

**Analysis of Teacher-Learner Interaction**

Code: 105773  
 ECTS Credits: 6

Degree	Type	Year	Semester
2502443 Psychology	OT	4	2

**Contact**

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**Use of Languages**

Principal working language: catalan (cat)  
 Some groups entirely in English: No  
 Some groups entirely in Catalan: Yes  
 Some groups entirely in Spanish: No

**Prerequisites**

The student should have taken the core subject of Psychology of Education

**Objectives and Contextualisation**

The main objective is to analyze the student-teacher relationship within the teaching-learning process. Although, the students' own variables are also analysed, this subject essentially aims to bring the student closer to the psychological knowledge of the teacher, both with regard to the variables classically recognized as being significant for the development of the instructional process (eg teacher's thinking, planning processes, time management, etc.) as well as other emotional and social personal content (emotions, motivations, expectations, etc.) that, perhaps with less explicit recognition, exert a great influence on their professional performance. Students are also therefore intended to have a clear vision of the methodologies used by the different teachers, as well as the instruments that can be evaluated. In short, it is a subject in which teaching quality can be assessed as well as the relationship between the teacher and the students.

**Competences**

- Actively participate in the formulation of social, professional and ethical rules in activities related to the profession.
- Analyse scientific texts written in English.
- Apply knowledge, skills and acquired values critically, reflexively and creatively.
- Define objectives and develop the intervention plan based on the purpose of the (prevention, treatment, rehabilitation, integration, support).
- Evaluate, contrast and take decision on the choice of adequate methods and instruments for each situation and evaluation context.
- Identify and describe the processes and stages in psychological development through the life cycle.
- Maintain a favourable attitude towards the permanent updating through critical evaluation of scientific documentation, taking into account its origin, situating it in an epistemological framework and identifying and contrasting its contributions in relation to the available disciplinary knowledge.
- Recognise the principles and variables involved in educational processes throughout the life cycle.
- Show respect and discretion in communication and the use of the results of psychological assessments and interventions.
- Use adequate tools for communication.
- Use different ICTs for different purposes.

- Work in a team.

## Learning Outcomes

1. Actively participate in the formulation of social, professional and ethical rules in activities related to the profession.
2. Analyse scientific texts written in English.
3. Analyse the teachers thinking processes: planning, decision making and dilemmas.
4. Apply knowledge, skills and acquired values critically, reflexively and creatively.
5. Design plans for improving educational practice adapted to the characteristics of both the educational context and students and teachers.
6. Distinguish information on the results of the assessment and psychoeducational advice according to whom it is addressed.
7. Effectively communicate the results of counselling and psychological evaluation with all users of the education system: students, teachers, counsellors and parents.
8. Maintain a favourable attitude towards the permanent updating through critical evaluation of scientific documentation, taking into account its origin, situating it in an epistemological framework and identifying and contrasting its contributions in relation to the available disciplinary knowledge.
9. Make proper use of exploratory instruments for analysing educational practice and individual differences of people who participate in it.
10. Planning and evaluating teaching plans in relation to the developmental stages of students.
11. Present and discuss with the educators (students, parents and teachers) a specific plan of psychoeducational intervention.
12. Recognise the principles and variables that influence the teacher thought processes throughout their life cycle.
13. Select and properly use exploratory instruments for the analysis of formal and non-formal education.
14. Select the appropriate exploratory instruments for analysing individual differences in school learning.
15. Select the appropriate exploratory instruments for the analysis of school learning and teaching.
16. Use adequate tools for communication.
17. Use different ICTs for different purposes.
18. Work in a team.

## Content

### 1. Education and Education Systems

#### 1.1. Spanish education vs Danish education

1. Learning-Teaching process.

#### 2.1. The perspective of the student

#### 2.2. The perspective of the teacher

1. Communication and time management

1. Emotions and motivations of teachers

1. New, experienced and expert teachers

1. Teaching methodologies

1. Stress and burnout of teachers

1. Assessment

#### 8.1. Assessment of the student

#### 8.2. Assessment of the teacher

## Methodology

The seminars will consist of two different parts, one by the teacher and the other the student's work. In the first se

In the other sessions, the teacher will show a series of applications of the content presented in the master classe

It is important to bear in mind that this course will work with the Virtual Campus resource, a tool which will be use

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Seminars	12	0.48	
Theoretical classes	24	0.96	
Type: Supervised			
Group query sessions	10	0.4	
Tutorials scheduled	10	0.4	
Type: Autonomous			
Chck virtual campus	19	0.76	
Course work	15	0.6	
Information search	28.5	1.14	
Reading of texts	20	0.8	
Study activities	10	0.4	

## Assessment

The assessment will carried out on a set of optional activities:

Activity 1. Practical work in the classroom. Individual, written (20%). This will be carried out throughout the c

Activity 2: Concept map. Individual, on line (20%). This will be carried out for approximately half of the cours

Activity 3. Presentation and defence of the portfolio. Individual, written (40%). During the second week of as

Activity 4. On-site test to evaluate the content of the subject. Individual, short (20%). Approximately during tl

To pass the subject students must obtain an average mark of 50% in the sum of all the activities.

It is mandatory to submit all the evidences to pass the subject If all the evidences are not submitted, regardless o

Reassessment: students can opt for reassessment if throughout the continuous assessment they submit evidenc

Students who have not submitted learning evidences with a weight equal to or greater than 4 points (40%) will be

Link to the assessment guidelines of the faculty: <https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345>

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Conceptual Map	20	0	0	3, 5, 15, 14, 13, 9
Practices in the classroom	20	0	0	3, 12
Test to evaluate the theoretical contents of the subject	20	1.5	0.06	3, 10
Work on the learning folder and its corresponding exhibition	40	0	0	2, 4, 7, 5, 6, 8, 1, 11, 18, 17, 16

## Bibliography

Bain, K. (2007). Lo que hacen los mejores profesores universitarios. PUV

Khvilon, E; Patru, M. (coords.). (2004). Las tecnologías de la información y la comunicación en la formación docente. Guía de planificación. París. UNESCO:

Liston, D.P.; Zeichner, K.M. (1993). Formación del profesorado y condiciones sociales de la escolarización. Madrid: Morata.

Santrock, J.W. (2006). Psicología de la educación. McGraw-Hill

Vaello, J. (2009). El profesor emocionalment competent. Un pont sobre "aules turbulentes". Editorial Graó.

Complementary readings that will be given throughout the course.