



## Información General:

Asignatura/Curso/Módulo	Educational Psychology			
No. De Catálogo	862704		ID Curso	001887
Créditos Académicos	3			
Tipo de Asignatura/Curso/Módulo	Mandatory			
Departamento Académico	Departamento de Psicología del Desarrollo y la Educación	Unidad Académica	Facultad de Psicología	Programa Académico
Horas de Trabajo dispuestas para el desarrollo de la asignatura/Curso/módulo	12 hours per week	Horas de Trabajo con acompañamiento directo del profesor	4 hours a week	Horas de Trabajo independiente
Prerrequisitos	None, but it is preferable if you have taken Developmental Psychology			
Correquisitos	None			

## Descripción del curso:

The aim of Educational Psychology is to promote in students a critical and purposeful view on Educational Psychology and to recognize the role psychologists play in educational contexts. To reach this goal, students must do a deep analysis of their own experience; they also need to comprehend concepts, theories and psychological approaches that support the work of psychologists in this field.

## Competencias:

1. Analyze historic and epistemological evolution of psychology, in order to understand its scientific status.
2. Relate theoretical models, in order to understand and explain the phenomena under study, based on a biopsychosocial and cultural perspective.
3. Connect the knowledge of psychology with other disciplines, in order to address theoretical and practical challenges in a complex and pertinent way.
4. Propose psychological interventions based on theories, in order to contribute to solutions in different contexts, within professional practice.



7. Understand the ethical and deontological principles, and guide professional and investigative behaviors based on them, to promote personal, group and community well being.

### **Resultados Previstos de Aprendizaje (RPA):**

1. Identifies the object of study of educational psychology. (C1, RPA1)
2. Recognizes different (epistemic and theoretical) frameworks of development and learning as main topics in assessment and intervention within educational psychology. (C2, RPA1)
3. Understands development and learning in educational situations, which are product of complex interactions between evolutionary, biological and sociocultural factors that are manifested in individual, group or institutional contexts. (C2, RPA2)
4. Differentiates levels, contexts or problems that can drive to assessment, intervention or research processes and incorporates them into their attitudes and moral behaviors. (C6, RPA1)
5. Values ethical principles that guide actions at different levels within educational psychology and incorporates them into their attitudes and moral behaviors. (C7, RPA2)
6. Comprehends that the complexity within educational psychology requires an open and respectful dialogue with other disciplines and knowledge, guided by common principles. (C7, RPA2 y 3)
7. Incorporates intellectual property regulations in the elaboration and production of academic products. (C7, RPA 3)

### **Unidades de Contenido:**

1. What is education?
2. Views on education
3. Educational Psychology
4. Object and foundations of educational psychology
5. Colombian educational system
6. Development and learning
7. Teaching and learning
8. Intervention levels:
  - Individual level: Learning
  - Group level: instruction



- Institutional level: School  
Sociocultural level: Society and education  
National level: Politics
- 9. Contemporary trends in educational psychology
  - 10. Develop a challenge

### **Estrategias Didácticas:**

In this class, we will use the following strategies:

C1, RPA1: Debates and discussions based on readings or videos, educational biography and reading comprehension.

C2, RPA1: Analysis and reading comprehension, problem-based learning.

C2, RPA2: Debates and discussions based on readings, problem-based learning and projects.

C6, RPA1: Problem-based learning, projects and expositions.

C7, RPA2: Problem-based learning and projects.

C7, RPA2: Debates and discussions in class, readings and projects.

C7, RPA 3: Written work.



## Estrategias de Evaluación:

The strategies we will use are formative assessment based on workshops, problem analysis and class discussions. Additionally, there will be exams to evaluate reading comprehension, concept application and competences. Students will also develop projects to apply their knowledge.

The assessment will be distributed like this:

### **First term 30%:**

Reading controls, homework and workshops (10%)

Challenge Phase 1 (10%)

First midterm (10%)

### **Second term 30%:**

Reading controls, homework and workshops (10%)

Challenge Phase 2 (10%)

Second midterm (10%)

### **Third term (40%):**

Reading controls, homework and workshops (5%)

Pitch challenge (20%)

Expositions (15%)



## Bibliografía:

- Bhardwaj (2016). Importance of education in human life: A Holist Approach. *International Journal of Science and Consciousness*, 2, 2: 23-28Recovered from: <http://ijsc.net/docs/issue4/importance-of-education-in-human-life.pdf>
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- Delors, J. (2013). The treasure within: Learning to know, learning to do, learning to be together and learning to be. What is the value of that treasure 15 years after its publication. *Int Rev Educ*, 59: 319-330. DOI 10.1007/s11159-013-9350-8.
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- Hagstrom, R. P., Fry, M. K., Cramblet, L. D., & Tanner, K. (2007). Educational psychologists as scientist-practitioners: An expansion of the meaning of a scientist-practitioner. *American Behavioral Scientist*, 50(6), 797-807.
- Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: aka the remix. *Harvard Educational Review*, 84(1), 74-84.
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- MEN. (2009). *Fundamentaciones y orientaciones para la implementación del decreto 1290 del 16 de abril de 2009*.
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- Whitehead, A. N. (1949). *The aims of education: And other essays*. New York: New American Library.
- Woolfolk, A. (2019). *Educational Psychology*. 14<sup>th</sup> Edition. New York: Pearson.