



COURSE UNIT INFORMATION SHEET (*SYLLABUS*)

2021/2022

Study Programme: Undergraduate Degree in Psychology

Name Educational Psychology
Teaching staff (Also indicate the Professor in charge) Maria Dulce Gonçalves (Professor in charge) Alexandra Marques Pinto Maria Odília Teixeira
ECTS 6
Functioning Classes - theoretical (2 weekly hours); practice (2 weekly hours) Tutorials
Learning goals Provide knowledge of essential conceptual frameworks in the field of Educational Psychology Promote the identification of areas and methods of research in Educational Psychology Foster grounded analyses of the learning and development processes in different educational contexts Provide an understanding of the functions of an Educational Psychologist in different educational contexts Enable the acquisition of knowledge regarding diverse professional practices within Educational Psychology Articulate the application fields of Educational Psychology with a range of alternative professional specializations
Skills to be developed Students will be able to: Demonstrate knowledge of some essential conceptual frameworks in the field of Educational Psychology. Enunciate fields and research methodologies in Educational Psychology. Enunciate functions of an Educational Psychologist in different services and educational contexts.



Reflect critically on previous ideas and common sense regarding professional practice in Educational Psychology.
Recognize the need for a scientific approach towards education and training events.
Select work methods and the collection of appropriate information in Educational Psychology.
Analyze and interpret different cases and educational situations considering the contributions of Educational Psychology.

Prerequisites (precedences) *

Not applicable

Contents

1. Educational Psychology: specificity and scope

- 1.1. The specificity of Educational Psychology (e.g., historical evolution, domain)
- 1.2. The role and functions of the psychologist in educational contexts (e.g., counseling, guidance, advice, coordination, training)
- 1.3. Educational Psychology: targets of intervention (e.g., problems, crises, innovative designs and procedures)

2. Research and intervention in educational settings

- 2.1. Practice of Educational Psychology professionals
- 2.2. Social interaction in educational context (relational dynamic between peers; relational dynamics between learners and educators; sociocultural diversity)
- 2.3. Training of educators (teacher training; parent training)
- 2.4. Vocational development and construction of learning projects throughout life
- 2.5. Education for health and wellness

3. Conceptual frameworks in Educational Psychology

Learning and the educational process (cognitive and socio-cognitive dimension, metacognitive dimension, social and emotional dimension, motivational dimension; differential dimension).

Bibliography

Capuzzi, D., & Stauffer, M. D. (Eds.) (2019). *Career counselling. Foundations, perspectives, and applications* (3rd edition). Routledge.

Dweck, C. (2017). *Mindset - updated edition: Changing the way you think to fulfil your potential*. Robinson.

Durlak, J.A., Domitrovich, C.E., Weissberg, R.P., & Gullotta, T.P. (Eds.) (2015). *Handbook of social and emotional learning: Research and practice*. The Guilford Press.

Robinson, K., & Aronica, L. (2016). *Creative Schools*. Penguin.

Schunk, D. H. (2013). *Learning theories: An educational perspective* (6th ed.). Merrill Prentice Hall. .

Teaching methods



The methodology is based on the principles of an articulation between theory and practice and 'learning by doing', by making use of spaces of exhibition, debate and reflection, based on both theoretical contributions, as well as on the personal experience of working professionals. Practical classes will be devoted to the monitoring of a group work project, which requires reading scientific texts and preparing synthesis documents, supporting the integration of knowledge and supervising the use of various sources of information. Regular use of the Moodle platform to support the development of the UC.

Evaluation Regimes (General and/or Alternative)

General Assessment System:

- (a) In-class written test (50%);
- (b) group work presentation in the practice classes (25%).
- (c) individual exercise in one of the lectures (25%)

A minimum grade of 9,5 is required for each of these evaluation elements.

II - Students who do not have at least 9,5 values in normal season can take an exam on the entire syllabus in the 2nd season.

Alternative Final System Student-workers (and other students considered in exceptional circumstances).

Final evaluation with the completion of a theoretical and practical written examination during any of the assessment seasons (100%).

Evaluation Elements

(Dates due, weights, minimum required grades)

- (a) Completion of a written test (50%);
- (b) Group work and oral presentation of the work in class (25%).
- (c) Individual exercise in one of the lectures (25%)

Students who fall within Section I of the General Assessment System may not have less than 9,5 points in the classroom written test, in the group work or in the individual exercise.

Both in the General Assessment System and the Alternative Final System students will have approval ratings of 9,5 points or more.

Rules for grade improvement

Students can do a theoretical and practical written examination on all of the program content to improve their grade in normal season.

Rules for students having previously failed the course unit *

Not applicable.

Requirements on attendance and punctuality

As in the form of the General Evaluation System, the evaluation in this unit is viewed as an integral part of the teaching /



learning process. Thus, students are required to attend 2/3 of the theoretical and practice lectures. Students can not have access to any of the forms of evaluation without this attendance. Only students demonstrably considered in exceptional conditions will be exempt from this requirement.

Rules for special students

(workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) *

For students considered in exceptional situation there is the possibility of a final assessment in the form of a theoretical and practical written examination, to be done during evaluation periods (100%).

Language of instruction

Portuguese

Disciplinary violations and penalties

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:

- a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;
- b) To help or try to help a colleague in committing a disciplinary offense;
- c) To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;
- d) To present someone else's work as one's own;
- e) To forge, or change without permission from the author, any information or citation in an academic work;
- f) To interfere, change or attempt to change grades;
- g) To try to prevent or interfere with the proper functioning of classes, research or other academic activities;
- h) To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;
- i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document relating to an academic process or status.

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the University of Lisbon.

* If applicable