

1. BASIC INFORMATION

Course	Educational Psychology
Degree program	Bachelor's Degree in Psychology
School	Faculty of Health Sciences
Year	2
ECTS	6
Credit type	Compulsory
Language(s)	Spanish / English
Delivery mode	On-campus/ Virtual
Semester	4
Academic year	2025-2026
Coordinating professor	Inmaculada Villanueva

2. PRESENTATION

The subject Educational Psychology is a compulsory subject within the Psychology degree, consisting of 6 ECTS and taken in the second year of the Psychology degree. The general objective is to introduce the definition of the discipline, its fields of application and lines of research. It seeks to achieve knowledge of the functioning of formal learning contexts, their elements and components. The subject will allow students to acquire the skills to recognise the main methodological and epistemological problems of Educational Psychology, to analyse the personal and interpersonal elements that take place during the teaching/learning mechanisms, to know the main learning models and their application in the classroom.

3. LEARNING OUTCOMES

Knowledge

KNO03. Know the main processes and stages of psychological development throughout the life cycle in its aspects of normality and abnormality.

KNO05. Know the psychosocial principles of the functioning of groups and organisations.

KNO06. Understand the social and anthropological dimension of the human being considering the historical and socio-cultural factors that intervene in the human psychological configuration.

KNO11. Be able to identify differences, problems and needs, as well as a professional approach to them.

KNO12. Be able to identify group/intergroup problems and needs.

Skills

SK01. Know how to analyse the needs and demands of recipients from a psychological perspective.

Competences

CP01. Be able to establish psychological action goals in different contexts, proposing and negotiating the goals with recipients and relevant parties

CDC06. Integrate analysis with critical thinking in a process of evaluating different ideas or professional possibilities and their potential for error, based on evidence and objective data leading to effective and valid decision-making.

CDC08. Show ethical behaviour and social commitment in performance of professional activities, as well as sensitivity to inequality and diversity.

LEARNING OUTCOMES

Students will be able to:

- Recognise the main methodological and epistemological problems of Educational Psychology.
- Analyse the personal and interpersonal elements that take place in teaching/learning mechanisms.
- Know the main learning models.
- Know the applications of these models in the classroom.

4. CONTENTS

- Concepts of educational psychology: Learning, behaviourist applications of teaching, constructivism, etc.
- Learning and learner variables: Prior knowledge, cognitive styles, motivation.
- Acquisition of knowledge, learning strategies, attitudes, education in values.
- Curriculum: Assessment, individual differences, educational guidance.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Master Class
- Problem Based Learning (PBL)
- Cooperative learning.
- Oral presentations by students.

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours
Case analysis	30
Debates	5
Practical Exercises	20
Formative evaluation (feedback of evaluation tests)	5
Research	10
Master class	25
Face-to-face Tutorials	5
Autonomous work	50
TOTAL	150

Virtual mode:

Learning activity	Number of hours
Webinar	25
Autonomous work	50
Formative assessment (Seminars, participation in forums, etc.) via webconference	5
Discussions and colloquiums via webinar	5
Online tutorials	5
Case analysis	30
Online forums	20
Research (scientific, case studies) and projects	10
TOTAL	150

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assessment system	Weight
Performance observation	10%

Oral presentations	10%
Case analysis and problem solving	10%
Portfolio (document compiling student work, providing information on the results of the teaching-learning process)	10%
Face-to-face knowledge test	60%

Online mode:

Assessment system	Weight
Performance observation	10%
Oral presentations via webconference	10%
Case analysis and problem solving	10%
Portfolio (document compiling student work, providing information on the results of the teaching-learning process)	10%
Virtual knowledge test	60%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. Ordinary call period

Campus-based mode:

To pass the course in the Ordinary call period you must obtain a grade greater than or equal to 5.0 out of 10.0 in each of the assessment systems of the course.

If cases of plagiarism are detected in any of the activities delivered, the grade will be 0 and this activity will be suspended during the Ordinary call period. **Late delivery of activities is not allowed either (it will be evaluated with a "0"), except in duly justified cases.** These activities must be recovered in Extraordinary call period, applying rules of the assessment period.

Finally, to pass the course in the Ordinary Exam period, **a minimum of 50% of class attendance is required. Absence excuses do not imply the elimination of such absences in any case.**

The European University of Valencia establishes the continuous assessment as a system of evaluation of knowledge, Skills and basic, general, cross-disciplinary and specific Competencies of the qualification of "Bachelor's Degree in Psychology", in accordance with the provisions of the Regulations for the evaluation of Bachelor's Degrees. In this regard and for the purposes of the consumption of calls the student must be aware that, if he/she presents any assessment system provided in the Learning Guide, in the Ordinary Exam period the student will have a global grade of the course, thus consuming call for entries.

Virtual mode:

To pass the Subject in Ordinary call period you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course.

In any case, it will be necessary to obtain a grade greater than or equal to 5.0 in the final test, so that it can be averaged with the rest of the activities.

If cases of plagiarism are detected in any of the activities submitted, the grade will be 0 and this activity will be suspended during the Ordinary call period. **Late delivery of activities is not allowed either (it will be evaluated with a "0"), except in duly justified cases.** These activities must be recovered in Extraordinary call period, applying the same rules in that call for entries.

The European University of Valencia establishes the continuous assessment as a system of evaluation of knowledge, Skills and basic, general, cross-disciplinary and specific Competencies of the qualification of "Bachelor's Degree in Psychology", in accordance with the provisions of the Regulations for the evaluation of Bachelor's Degrees. In this regard, and for the purposes of the consumption of entries, the student must be aware that, if he/she presents any assessment system provided in the Learning Guide, in the Ordinary call period the student will have an overall grade for the course, thus consuming a call for entries.

7.2. Extraordinary call period

Campus-based mode:

To pass the course during the Extraordinary call period you must obtain a grade higher than or equal to 5.0 out of 10.0 in each of the Assessment systems of the course.

Activities not passed in the Ordinary call period must be handed in, after having received the corresponding corrections from the teacher, or those that were not handed in.

The European University of Valencia establishes the continuous assessment as a system of evaluation of knowledge, Skills and basic, general, cross-disciplinary and specific Competencies of the qualification of "Bachelor's Degree in Psychology", in accordance with the provisions of the Regulations for the evaluation of Bachelor's Degrees. In this regard and for the purposes of the consumption of calls the student must be aware that in the Extraordinary call period will be the Objective Test of Knowledge (POC) which determines whether or not consumes call for entries and in the exceptional case that only has pending to overcome assessment system/s other than the POC, it will be considered NP if it does not present it/s and will obtain numerical grade if it presents at least one of them.

Virtual mode:

To pass the Subject in Extraordinary call period you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course.

In any case, it will be necessary to obtain a grade greater than or equal to 5.0 in the final test, so that it can be averaged with the rest of the activities.

Activities not passed in the Ordinary call period must be handed in, after having received the corresponding corrections from the teacher, or those that were not handed in.

The European University of Valencia establishes the continuous assessment as a system of evaluation of knowledge, Skills and basic, general, cross-disciplinary and specific Competencies of the qualification of "Bachelor's Degree in Psychology", in accordance with the provisions of the Regulation of evaluation of the Bachelor's Degrees. In this regard and for the purposes of the consumption of entries the student must be aware that in the Extraordinary exam period will be the Objective Test of Knowledge (POC) which determines whether or not consumes call for entries and in the exceptional case that only has pending to overcome assessment system/s other than the POC, will be considered NP if not presented and will obtain a numerical grade if you present at least one of them.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Campus-based mode:

Assessable activities	Deadline
Performance observation	1st week March
Oral presentations	4th week March
Case analysis and problem solving	3rd week April
Portfolio (document compiling student work, providing information on the results of the teaching-learning process)	1st week May
Face-to-face knowledge test	Date set by the University/professor based on the academic calendar.

Virtual mode:

Assessable activities	Deadline
Performance observation	1st week March
Oral presentations via webconference	4th week March
Case analysis and problem solving	3rd week April
Portfolio (document compiling student work, providing information on the results of the teaching-learning process)	1st week May

Virtual knowledge test

Date set by the
University/professor based on
the academic calendar.

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

The main reference work for this subject is:

- Santrock, J.W. (2020). *Educational Psychology*. MC Graw-Hill

The recommended Bibliography is:

- Woolfolk, A. (2011). *Educational Psychology* (12th edición). Pearson Education: México.
- Arancibia, V.C.; Herrera, P y Strasser, K. (2008). *Manual de Psicología Educacional* (6ª edición). Universidad Católica de Chile

10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSIVE UNIT

From the Educational Orientation, Diversity and Inclusion Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa.uev@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.