

## SUBJECT SYLLABUS

Degree				Academic year
<b>141.1 BACHELOR'S DEGREE IN SOCIAL EDUCATION</b>				<b>2011/12</b>
Subject code and title				Duration
<b>41111 Social Psychology</b>				<b>Semester 1</b>
Type	Language	UD Credits	ECTS Credits	Group/Language
<b>BASIC TRAINING</b>	<b>SPA-EUS</b>	<b>6</b>	<b>6</b>	<b>01 / Spanish</b>
Lecturer				
<b>Martínez Rueda, Ignacio María</b>				

### DESCRIPTION

The professional performance of the Educators and Social Educators requires in-depth knowledge of human relations and the way people influence each other. Insofar as Social Education is taken to be a complex and practical profession, where beliefs, theories or maps of its professionals are a key element, each student needs to build professional and personal references from which they can begin to understand and analyse the social reality. This subject contributes to the professional profile of the Graduate in Social Education and Social Work by providing the scientific know-how, theories and methods that foster the understanding of the social situations and processes that influence the behaviour and relations between people, as the base from which to work in the profession. It also helps students to be aware of and manage their personal biases cognitive, emotional and behavioural by facilitating the differentiation between the data and their interpretations and assessment. The subject therefore tackles the study of the central concerns of social psychology, by reflecting on the way that social processes influence the way that individuals perceive and think of other people and about how they are influence each other and are inter-related.

### PREREQUISITES

None.

### LEARNING OUTCOMES IN TERMS OF GENERIC AND SPECIFIC COMPETENCES

#### GENERIC COMPETENCES

¿ G.C.11: Learning orientated: Level 1: Incorporating expert-proposed learning and displaying a positive attitude towards its assimilation.

#### SPECIFIC COMPETENCES

¿ SC1: Recognising and assessing the power of the situations in generating personal conduct, by justifying the relevance of the contributions of Social Psychology to Social Education.

¿ SC2: Designing one's own social beliefs, as one of the main intervention tools of the educators, being able to identify the concepts and processes involved in social thought and specifically the main cognitive errors and biases.

¿ SC3: Analysing the main social influence mechanisms in routine and socio-educational situations.

¿ SC4. Identifying the different types of social relations by analysing the different variables that impact on them.

### CONTENTS

Theme 1. Bases of social psychology: Definition and characteristics of social psychology; Contributions of Social Psychology to Social Education; Core principles of social psychology.

Theme 2. Social thought. Thoughts, beliefs and mental ideas; Our feeling of the EGO; Information processing: Attributions, social opinions and errors and biases; Relationship between attitude and conduct.

Theme 3. Social Influence: Change of attitudes: Persuasion and dissonance; Social norms: Conformity and obedience; Group influence.

Theme 4. Social relations: Diversity and prejudice; Aggressive conduct; Personal relations: Attraction and love; Support network; Conflicts and their settlement.

### TEACHING-LEARNING STRATEGY

The subject follows a regular structure of weekly work, using the two-hour and one-hour class sessions in a differentiated manner, including activities prior and subsequent to each of the work sessions. The weekly work sequence can be summarised as:

#### A. 2-hour sessions:

¿ Conclusions and queries regarding what has been studied in the previous week.

¿ Presentation of the contents to be worked during the week and raising questions, key concepts, ideas or prior reflections.

¿ Exploratory activity of the contents of each session, which may include reflective observation activities or active experimentation, such as watching videos, exercises or life techniques, experiment analysis, answering surveys, discussing phrases, role plays...)

¿ Preparing and discussing the activity.

¿ Conclusions and applications to social education.

**B. 1-hour session:**

¿ Debates or reading-based discussions about the text book. Myers, D. G. (2008). Exploring Social Psychology. Madrid: McGraw-Hill.

**C. Pre-class tasks:**

The deployment of this learning sequence requires weekly preparation activity: The reading of the agreed parts of the text book to be able to take part in the group debate.

D. Post-class tasks. The work sequences ends with a subsequent individual activity: an essay which considers the in-class activities, the main contributions of the debates, the most important reflections and conclusions, along with those possible applications to socio-educational situations.

The student's time distribution (6 ECTS: 150 hours) will be organised as follows:

**¿ In-class: 45 hours**

- Explanations by the lecturer: 14 hours
- Practical Activities: 28 hours

**¿ Outside-class time: 108 hours**

- Preparing the debate: 21 hours
- Preparing the personal essay: 35 hours
- Complementary Activities: 6 hours
- Tutorials: 16 hours
- Preparing and sitting the Exam: 30 hours

**ASSESSMENT SYSTEM**

Attainment of generic and specific competences will be assessed through the following procedures:

- ¿ Personal essay to be submitted at the end of each theme: 50%
- ¿ Multiple-choice test: (a mark of 5 out of 10 has to be obtained): 30%
- ¿ Observation of the participation and involvement in class activities and particularly in the debate: 10%
- ¿ Self-assessment by the students: 10%

The assessment in the extraordinary exam session according to the same criteria and procedures as for the ordinary exam session.

**BIBLIOGRAPHY****BIBLIOGRAFÍA BASE:**

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**BIBLIOGRAFÍA COMPLEMENTARIO O DE CONSULTA**

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Jiménez Burillo, F. (1985). Psicología social (2 vol.). Madrid: UNED.

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Pastor Ramos, G. (1988). Conducta Interpersonal. Ensayo de Psicología Social Sistemática. Salamanca: Universidad Pontificia.

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Watzlawick, P. (1984): Teoría de la comunicación humana. Madrid: Herder.