Universidad Rey Juan Carlos

TEACHING GUIDE

SOCIAL PSYCHOLOGY OF EDUCATION

GRADO EN EDUCACIÓN PRIMARIA (INGLÉS)

ACADEMIC YEAR 2026-27

Q2803011B UNIVERSIDAD REY JUAN CARLOS
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I.-Subject Identification	
Type	FORMACIÓN BÁSICA
Teaching period	1 course, 2Q semester
Nº of credits	6
Language in wich the subject is taught	English

II.-Presentation

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

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CGP01. Teamwork.
CGP05. Critical reasoning.
CGS01. Autonomous learning
CG05. Acquire the necessary learning skills to expand their studies autonomously.
CG01. Acquire and understand the necessary knowledge of the different areas of study that make up the title in such a way that they train for the profession of Teacher in Primary Education.
CE05 . Respect for cultural and personal differences of students and other members of the educational community.
CE06 . Design and development of educational projects and programming units for adapting the curriculum to the sociocultural context .
CE07 . Ability to perform the tutorial function, guiding students and parents and coordinating the educational action referred to their group of students.
CE08 . Commitment to enhance the academic performance of students and their school progress, within the framework of an integral education.
CE09 . Capacity to collaborate with the different sectors of the educational community and the environment.
CE02 . Effectively address learning situations (in design, development and evaluation) between the ages of 6 and 12, from a globalizing and integrating perspective of the different cognitive, emotional, motor, linguistic and self-regulatory dimensions. (Globalizing perspective)
CE03 . Create learning environments that encourage empathy , social behavior , autonomy and multicultural coexistence systematically observing the social , family and school environment. (Contextual and natural social perspective) .
CE06 . Detect possible difficulties that students may present and develop didactic strategies and curricular adaptations promoting the educational and social inclusion of students. Promote a climate of coexistence in the classroom and resolve conflicts that may arise peacefully. (Perspective of Attention to Diversity)
CE15. Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students.
CE33 . Understand the functioning of the processes of interpersonal and intergroup interaction, teacher-student communication and teacher leadership in the classroom, to plan and improve the teaching activity.

- 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.

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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 contexts.
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. Social motivation	1. Definition and characteristics. 2. Types of social motives 3. Achievement motivation: theories, evaluation and development
II	Lesson 6. Attitudes	1. Definition and characteristics 2. Functions of the attitudes 3. Formation and change of attitudes
III.- INTERPERSONAL PROCESSES **(The professor of each group will choose the topics to lecture on in this thematic unit)**	Lesson 7. Communication in the Classroom	1. Definition and models 2. Elements and characteristics 3. Communication and interpersonal abilities 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 behavior: 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 contexts	1. Definition and characteristics 2. Structure and types of groups 3. Creation of groups and group development

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IV	Lesson 12. Leadership in groups	1. Definition and characteristics of leadership 2. Functions of the leader 3. Main leadership models
IV	Lesson 13. Prejudice and group conflicts	1. Theoretical approaches on the nature of conflicts 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 explicative 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

IV.B.-Training activities

Type	**Title**
Lectures	Papers and theoritical content material will be provided
Practical sessions	Cooperative learning project.
Other activities	Taking part of tutoring meetings.

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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.
Group work	Week 2 to Week 14	(OS) A cooperative learning project will be developed and presented in whichever format the professor decides..
Academic tutorials	Week 1 to Week 14	Academic tutoring about the contents of the course.

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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

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The course includes a range of assessment activities. To pass the course, students must obtain a minimum mark of **5 out of 10** in each of the two objective written examinations and in the group academic project. The final grade will be calculated by weighting all assessment activities, provided that the minimum required marks have been achieved in those activities for which a minimum grade is established. Assessment activities designated as resittable may be retaken during the extraordinary assessment period.
The assessment activities for all assessment periods are as follows:

OBJECTIVE WRITTEN EXAMINATIONS (60%)

1. Objective Written Examination I (30%)
Period: Weeks 7–8.
Content: Course content covered up to the date of the examination.
Minimum mark: 5/10.
Resittable during the extraordinary assessment period.
2. Objective Written Examination II (30%)
Period: From Week 14 onwards.
Content: The remaining course content. The examination date will be determined according to the official Faculty assessment calendar.
Minimum mark: 5/10.
Resittable during the extraordinary assessment period.

PRACTICAL ACTIVITIES (40%)

1. Group Academic Project (resittable)

Minimum mark: 5/10.
Weighting: 30%.
Period: Weeks 2–14.
Content: Course content developed throughout the semester.
Resittable during the extraordinary assessment period.
Students will complete, in groups, an academic project related to one of the topics or issues addressed in the course. The activity will involve searching for, selecting, and analysing scientific literature, as well as applying the concepts and processes of Social Psychology of Education to the understanding and analysis of an educational issue or context. The project will culminate in the production and presentation of one or more academic outputs that communicate the results in a rigorous manner. The format of these outputs (e.g., a written report, oral presentation, academic poster, podcast, scientific infographic, or a combination of these or other equivalent formats) will be determined by the teaching staff at the beginning of the course. Assessment will be based on a rubric provided to students in advance. All group members are expected to contribute actively and equitably to the project. Where the teaching staff identify a significant imbalance in the contribution of group members, differentiated assessment procedures may be applied in accordance with the criteria established in the assessment rubric.

2. Commentaries on Readings, Texts, Films, or Documentaries (non-resittable)

Weighting: 10%.
Period: Weeks 2–14.
Throughout the course, during face-to-face teaching sessions, students will complete brief activities involving the analysis and commentary of scientific articles, specialised texts, reports, audiovisual materials, or other resources related to the course content. These activities may take the form of written commentaries or short presentations and may be complemented by guided discussions, reflective questionnaires, or analytical tasks set by the teaching staff. Their purpose is to foster critical understanding of the course content, encourage active participation, and promote the integration of learning developed during classroom sessions. As these activities are carried out continuously throughout the face-to-face sessions, they are **not resittable** during the extraordinary assessment period.

Summary of Assessment

Assessment Period	Assessment Activities

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Ordinary	Objective written examinations (60%) + Group academic project (30%) + Commentaries on readings, texts, films, or documentaries (10%)
Extraordinary	Objective written examinations (60%) + Group academic project (30%) + Grade obtained in the commentaries on readings, texts, films, or documentaries (10%) completed during the ordinary assessment period
Early Assessment	Objective written examinations (60%) + Individual academic project (30%) + Individual critical commentary on a reading, text, film, or documentary related to the course content (10%)

During the extraordinary assessment period, students may resit only those assessment activities designated as resittable that they either failed or did not complete during the ordinary assessment period. Specifically, students may resit the two objective written examinations (60%) and the group academic project (30%). The commentary activities on readings, texts, films, or documentaries (10%), which are completed continuously during face-to-face teaching sessions, are **not resittable**, and the mark obtained during the ordinary assessment period will be retained.

During the early assessment period, students will complete two objective written examinations (60%), an individual academic project equivalent to the group project required in the ordinary assessment period (30%), and an individual critical commentary on a reading, text, film, or documentary related to the course content (10%), thereby ensuring that the same intended learning outcomes are assessed.

ADDITIONAL INFORMATION

Academic Integrity

All assessment activities and assignments must be original and comply with the principles of academic integrity. Whenever ideas, data, or texts from other authors are used, they must be properly acknowledged and referenced. Assignments may be submitted to text similarity detection software. Cases of plagiarism or academic misconduct will be dealt with in accordance with the current regulations of Rey Juan Carlos University.

Written Communication

In the assessment of assignments, coursework, and written examinations, consideration will be given not only to the quality of the content but also to clarity of expression, logical organisation of ideas, grammatical accuracy, spelling, punctuation, and the overall presentation of the work, in accordance with the standards expected of university students.

Course Regulations

At the beginning of the course, the teaching staff will inform students of the regulations governing face-to-face teaching sessions and the virtual learning environment. Students are expected to comply with these regulations and to conduct themselves in accordance with the principles of mutual respect and academic coexistence that apply within the university community.

Use of Artificial Intelligence Tools

The use of artificial intelligence tools in assessment activities will be subject to the specific instructions provided by the teaching staff. Where their use is permitted, students must use these tools responsibly, ethically, and transparently, explicitly declaring their use whenever required by the teaching staff and fully complying with the principles of academic integrity and the conditions established for each assessment activity. The unauthorised use of artificial intelligence tools, or any other conduct contrary to the principles of academic integrity, may result in the partial or total invalidation of the assessment activity, in accordance with the Regulations on the Assessment of Learning Outcomes of Rey Juan Carlos University, without prejudice to the application, where appropriate, of the University's regulations governing academic conduct.

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

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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.

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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 & Vaugham, 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 Chilhood Research*
- *The Elementary School Journal*

Consultation bibliography

Bouton, ME (2007). Learning and behavior: a contemporary synthesis. Sunderlan: 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.
Vash, CL (2004). Psychology of disability. London; Springer Verlag.

IX.-Professors

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Name and surname	JAVIER BARDÓN TRECEÑO
E-mail address	javier.bardon@urjc.es
Department	Psicología
Campus	Madrid - Vicálvaro
Category	Profesor/a Asociado/a
Person responsible for the subject	Yes
Tutorial timetable	Para consultar las tutorias 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 Docentia	0

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