

## COURSE DESCRIPTION

### COURSE DETAILS

Title (of the course): **PSICOLOGÍA DE LA CONVIVENCIA ESCOLAR EN EDUCACIÓN PRIMARIA**

Code: 272063

Degree/Master: **GRADO DE EDUCACIÓN PRIMARIA**

Year: 2

Name of the module to which it belongs: PROCESOS Y CONTEXTOS EDUCATIVOS

Field: EDUCACIÓN

Character: BASICA

Duration: SECOND TERM

ECTS Credits: 4.5

Classroom hours: 45

Face-to-face classroom percentage: 40.0%

Study hours: 68

Online platform: <http://moodle.uco.es/moodlemap/>

### LECTURER INFORMATION

Name: CALMAESTRA VILLÉN, JUAN (Coordinator)

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### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

None

#### Recommendations

To pass the course, it is necessary to have a good level of linguistic and communication competency. Incorrect writing or oral communication could lower the final mark.

Participatory class attendance.

Individual work prior to classes.

Reading habit (fiction, essay, press ...) to promote the competence of oral and written expression



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### INTENDED LEARNING OUTCOMES

- CE5 To promote coexistence inside and outside the classroom. To resolve disciplinary problems and to contribute to the peaceful resolution of conflicts. To encourage students' effort, discipline and determination
- CM1.1 To understand learning processes in children (6 to 12) in regards to their school, social and family context
- CM2.5 To understand interaction processes in the classroom and to prove abilities to address them
- CM2.6 To address and resolve disciplinary and coexistence issues in regards to education for peace
- CM2.7 To promote cooperative learning, as well as individual work and effort
- CM2.8 To promote values education actions aimed at preparing democratic and critical citizens in the frame of human rights
- CM2.9 To know and manage school situations in multicultural contexts
- CM2.11 To know and learn innovative experiences in primary education

### OBJECTIVES

1. To know the psychological mechanisms of school "convivencia"
2. To know the fundamental aspects of emotional management and socio-moral development typical of the 6-12 years old.
3. To understand the nature of interpersonal relationships at school.
4. To detect possible problems that may affect school "convivencia" and design concrete proposals for intervention.
5. To review, analyze and promote programs and strategies for the construction of "convivencia" in the school and in the classroom.

### CONTENT

#### **1. Theory contents**

1. School "Convivencia": definition and characteristics
2. Personal competences for school "Convivencia"
3. Contextual factors that influence school "Convivencia"
4. Problems that interfere with school "Convivencia"
5. Prevention and psychoeducational intervention to improve school "Convivencia"

#### **2. Practical contents**

The different theoretical blocks will have a theoretical-practical development.

### SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

- Quality education
- Gender equality
- Reduced inequalities



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### METHODOLOGY

#### **General clarifications on the methodology (optional)**

They will be agreed upon by the teaching staff of the subject. In the event that students cannot attend the classroom sessions, they will negotiate with the teaching staff how to assess the subject.

It is essential that students who cannot regularly attend face-to-face sessions, contact the responsible teaching staff during the first month of each semester. All training will be done on an equal footing in all respects.

#### **Methodological adaptations for part-time students and students with disabilities and special educational needs**

The methodological strategies and the evaluation system contemplated in this Teaching Guide will be adapted according to the needs presented by students with disabilities and special educational needs when required.

#### **Face-to-face activities**

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	4	-	4
<i>Group work (cooperative )</i>	6	10	16
<i>Lectures</i>	20	-	20
<i>Tutorials</i>	-	5	5
<b><i>Total hours:</i></b>	<b>30</b>	<b>15</b>	<b>45</b>

#### **Off-site activities**

Activity	Total
<i>Analysis</i>	8
<i>Exercises</i>	20
<i>Group work</i>	12.5
<i>Information search</i>	7.5
<i>Self-study</i>	20
<b><i>Total hours</i></b>	<b>68.0</b>

### WORK MATERIALS FOR STUDENTS

- Dossier
- Oral presentations
- Placement booklet
- References

#### **Clarifications**

The work materials will be available on the Moodle platform and / or in the Faculty's reprography service.



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### EVALUATION

Intended learning	Exams	Oral Presentation	Portfolios	Project
CE5	X	X	X	X
CM1.1	X	X	X	X
CM2.11	X	X	X	X
CM2.5	X	X	X	X
CM2.6	X	X	X	X
CM2.7	X	X	X	X
CM2.8	X	X	X	X
CM2.9	X	X	X	X
<b>Total (100%)</b>	<b>50%</b>	<b>10%</b>	<b>10%</b>	<b>30%</b>
<b>Minimum grade</b>	<b>5</b>	<b>5</b>	<b>0</b>	<b>5</b>

(\*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

#### Method of assessment of attendance:

Attendance will be valued according to the group activities carried out in class.

Each teacher will establish the value given to attendance in each group.

#### General clarifications on instruments for evaluation:

Since it is a subject shared by several teachers, in each group the teachers will determine the methodological strategies and the specific evaluation test modality proposed within this guide.

Participation, involvement and assistance in the development of face-to-face classes will be taken into account for the final evaluation.

It is essential to show a good level of linguistic and communicative competence.

Students who do not reach 80% attendance in the practical sessions will have to take a practical exam in addition to the theoretical exam. In the same way, they will have to present the practicals that are determined in each of the groups.

The detection of plagiarism will suppose a suspense.

#### Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

The methodological adaptations for part-time students and for students with special educational needs will be agreed with the teaching staff of the subject. In any case, it is essential that students in these circumstances contact the responsible teaching staff during the first month of the semester

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### **Clarifications on the evaluation of the extraordinary call and extra-ordinary call for completion studies:**

In the extraordinary call, students will be examined on the theoretical and/or practical content that they did not pass in the immediately preceding ordinary call, in addition to handing in the practicals if they had not done so (if the student did not take the previous ordinary exam, he/she will have to take the exam on all the content and hand in the practicals).

The student body must contact the teaching staff to specify the subject matter of evaluation.

For the extra-ordinary call for completion of studies, students will be examined on the theoretical and practical contents of the current course and must submit a dossier of practices. To specify the exact content, please contact the teacher of the group.

### **Qualifying criteria for obtaining honors:**

*According to the regulations of the UCO. If there are more candidates with the same qualification, the teaching staff will review all the qualifications and records of their participation, attendance, etc., throughout the course*

## BIBLIOGRAPHY

### **1. Basic Bibliography**

- Benítez-Sillero, J. D., Corredor-Corredor, D., Córdoba-Alcaide, F., & Calmaestra, J. (2020). Intervention programme to prevent bullying in adolescents in physical education classes (PREBULLPE): a quasi-experimental study. *Physical Education and Sport Pedagogy*, 26(1), 36-50. <https://doi.org/10.1080/17408989.2020.1799968>
- Córdoba Alcaide, F., Del Rey Alamillo, R., Casas Bolaños, J., & Ortega Ruiz, R. (2016). Valoración del alumnado de primaria sobre convivencia escolar: El valor de la red de iguales. *Psicoperspectivas*, 15(2), 78-89. <https://doi.org/10.5027/PSICOPERSPECTIVAS-VOL15-ISSUE2-FULLTEXT-760>
- Córdoba-Alcaide, F., Ortega-Ruiz, R., y Nail-Kroyer, O. (Eds.). (2016). *Gestión de la convivencia y afrontamiento de la conflictividad escolar y el bullying*. RIL editores.
- Jimerson, S.R., Swearer, S.M., & Espelage, D.L. (2010). *Handbook of bullying in schools: An international perspective*. Routledge.
- Ortega, R. (2010). *Agresividad Injustificada, Bullying y Violencia Escolar*. Alianza Editorial.
- Ortega, R., & Zych, I. (2013). Monográfico: Psicología educativa: convivencia y prevención de la violencia escolar. *Apuntes de Psicología*, 31.
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- Ortega, R., Del Rey, R., Córdoba, F., & Romera, E. M. (2008). *Diez ideas clave. Disciplina y gestión de la convivencia*. Graó.
- Ortega-Ruiz, R., & Córdoba-Alcaide, F. (Coord.). (2020). *Educación física y convivencia: oportunidades y desafíos en la prevención del acoso escolar*. La Muralla.
- Rodríguez-Hidalgo, A. J. y Ortega-Ruiz, R. (eds.) (2017). *Acoso Escolar, ciberacoso y discriminación: Educar en diversidad y convivencia*. Los Libros de la Catarata.
- Zych, I., Farrington, D. P., & Ttofi, M. M. (2019). Protective factors against bullying and cyberbullying: A systematic review of meta-analyses. *Aggression and Violent Behavior*, 45, 4-19.
- Zych, I., Farrington, D. P., Llorent, V. J., Ribeaud, D., & Eisner, M. P. (2021). Childhood Risk and Protective Factors as Predictors of Adolescent Bullying Roles. *International Journal of Bullying Prevention*, 3, 138-146. <https://doi.org/10.1007/s42380-020-00068-1>
- Zych, I., Farrington, D., Llorent, V.J., Ttofi, M.M. (2017). *Protecting children against bullying and its consequences*. Springer.

### **2. Further reading**

Aguado, T. (2010). Diversidad e igualdad en educación. Madrid: UNED.

Báez, R., Camacho, P., Castellanos, E., Giménez, P., Hermoso, P. (2006). La diversidad cultural, nuestra mejor



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opción. Manual sobre inmigración e interculturalidad para formadores y formadoras. Madrid: Cruz Roja Juventud.

Ballester, F. & Calvo, A. (2007). Cómo elaborar planes para la mejora de la convivencia. Madrid: EOS.

Bizquerra, R. (2008). Educación para la ciudadanía y convivencia. Madrid: Wolters.

Caro, M., & Fernández, F. (2010). Buenos tratos: prevención de la violencia sexista. Madrid: Talasa.

Cascón, F. (coord.). (2000). Educar para la paz y la resolución de conflictos. Barcelona: Cisspraxis.

De Vicente Abad, J. (2010). 7 ideas clave. Escuelas sostenibles en Convivencia. Barcelona: GRAÓ.

Delors, J. (1996). La educación encierra un tesoro. Madrid: Santillana.

European Commission/EACEA/Eurydice (2017). Citizenship Education at School in Europe – 2017. Eurydice Report. Luxembourg: Publications Office of the European Union. Recuperado de [https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/images/6/68/215\\_EN\\_Citizenship\\_2017\\_N.pdf](https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/images/6/68/215_EN_Citizenship_2017_N.pdf)

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Funes, S. (2009). Gestión eficaz de la convivencia en los centros educativos. Madrid: Wolters.

García, F.J., & Carrasco, S. (ed.) (2011). Población inmigrante y escuela: conocimientos y saberes de investigación. Madrid: MEC.

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Grupo INTER (2006). Guía INTER: una guía práctica para aplicar la educación intercultural en la escuela. Madrid: MEC/CIDE.

Hamodi-Galán, C., & Benito-Brunet, Y. D. (2019). Bullying: Detección mediante el test sociométrico y prevención a través de experiencias basadas en el método socioafectivo. Revista Electrónica Educare, 23(3), 44-68.

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Martín, X., & Puig, J.M. (2007). Las siete competencias básicas para educar en valores. Barcelona: GRAÓ.

Monclus, A., & Saban, C. (coord.) (2008). Educación para la paz. Enfoque actual y propuestas didácticas. Barcelona: CEAC.

Monjas, I. (2007). Cómo promover la convivencia: programa de asertividad y habilidades sociales (PAHS). Madrid: CEPE.

Nussbaum, M. (2008). Paisajes del pensamiento. La inteligencia de las emociones. Madrid: Paidós Ibérica.

Ortega, R. (2002). Lo mejor y lo peor de las redes de iguales: juego, conflicto y violencia. Revista Interuniversitaria de Formación del Profesorado, 44, 93-113.

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Vila, E. S. (2012). Un juego de espejos. Pensar la diferencia desde la pedagogía intercultural. Educación XXI, 15 (2), 119-135.

## COORDINATION CRITERIA

Common evaluation criteria

Common learning outcomes

Joint activities: lectures, seminars, visits ...



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The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.



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