



## Teaching Guide

Identifying Data					2022/23
Subject (*)	Social Psychology	Code	652G03004		
Study programme	Grao en Educación Social				
Descriptors					
Cycle	Period	Year	Type	Credits	
Graduate	1st four-month period	First	Basic training	6	
Language	GalicianEnglish				
Teaching method	Face-to-face				
Prerequisites					
Department	Psicología				
Coordinador	García Mira, Ricardo Antonio	E-mail	ricardo.garcia.mira@udc.es		
Lecturers	García Mira, Ricardo Antonio	E-mail	ricardo.garcia.mira@udc.es		
Web	<a href="http://www.people-environment-udc.org/en/integrantes/ricardo-garcia-mira/">http://www.people-environment-udc.org/en/integrantes/ricardo-garcia-mira/</a>				
General description	<p>Social Psychology course has a clear importance for the student in order to develop important skills in their training process. Its purpose is very significant for the future social educator, in order to understand and act on the learning process, ie, focusing towards a Social Psychology of Education, and in particular of Social Education.</p> <p>That is why, within the so-called basic psychosocial process, great emphasis is made on Social Cognitive Psychology, given its interest and importance within the current trend of the discipline and the links to issues of interest for the social educator.</p> <p>Briefly its purpose is to achieve the following objectives:</p> <ul style="list-style-type: none"> <li>- Basic knowledge of Social Psychology.</li> <li>- Development of search strategies and psychosocial assessment materials in each case are the future interest of the student.</li> <li>- Socialization of students in the terminology, way of conceptualizing reality and Social Psychology methodology.</li> </ul>				

## Study programme competences / results

Code	Study programme competences / results
A2	Comprender os supostos e fundamentos históricos, pedagóxicos, psicolóxicos e sociolóxicos da acción socioeducativa e os seus ámbitos de actuación, valorando as súas implicacións.
A5	Identificar e analizar os factores contextuais que afectan os procesos de intervención socioeducativa.
A6	Seleccionar diferentes métodos e técnicas para a planificación e avaliación de programas e servizos.
A9	Deseñar e desenvolver proxectos, programas e servizos nos diferentes campos de intervención profesional promovendo a participación e o desenvolvemento comunitario.
A11	Observar, analizar, interpretar procesos de mediación social, cultural e educativa.
A12	Mediar en situacións de risco e conflito.
A13	Deseñar e levar a cabo proxectos de investigación elementais aplicables aos diferentes campos de intervención.
A14	Identificar e emitir xuízos razoados sobre problemas socioeducativos para mellorar a práctica profesional.
A20	Desenvolver unha disposición favorable ao traballo en contornos multiculturais e plurilingüísticos.
B1	Elaborar, analizar, sintetizar, valorar e transmitir criticamente a información.
B5	Capacidade de mostrar actitudes coherentes coas concepcións éticas e deontolóxicas propias da profesión.
B6	Adquirir e dominar habilidades comunicativas que permitan transmitir información, ideas e propostas a diversas audiencias.
C4	Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.
C6	Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.
C7	Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.

## Learning outcomes



Learning outcomes	Study programme competences / results		
Know and understand the basic assumptions of Social Psychology	A2 A5 A20		
Distinguish the way of conceiving reality and the methodology of Social Psychology	A6 A11		
Knowing how to use the disciplinary language of Social Psychology	A2 A14		
Develop search strategies for psychosocial evaluation material	A9 A11 A13		
Acquire the creative capacity and practical criteria that allow the application of intervention principles to solve specific problems, incorporating the theoretical knowledge and the ethical criteria of the discipline	A12	B1 B5 B6	C4 C6 C7

Contents	
Topic	Sub-topic
I.- INTRODUCTION: DEFINITION, HISTORY AND METHODOLOGY OF SOCIAL PSYCHOLOGY	Topic 1.- Human behavior as social behavior: definitions of Social Psychology. Topic 2.- Levels of analysis in Social Psychology. Topic 3.- History of Social Psychology. Topic 4.- Research methods and techniques in Social Psychology.
II.- THEORETICAL ORIENTATIONS IN SOCIAL PSYCHOLOGY	Topic 5.- Psychodynamic orientations Topic 6.- Orientations of Social Learning. Topic 7.- Cognitive orientations. Topic 8.- Critical orientations, symbolic interactionism and role theory.
III.- PERCEPTION, SOCIAL COGNITION AND ATTITUDES. GENDER INEQUALITY	Topic 9.- Perception and social cognition Topic 10.- Psychosocial attitudes. Topic 11.- Social representations. Topic 12.- Gender inequality: Psychosocial aspects
IV.- BASIC PSYCHOSOCIAL PROCESSES	Topic 13.- Social identity and the categorization of the self. Topic 14.- Social comparison and social norms. Topic 15.- Emotions. Topic 16.- Conformity and social deviation.
V.- COMMUNICATION, INTERPERSONAL RELATIONS AND SOCIAL INTERACTION	Topic 17.- Interpersonal communication and social interaction Topic 18.- Non-verbal communication. Topic 19.- Persuasion and mass communication. Topic 20.- Aggression and violence. Topic 21.- Social support
VI.- APPLIED PERSPECTIVE: ENVIRONMENTAL PSYCHOLOGY	Topic 22.- Applied Social Psychology Topic 23.- Environmental psychology Topic 24.- Perception and spatial cognition in urban contexts. Topic 25.- Environmental attitudes and pro-environmental behavior. Topic 26.- Sustainability and climate change.

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours



Research (Research project)	A2 A5 A6 A9 A11 A12 A13 A14 A20 B1 B5 B6 C4 C6 C7	11	30	41
Collaborative learning	A11 A12 B5 B6 C4 C7	11	20	31
Diagramming	B1	11	30	41
Document analysis	A2 A5 A9 C6 C7	5	18	23
Objective test	A2 A11 C6 C7	4	3	7
Personalized attention		7	0	7

(\*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Research (Research project)	Given that the student must prepare an extensive piece of work, a work methodology is involved in the preparation of research projects, which is essential as a presentation format. This work can be done in groups of 4 or 5 people, or exceptionally individually. The topic will be previously approved by the professor. Through this work, the student will learn the basic concepts of research and will approach how research serves to generate knowledge.
Collaborative learning	The student will be able to work in a group together with another student if they wish (although it is recommended) for the in-depth development of one of the topics of the program. It is a joint review and/or analysis of sources.
Diagramming	Some of the teacher's lectures will require the student to develop specific topics, albeit briefly and within a maximum period of 2 weeks from the presentation in the classroom. It is a short review work on a topic that will be delivered through the moodle platform.
Document analysis	For the preparation of the works cited, the student must consult documentary sources of Social Psychology. It is important that the student acquires the ability to search for information and knows how to use the resources available to them at the university, so that these abilities are fostered through this activity.
Objective test	One of the integral parts of the learning process of this subject consists in obtaining exact and objective information about its contents. To do this, the student must take an objective test of knowledge of multiple choice questions. The questions will be extracted from the professor's notes, as well as from some specific manuals that will be specified in the classroom in the expository classes. It is a multiple choice test with 30 questions.

Personalized attention	
Methodologies	Description
Research (Research project)	The professor will resolve any doubts that may arise from the study of the existing material and the chapters of the books that are recommended to facilitate learning and enable a good execution in the objective test.
Diagramming	In addition, since the students will carry out a work, the elaboration of the same will be supervised by the teacher.
Document analysis	On the other hand, any student will be able to consult as many doubts as he / she has regarding the subject.

Assessment			
Methodologies	Competencies / Results	Description	Qualification
Objective test	A2 A11 C6 C7	Exame tipo test de 30 preguntas. 4 opcións en cada unha, cunha resposta correcta. Os erros non descontan, pero a superación do examen requerirá a resposta acertada a dous tercios das preguntas.	50
Research (Research project)	A2 A5 A6 A9 A11 A12 A13 A14 A20 B1 B5 B6 C4 C6 C7	A nota global de cada proxecto de investigación comprende a labor de analizar a información, búsqueda bibliográfica, etc. O/A alumno/a recollerá información, aprenderá a elaborar, evaluar los datos recollidos, e elaborará un informe que relacione investigacións previas cos datos recollidos por el/a mesmo/a.	50

Assessment comments



Taking into account the "English friendly" nature of this subject, for those students who request it, the exam can be taken in English. Similarly, the research project may be written in English.

The research project is composed of several tasks: a) review of the scientific literature on the chosen topic; b) formulation of research questions; c) description of the research objectives; d) description of the methodology to be used; e) presentation of the results; f) discussion of the results in light of the literature discussed in the first section and the objectives set; and g) conclusion.

It is necessary to pass the multiple choice exam with 65% correct answers to pass the subject (considering that errors do not count).

The evaluation of the second opportunity will entail the obligation to comply with the same requirements as the evaluation of the first opportunity.

Students with part-time dedication, or who have some type of exemption or academic waiver, will request individual tutoring in which an adapted and reasoned decision will be adopted in accordance with the particular situation in question.

## Sources of information



## Basic

MANUAL DE LA ASIGNATURA: MORALES, J.F. MOYA, M., GAVIRIA, E. (2007) *Psicología social* (3a. ed.), McGraw-Hill España, 2007. ProQuest

EbookCentral, <http://ebookcentral.proquest.com/lib/bibliotecaudcsp/detail.action?docID=3194912>. OTRAS FUENTES: Antons, K. (1986). *Prácticade la dinámica de grupos, ejercicios y técnica*. Barcelona: Herder. Arias Orduña, A, V. (2012) *Psicología Social Aplicada*. Madrid: Panamericana. Aronson, E. (1997). *El Animal Social: Una Introducción a la Psicología Social*. Madrid: Alianza Editorial. Barriga, S.; Leon, J.M. & Martínez, M. (Eds.) (1987), *Intervención Psicosocial: el Individuo y la Comunidad, Agentes de su Propio Bienestar*. Barcelona, Hora. Blanch, J.M. (1982). *Psicologías Sociales: Aproximación Histórica*. Barcelona, Hora. Blanco, A. (1988). *Cincotradiciones en la Psicología Social*. Madrid, Morata. Blanco, A.; Becerra, A. & Caballero, A. (2004). *Psicología de los Grupos*. Madrid: Pearson - Prentice House. Collier, G.; Minton, H.L. & Reynolds, G. (1996). *Escenarios y Tendencias de la Psicología Social*. Madrid: Tecnos. De Diego Vallejo, R. & Chico Del Rio, M. 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S., & Nisbett, R. (2015). *Social Psychology* (4th ed.). New York: W. W. Norton. Greenberg, J., Schmader, T., Arndt, J., & Landau, M. (2015). *Social Psychology: The Science of Everyday Life*. New York: Worth Publishers. Hewstone, M., Stroebe, W., & Jonas, K. (Eds.). (2012). *An Introduction to Social Psychology* (5th ed.). London: Blackwell. Kassin, S. M., Fein, S., & Markus, H. R. (2013). *Social Psychology* (9th ed.). Boston, MA: Houghton Mifflin. Kenrick, D. T., Neuberg, S. L., & Cialdini, R. B. (2014). *Social Psychology: Goals in Interaction* (6th ed.). Boston, MA: Pearson/Allyn and Bacon. Myers, D. G. (2014). *Exploring Social Psychology* (7th ed.). New York: McGraw-Hill. Myers, D. G. (2012). *Social Psychology* (11th ed.). New York: McGraw-Hill. Smith, E. R., & Mackie, D. M. (2014). *Social Psychology* (4th ed.). Philadelphia, PA: Psychology Press. Psicología Social Aplicada Brewer, M. B., & Hewstone, M. (Eds.). (2003). *Applied Social Psychology*. London: Blackwell. Buunk, B. P., & Van Vugt, M. (2013). *Applying Social Psychology: From Problems to Solutions* (2nd ed.). Thousand Oaks, CA: Sage Publications. Donaldson, S. I., Berger, D. E., & Pezdek, K. (Eds.). (2006). *Applied Psychology: New Frontiers and Rewarding Careers*. Mahwah, NJ: Lawrence Erlbaum Associates. Schneider, F. W., Gruman, J., & Coutts, L. M. (Eds.). (2011). *Applied Social Psychology: Understanding and Addressing Social and Practical Problems* (2nd ed.). London: Sage Publications. Steg, L., Keizer, K., Buunk, A. P., & Rothengatter, T. (Eds.). (2017). *Applied Social Psychology: Understanding and Managing Social Problems* (2nd ed.). New York: Cambridge University Press. Lecturas seleccionadas Lesko, W. A. (2011). *Readings in Social Psychology: General, Classic, and Contemporary Selections* (8th ed.). Boston: Allyn and Bacon. Nier, J. (Ed.). (2015). *Taking Sides: Clashing Views in Social Psychology* (5th ed.). New York: McGraw-Hill. Ruscher, J. B., & Hammer, E. Y. (Eds.). (2009). *Current Directions in Social Psychology* (2nd ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.



Complementary	
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<b>Recommendations</b>
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Subjects that it is recommended to have taken before
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Subjects that are recommended to be taken simultaneously
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Subjects that continue the syllabus
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Other comments
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