribution

Total number of hours (6 ECTS): 150	
Number of hours of classroom attendance 50:	30 hours of lectures 15 hours of practical classes 3 hours of seminars 2 hours of assessment tasks
Number of hours of independent learning 100	100 hours

4.2. Methodological Strategies, Materials and Teaching Resources

Teaching-Learning Methods

An active and participatory methodology will be used in all classes. To work through the subject content, students will have access to materials prepared by the lecturer, with corresponding explanation and analysis, and will carry out a range of activities including case analysis, experience analysis, problem-solving exercises, and cooperative work.

Materials and Resources

No single textbook will be used for this subject. Instead, a variety of support materials and resources will be used to develop the different topics and carry out the practical activities: documentation provided by the lecturer, scientific journal articles, audiovisual materials, book chapters (both theoretical and practical), assessment instruments, and practical cases and scenarios.

The CUCC virtual community platform will be used as a tool to give students quick and efficient access to the materials required for the subject. Use will also be made of the interactive whiteboard, projectors, the multimedia classroom and, where appropriate, computers and other IT resources. Students will have access to library facilities and computers for researching the information needed to complete their assignments.

5. ASSESSMENT: Assessment criteria, learning outcomes, grading criteria and assessment procedures

Assessment Criteria:

The following criteria will be used to assess the subject:

Specific Competencies	Assessment Criteria
To know and understand the laws and basic principles of the different psychological processes.	• Demonstrates knowledge and accurate use of the concepts and terminology of Educational Psychology. • Is able to explain what Educational Psychology is, the role of the psychologist, the knowledge this discipline can contribute and how it can be applied.
To know and understand the cultural factors and psychosocial principles involved in individual behaviour and the functioning of groups and organisations.	• Demonstrates knowledge of the main factors and contexts that influence the educational process; is able to identify problems or areas for improvement and proposes appropriate interventions. • Collaborates positively with others and contributes to a shared project. Assumes individual responsibility within collective work.
To be able to analyse and identify differences, problems, needs and demands of target groups — individual, group, inter-group, organisational and inter-organisational — across different fields of application.	• Demonstrates knowledge of the main factors and contexts that influence the educational process; is able to identify problems or areas for improvement and proposes appropriate interventions. • Understands education as a permanent instrument of personal growth and social transformation.

Learning Outcomes:

The learning outcomes associated with each of the competencies for this subject are presented below:

Competency	LEARNING OUTCOMES
CG1	Analyses and compares the functions, characteristics and limitations of the theoretical models of Lifespan Psychology. Searches for and uses relevant documentary sources for the discipline.
CG3	Knows and applies fundamental concepts related to human development across different developmental stages.
CT1	Produces oral presentations and written reports with formal correctness.
CT2	Is able to understand and analyse texts on the subject in English and to use them in their own work.
CT5	Knows and applies fundamental concepts related to human development across different developmental stages. Identifies differences, problems and needs across the different stages of human development.
CT6	Collaborates with others and contributes to a shared project. Assumes individual responsibility within collective work.
CE2	Identifies variables and sub-processes involved in the teaching-learning process.

CE5	Knows the factors that promote human development.
CE10	Integrates the general foundations of Psychology — particularly its main paradigms — into Educational Psychology. Relates psychoeducational paradigms to the teaching-learning process, academic performance, the educator and the learner.

Report criteria:

Criteria	%
Demonstrates knowledge and accurate use of concepts and terminology from Educational Psychology.	20%
Is able to explain what Educational Psychology is, the role of the psychologist, the knowledge this discipline can contribute and how it can be applied.	20%
Demonstrates knowledge of the main factors and contexts influencing the educational process; is able to identify problems or areas for improvement and propose appropriate interventions.	35%
Understands education as a permanent instrument of personal growth and social transformation.	15%
Collaborates positively with others and contributes to a shared project. Assumes individual responsibility within collective work.	10%

Assessment criteria

The assessment system to be followed is based on the Regulations Governing Learning Assessment Processes at the University of Alcalá. This regulation establishes, among other provisions, the following guidelines:

1. This subject has an ordinary examination period in May and an extraordinary one in June.
2. The ordinary examination period will operate under the continuous assessment modality.
3. If any student is unable to follow continuous assessment during the ordinary examination period, they must request final assessment from the subject lecturer. This request must be submitted within the first two weeks of class, will be resolved by the Centre's management team, and may or may not be accepted. If accepted, the student must contact the lecturer during the first weeks of class to agree on the activities to be completed, which must be submitted prior to the examination, on a date previously agreed with the lecturer.

4. The extraordinary examination period is intended for students who do not pass the ordinary period and will follow the same assessment criteria as the modality used in the ordinary period (continuous or final assessment), with the results of completed and passed activities being carried over.
5. The characteristics of continuous and final assessment for this subject are set out in this course guide.
6. For further clarification on the assessment regulations, the following document may be consulted: <https://www.uah.es/export/sites/uah/es/conoce-la-uah/organizacion-y-gobierno/.galleries/Galeria-Secretaria-General/Normativa-EvaluacionAprendizajes.pdf>

Continuous Assessment Table (Ordinary and extraordinary assessment periods):

Assessment Criteria / Tools	Seminar	Group Practical Work	Class Participation	Partial Exams	%
Demonstrates knowledge and accurate use of the concepts and terminology of Educational Psychology.				X	20
Is able to explain what Educational Psychology is, the role of the psychologist, the knowledge the discipline can contribute and how it can be applied.				X	20
Demonstrates knowledge of the main factors and contexts that influence the educational process; identifies problems or areas for improvement and proposes appropriate interventions.	X	X	X	X	35
Understands education as a permanent instrument of personal growth and social transformation.	X	X	X	X	15
Collaborates positively with others and contributes to a shared project. Assumes individual responsibility within collective work.	X	X	X		10
Percentage	15%	35%	10%	40%	100%

Final Assessment Table (Ordinary and extraordinary assessment periods)

Assessment Criteria / Tools	Activities	Exam	%
Demonstrates knowledge and accurate use of the concepts and terminology of Educational Psychology.	X	X	25
Is able to explain what Educational Psychology is, the role of the psychologist, the knowledge the discipline can contribute and how it can be applied.	X	X	25
Demonstrates knowledge of the main factors and contexts that influence the educational process; identifies problems or areas for improvement and proposes appropriate interventions.	X	X	30
Understands education as a permanent instrument of personal growth and social transformation.	X	X	20

Collaborates positively with others and contributes to a shared project. Assumes individual responsibility within collective work.			
Percentage	50%	50%	100%

Requirements for continuous assessment in the ordinary examination period:

- Attend practical classes and seminars (80% attendance in each block: practical/seminar).
- Attend lectures (a minimum attendance requirement may be set at the start of the semester).
- Complete and submit all assigned activities and work by the set deadlines.
- Participate actively in the teaching-learning process.

If, before the subject begins, a student considers they will not be able to meet the attendance requirements, they may request final assessment for the subject and must contact the lecturer during the first weeks of the semester to determine which activities are to be completed.

Some considerations regarding continuous assessment:

- ✓ In the continuous assessment modality, absences must be justified with written documentation (e.g. a medical certificate); simply notifying the lecturer of an absence is not sufficient. The minimum attendance requirement is 80% (for practical classes and seminars), with attendance recorded in all practical classes, seminars and in several lecture sessions.
- ✓ Whenever a student misses a class and/or does not submit the corresponding activity, there must be a justified reason (illness with medical certificate, accident, serious family problem, etc.). In any case, justification of the absence will allow the student to retain their right to continuous assessment, but it does not mean that the lecturer is required to accept late submissions or that the absence can be compensated by an alternative activity; each case will be considered individually. Unjustified absences will result in no possibility of making up the missed work.
- ✓ Absences, even if justified, may be taken into account in the final grade or in the grade for specific activities, depending on when the absence occurred (for example, if it coincided with a scheduled oral presentation).
- ✓ If a student exceeds the maximum permitted number of absences (even with justified cause), they will not be able to pass the subject in the ordinary examination period. As explained above, they may pass the subject in the extraordinary period and must speak with the subject lecturer to agree on tasks and submission deadlines.

To pass the subject, in both the ordinary and extraordinary examination periods, students must achieve a minimum score of 5 in group practicals and seminars (in final assessment, in the exam and activities) and an average of more than 5 points across the two partial exams (in continuous assessment), demonstrating that all competencies set out in this guide have been achieved.

The following criteria must be met:

- It is important to submit all required activities by the set deadlines.
- Partial exams covering every three topics (2 tests in total) will be held in class (for continuous assessment only). If a student misses a test and has a justified reason (written documentation of any absence is required), the test may be retaken in the following days.

- Students must have a copy of the book “Conversaciones con mi maestra” (see bibliography section), which will be read and discussed throughout the semester. This reading applies to both continuous and final assessment, as part of the subject’s development.

During assessment activities, students must comply with the guidelines set out in the Regulations establishing the Rules of Conduct at the University of Alcalá, as well as the possible consequences of any irregularities committed during such activities, including the consequences for committing academic fraud in accordance with the Student Disciplinary Regulations of the University of Alcalá.

The teaching-learning methodology and assessment process will be adjusted when necessary, in accordance with the guidance of the CUCC Guidance Service and/or the UAH Diversity Support Unit, to apply curricular adaptations for students with specific needs, upon submission of documentation certifying such a need.

6. BIBLIOGRAPHY

Core Bibliography

Álvarez, L., González-Pienda, J. A., González-Castro, P., y Núñez, J.C. (2007).

Álvarez, L., González-Pienda, J. A., González-Castro, P., y Núñez, J.C. (2007). *Prácticas de psicología de la educación: evaluación e intervención psicoeducativa*. Pirámide.

This practice manual provides future educational psychologists with tools to learn how to apply and interpret different assessment instruments, and to draw appropriate guidance from them. The first part develops the psychoeducational assessment of a student with learning difficulties, evaluated by the school’s guidance team across various domains: abilities, skills, strategies, style, curricular competence and contextual adaptation. The second part proposes different intervention measures based on the results obtained, resulting in a model psychoeducational report.

Coll, C., Palacios, J., y Marchesi, A. (2004). *Desarrollo psicológico y educación, vol. II: Psicología de la educación escolar*. Alianza Psicología.

This is the second volume of the trilogy Psychological Development and Education, offering an extensive yet accessible treatment of the fundamental knowledge in Educational Psychology.

Lécuyer, C. (2021). *Conversaciones con mi maestra. Dudas y certezas sobre la educación*. Espasa.

This book, which will be used throughout the semester, offers a detailed reflection on different educational approaches, comparing ‘new’ and ‘traditional’ education.

Paz, S. y Peña, B. (2021). *Psicología de la educación*. Abya-Yala.

This book focuses on teaching-learning processes across the lifespan, addressing concepts, theories, methods and techniques specific to educational practice.

Prados, M. M., Sánchez, V., Sánchez-Queija, I., del Rey, R., Pertegal, M., Reina, M. C., Ridao, P., Ortega, F. J., y Mora, J. A. (2014). *Manual de Psicología de la Educación*. Pirámide.

This manual, available in digital format, addresses various aspects covered throughout the subject, including theoretical models of the teaching-learning process, ways of learning, psychological variables involved in learning, the role of educators and peers, and school coexistence. It is aimed at educators working with Early Childhood and Primary Education stages.

Perazzo, C. (Coord.) (2018). *Más me duele a mí. La violencia que se ejerce en casa*. Save the Children.

This publication raises a range of questions designed to encourage reflection and a deeper understanding of child maltreatment and violence against children.

Ruiz Martín, H. (2020). *¿Cómo aprendemos? Una aproximación científica al aprendizaje y la enseñanza*. Graó.

This book offers a rigorous yet accessible and engaging introduction to the scientific knowledge accumulated about the conditions and actions that promote learning in educational settings. It covers the cognitive mechanisms underlying memory and learning, the socioemotional factors influencing student motivation and performance, and key teaching processes such as feedback and assessment, with particular attention to self-regulated learning and its relationship to school and academic success.

Trianes, M. V., y Gallardo, J. A. (2004). *Psicología de la educación y del desarrollo en contextos escolares*. Pirámide.

This work brings together current trends in educational psychology and developmental psychology while preserving the identity of each discipline. It explains the cognitive, affective and social processes involved in the educational process and how this knowledge contributes to designing effective, age-appropriate teaching.

Woolfolk, A. (2010). *Psicología educativa*. (11th Edition). Pearson Educación.

This text presents an up-to-date account of the principles of educational psychology and highlights the educational implications of research on child development, cognitive science, learning and teaching.

Electronic Resources

<https://maristasiberica.com/videosproteccionmenor/>

Website of the Minor Protection Team of the Iberian Marist Province, featuring explanatory videos aimed at detecting, preventing and intervening in potential cases of child maltreatment.