

TEACHING GUIDE

SOCIAL PSYCHOLOGY OF EDUCATION

GRADO EN EDUCACIÓN INFANTIL (INGLÉS)

ACADEMIC YEAR 2026-27

Publication date: 30-06-2026



I.-Subject Identification	
Type	FORMACIÓN BÁSICA
Teaching period	1 course, 2Q semester
Nº of credits	6
Language in which the subject is taught	English

II.-Presentation
In compliance with the European Regulation 679/2016 of April 27, 2016, general data protection, as well as the organic law 3/2018 of December 5, 2018 on the protection of personal data and guarantee of digital rights, students must be informed that in the event that the adaptation of teaching to the virtual environment is required, classes taught by synchronous videoconferencing may be recorded. This processing of personal data may be carried out by the URJC in order to ensure the provision of teaching and is carried out in compliance with the legal obligations entrusted to the URJC by the organic law of universities and in the exercise of its public powers (art. 6.1. RGPD). You can obtain more information about the privacy policy of the URJC in http://www.urjc.es/proteccion-de-datos-3462-clausula-informativa-ampliada The objectives of the Social Psychology of Education course are: 1. Knowing the psychosocial dimension of education 2. Describing the main intrapersonal psychosocial processes (such as, formation of the identity, perception of person, attributions, attitudes, and motivation). 3. Identifying the interpersonal processes of educational interaction 4. Specifying the main group psychosocial processes that influence educational contexts. A few of the prerequisites students are expected to have are, as follows: the capacity to analyze and synthesize, the ability to recognize social aspects within educational settings, and the ability to participate in group work. In order to achieve the foundational objectives of this course, it is recommended that each student: attend class regularly, participate actively in each of the practical activities introduced in the classroom, read and study recommended materials, read supplementary materials on social psychology, visualize and analyze movies about educational dynamics, read and analyze media related to educational environments, attend seminars and conferences on the psychosocial aspects of education, and read monographs and texts related to the subject.

III.-Learning outcomes



CGP1. Teamwork
 CGP5. Critical reasoning.
 CGS1. Self-directed learning
 CE1. Ability to understand the complexity of educational processes in general and of teaching-learning processes in particular.
 CE5 Respect for cultural and personal differences of students and other members of the educational community.
 CE6 Design and development of educational projects and programming units to adapt the curriculum to the socio-cultural context.
 CE8 Commitment to enhancing pupils' academic achievement and their progress in school, within the framework of a holistic education.
 CE9 Ability to collaborate with different sectors of the educational community and with the environment.
 CE10 Analyse and understand the educational processes in the classroom and outside the classroom related to an age period between 0 and 6 years old.
 CECEI2 Effectively approach to an early childhood learning situations from a globalising and integrating perspective of the different cognitive, emotional, social, motor, linguistic and self-regulation dimensions. (globalising perspective)
 CECEI3 Create learning environments that favour empathy, social behaviour, autonomy and multicultural coexistence by systematically observing the social, family and school environment. (Contextual and social-natural perspective).
 CECEI6 Detect possible difficulties that pupils may present and to elaborate didactic strategies and curricular adaptations that take into account the diversity of students, promoting their educational and social inclusion. (Attention to diversity perspective)
 CECEI14 Encourage the daily coexistence in the classroom and outside it, solve discipline problems and contribute to the peaceful resolution of conflicts. Stimulate and value the effort, perseverance and personal discipline in students.
 CECEI15 Reflect on classroom practices in order to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students
 CECEI36 Understand the functioning of the processes of interpersonal and intergroup interaction, teacher-pupil communication and teacher leadership in the classroom, in order to plan and improve teaching activity.
 CECEI37 Identify and promote the psychosocial characteristics of early childhood education students that facilitate learning and integration in the classroom.

- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.
- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.

IV.-Contents

IV.A.-Syllabus

Thematic unit	Topic	Sections
I.- INTRODUCTION (Compulsory module)	Lesson 1. Introduction to Social Psychology of Education.	1. Conceptual Approach. 2. Historical Background. 3. Theoretical Perspectives
II.- BASIC PSYCHOSOCIAL PROCESSES (Compulsory module)	Lesson 2. Personal and social identity	1. Basic concepts 2. Psychosocial processes involved. 3. Social and personal identity in educational
II	Lesson 3. Social perception.	1. Impression formation 2. Stereotypes
II	Lesson 4. Causal attributions.	1. Definition and characteristics 2. Main approaches 3. Attributional Biases
II	Lesson 5. Attitudes	1. Definition and characteristics 2. Functions of the attitudes 3. Formation and change of attitudes
II	Lesson 6. Social motivation	1. Definition and characteristics. 2. Types of social motives 3. Achievement motivation (theories, evaluation and development)
III.- INTERPERSONAL PROCESSES (In this thematic unit, the teacher of each group will choose the topics)	Lesson 7. Communication in the classroom	1. Definition and models 2. Element of communication 3. Communication and interpersonal relationships 4. Communication skills in the classroom
III	Lesson 8. Affiliation and Interpersonal attraction	1. Affiliation: definition, functions, and influencing factors 2. Interpersonal attraction: definition, psychosocial theories, and influencing factors
III	Lesson 9. Aggression and prosocial behavior	1. Aggression: definition, psychosocial theories, and preceding factors of aggression 2. Prosocial conduct: definition and psychosocial theories
III	Lesson 10. Social Influence	1. Definition, types and characteristics 2. Psychosocial theories 3. Influencing factors
IV.- GROUP PROCESSES (In this thematic unit, the teacher of each group will choose the topics included)	Lesson 11. Groups and their dynamics in educational context	1. Definition and characteristics 2. Structure and types of groups 3. Formation and development of groups



IV	Lesson 12. Leadership in groups	1. Definition of leadership 2. Functions of the leader 3. Main theories about leadership
IV	Lesson 13. Prejudice and group conflicts	1. Theoretical approaches on the nature of conflict 2. Types of conflicts 3. Strategies for conflict resolution
V.- APPLICATIONS (In this thematic unit, the teacher of each group will choose topics)	Lesson 14. Cooperation and competition	1. Definition and characteristics 2. Main models and explicatory factors
V	Lesson 15. Group techniques in education	1. Classification and description
V	Lesson 16. Emotional Intelligence	1. Definition, models and applications
V	Lesson 17. Mediation at school	1. Definition, characteristics, process and functions of school mediator
In this course, topics 1-6 will be presented as lectures for all groups. Of the remaining topics, the professor of each group will choose the most appropriate topics for each group, presenting a minimum of 8 and a maximum of 10. Each professor will inform the students as to which topics will be covered during this class - this information will be listed in the syllabus.		

IV.B.-Training activities	
Type	Title
Theoretical sessions	Masterclass
Practical sessions	A collective team assignment will be proposed

V.-Student workload	
Theoretical sessions	48
Resolution of exercises, problems, case studies, etc.	10
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	2
Academic tutorials	4
Related activities: conferences, seminars, etc.	14
Preparation of theoretical sessions and self-study	22
Preparation of practical tasks, exercises, case studies, projects, etc.	30
Preparation for tests and/or exams	50
Total student workload	180

VI.-Methodology and academic programme		
Type	Period	Content
Theoretical sessions	Week 1 to Week 14	In-classroom lectures and presentations.
Tests and/or exams	Week 7 to Week 8	First in-classroom graded activity
Group work	Week 2 to Week 14	A cooperative learning project will be developed and presented in whichever format the professor decides. It will be handed out through the Tasks tool of the Virtual Campus.
Week 1 to Week 14	For each topic, each professor will choose one or two chapters from a book that will compliment the theoretical content and will be added to the Virtual Campus.	Week 1 to Week 14
Participation in forums, seminars, or other activities related to the course.	Tests and/or exams	Week 14 to Week 14
Second in-classroom graded activity	Academic tutorials	Week 1 to Week 14
Academic tutoring about the contents of the course.	Practical sessions	Week 2 to Week 14



VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.

All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.

The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).

Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.

The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities

50% of the note will be based on a Theoretical exam. 50% of the note will be a team and an individual assignment. Both parts are mandatory to pass the subject. A minimum of 5 is required to pass each part. Both parts are subject to resit in the extraordinary exam session.

VII.B. Assessment of students with academic exemption from class attendance

Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.

Subject with possibility of academic exemption: Yes.

VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.



VIII.-Teaching resources and materials

Basic bibliography

- Aronson, E., Wilson, T. D., & Akert, R. M. (2010). *Social psychology (7th)*. New York.
- Breckler, S. J., Olson, J., & Wiggins, E. (2005). *Social psychology alive*. Cengage Learning.
- Childers, S., Daza, S., & J. Rhee (2020). *Promiscuous Feminist Methodologies in Education. Engaging Research Beyond Gender*. London: Routledge.
- Hogg, MA & Vaughan, GM (1995, first edition). *Social psychology*. Essex: Pearson Education.
- Lindesmith, AR, Strauss, AL & Denzin, NK (1999). *Social Psychology*. London: Sage.
- Sanderson, C. (2010). *Social psychology*. New York: Wiley.
- Silverberg, C. (2015). *Sex is a Funny Word*. New York: Seven Stories Press.
- Talburt, S. & S. R. Steinberg (2000). *Thinking Queer: Sexuality, Culture, and Education*. New York: Peter Lang.
- Britzman, D.P. (1995). Is There a Queer Pedagogy? Or, Stop Reading Straight. *Educational Theory*, 45(2):151-165.
- Garcés, M. (ed). (2020). *Pedagogías y emancipación*. Barcelona: Arcadia.
- Henkel, M. y M. Tomicic (2018). *Dale a tu criatura 100 posibilidades en lugar de 2*. Madrid: Gato Sueco.
- Monasterio Martín, M., González Guerrero S. y A. García González (2011). *La Coeducación en la Escuela del Siglo XXI*. Madrid: La Catarata.

Academic Journals

- *Social Psychology of Education*
- *Sociology of Education*
- *British Educational Research Journal*
- *American Educational Research Journal*
- *Educational Researcher quarterly*
- *Educational Research Review*
- *Review of Educational Research*
- *Athenea Digital*
- *Quaderns de Psicologia*
- *Educación XX1*
- *Journal of Children's Services*
- *Estudios de Psicología*
- *Revista de Psicología de la Educación*
- *Journal of LGBT Youth*
- *Canadian Online Journal of Queer Studies in Education*
- *Early childhood Education Journal*
- *Journal of Early Childhood Research*
- *The Elementary School Journal*

Consultation bibliography

- Bouton, ME (2007). *Learning and behavior: a contemporary synthesis*. Sunderland: Sinauer.
- Domjan, M. (2009). *The principles of learning and behavior*. Independence: Wadsworth CENGAGE Learning.
- Hewstone, M. & Stroege, W. (2007). *Introduction to social psychology: an European perspective*. London: John Wiley & Sons.
- Klein, SB & Mowrer, RR (2000). *Contemporary learning theories: instrumental conditioning theory and the impact of biological constraints on learning*. London: Hillside
- Myers, DG (2009). *Exploring social psychology*. New York: Mc Graw Hill.
- Myers, DG (2010). *Social psychology*. New York: Mc Graw Hill.
- Ormrod, JE (1999). *Human learning*. New York: Prentice Hall.
- Ovejero, A., Morales, J. F. y Yubero, S. (2018). *Psicología social de la educación*. Barcelona: Editorial UOC.
- Vash, CL (2004). *Psychology of disability*. London; Springer Verlag.

IX.-Professors



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Department	Psicología
Campus	Madrid - Vicálvaro
Category	Profesor/a Asociado/a
Person responsible for the subject	Yes
Tutorial timetable	Para consultar las tutorías póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	0
Number of sexennia	0
No. of positive evaluations by Docencia	0