COMILLAS
UNIVERSIDAD PONTIFICIA
CIHS

COURSE SYLLABUS

Course: **PSYCHOEDUCATIONAL PROCESSES**

COURSE DATA	
Degree	Diploma in Humanities and Global Challenges
Academic Year	2026-27
Credits	6
Course type	Elective
Departament	Department of Education, Research and Assessment Methodologies
Language of instruction	English

SHORT DESCRIPTION

The subject Psychoeducational processes offers students the opportunity to reflect on the fundamental ingredients that contribute to the training of fully developed individuals. Likewise, it aims to assist in designing, planning, and developing positive and effective learning experiences in diverse contexts.

In order to teach and promote personal development (in any context), it is necessary to understand how people learn. Therefore, the processes underlying learning are analyzed, and emphasis is placed on both the personal and social elements, as well as the cultural aspects that shape what an individual becomes.

CONTENTS AND STRUCTURE

TOPIC 1: How do we learn and how do we teach?

The role of the teacher: Towards a constructivist conception of learning
Characteristics of good learning: Competency-based learning
Attention to diversity: Inclusive schools

TOPIC 2: Analysis of contexts and promotion of learning

TOPIC 3: What processes affect students' learning ability?
Intelligences and learning
Motivation and emotion
Perception, attention, and memory
Thinking and language

METHODOLOGY

Individual participation, work in pairs or small groups, and interaction within the classroom group are essential for the development of this course.

The methodology of the subject is predominantly active, aiming for students to always play a leading role. It relies on the dialogue and class debates led by the teacher and on the discussions triggered by their presentations, as well as on the questions proposed by the teacher. Therefore, it will be essential for students to engage in their own learning process, keeping a proactive attitude.

Throughout the course, students will individually or in teams carry out practical assignments, including the analysis of different learning situations and contexts (including non-formal and informal contexts, such as museums), role-playing, observations of reality, oral presentations, etc.

ASSESSMENT AND GRADING

Assessment type	Assessment criteria	Percentage
FINAL EXAM	Proof of having acquired the necessary skills to pass the subject.	40 %
GROUP /INDIVIDUAL ASSIGNMENTS	Participation and completion of the proposed activities during different sessions. Development and presentation of the group project.	40 %
PARTICIPATION	Active participation	20%

- Committing any serious academic misconduct, such as **plagiarism** of previously published material, or **copying** in the exam or any other graded activity, **will imply not being able to pass the course in the ordinary assessment period.**
- The **use of AI** to create complete works or relevant parts, without citing the source or the tool or without being expressly allowed in the description of the work, will be considered plagiarism and regulated according to the General Regulations of the University.

- At the beginning of the term the professor will announce the office hours for the course. Tutorials are an essential part of the development of the course, and

students may attend tutorials during the course within those office times, but it is recommended that they are arranged in advance with the professor.

- Any non-face-to-face learning activity that requires the submission of an assignment/document, etc. will be submitted by the student through Moodle, always in PDF format.

- To be able to take the final exam, students must not have missed **more than one third of the classes without justification**. If this requirement is not met, the student may lose the right to be assessed both in the ordinary and extraordinary assessment period (art. 93-1 of the General Regulations). Failure to attend to the first hour of a two-hour lecture, means having missed the whole session in terms of attendance, regardless of whether or not the student the second hour.

- Committing a serious academic offense, such as plagiarizing previously published materials or copying during an exam or other evaluated activity, or failing to comply with basic rules of conduct, may lead to the initiation of disciplinary proceedings and the loss of two examination opportunities.

- The use of AI to create complete assignments or relevant sections thereof without citing the source or the tool, or without explicit permission as stated in the assignment guidelines, will be considered plagiarism and regulated according to the University's General Regulations.

STUDENT WORKLOAD (in hours)		
CONTACT HOURS	OUTSIDE CLASSROOM	OVERALL
60	90	150

READING LIST / RELEVANT REFERENCES

Ainscow, M. (2020). Promoting inclusion and equity in education: Lessons from international experiences. *The Nordic Journal of Studies on Educational Policy,* 6(1), 7–16.

Alonso-Tapia, J., & Heredia, B. F. (2008). Development and initial validation of the classroom motivational climate questionnaire (CMCQ). *Psicothema*, 883-889.

Barber, M., & Mourshed (2007). *How the world's best-performing school systems come out on top.* London: McKinsey & Company.

Bransford, J.D.; Brown, A. y Cooking, P. (2000). *How people learn: Brain, mind, experience, and school.* Washington: National Academic Press.

Bereiter, C., & Scardamalia, M. (2014). Knowledge building and knowledge creation: One concept, two hills to climb. In S. C. Tan, H. J. So, J. Yeo (Eds.) *Knowledge creation in education* (pp. 35-52). Singapore: Springer.

Eysenck, M. W., & Keane, M. T. (2020). *Cognitive psychology: A student's handbook*. Psychology press.

Claxton, G. (2008). *What's the point of school? Rediscovering the heart of education.* Oxford, Great Britain: Oneworld Publ.

Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public interest*, *14*(1), 4-58.

Eshach, H. (2007). Bridging In-school and Out-of-school Learning: Formal, Non-Formal, and Informal Education. *Journal of Science Education and Technology*, Vol. 16 (2), pp. 171-190.

Falk, J. H., & L. D. Dierking (2002). *Lessons Without Limits: How Free-Choice Learning is Transforming Education*. N.Y.: AltaMira Press.

Goswami, U. (2019). *Cognitive development and cognitive neuroscience: The learning brain*. Routledge.

Guo, W., Wang, J., Li, N., & Wang, L. (2025). The impact of teacher emotional support on learning engagement among college students mediated by academic self-efficacy and academic resilience. Scientific Reports, 15, Article 3670. https://doi.org/10.1038/s41598-025-88187-x

Illeris, K. (2007). *How we learn: learning and non learning in school and beyond*. London: Routledge.

Llopart, M., & Esteban-Guitart, M. (2018). Funds of knowledge in 21st century societies: inclusive educational practices for under-represented students. A literature review. *Journal of Curriculum Studies, 50* (2), 145-161.

Mourshed, M., Chijioke, Ch., & Barber, M. (2010). *How the world's most improved school systems keep getting better.* London: McKinsey & Company.

OCDE (2017). *The OECD Handbook for Innovative Learning Environments.* Paris: OECD publications.

Scardamalia, M., & Bereiter, C. (2006). *Knowledge building: Theory, pedagogy, and technology*. In K. Sawyer (Ed.), Cambridge Handbook of the Learning Sciences (pp. 97-118). New York: Cambridge University Press.

UNESCO (2020). Inclusion and education: All means all. Global monitoring report. Paris: UNESCO. https://en.unesco.org/gem-report/report/2020/inclusion.

Woolfolk, A., & Shaughnessy, M. F. (2004). An interview with Anita Woolfolk: The educational psychology of teacher efficacy. *Educational psychology review*, *16*(2), 153-176.

Woolfolk, A. (2021). Educational Psychology (14th ed.). Pearson.