

Learning and Development II

Code: 102084
ECTS Credits: 4

Degree	Type	Year	Semester
2500798 Primary Education	FB	3	1

Contact

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Use of languages

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

Teachers

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Prerequisites

Learning and development II is a subject that does not involve any requirement in principle. However, the competencies and methodology of the subject involve an active attitude of the students, it means, an active participation in class, a predisposition for conceptual shifts, the previous reading of some articles and cooperative attitude to work in cooperative teams.

Objectives and Contextualisation

Learning and Development II is part of the Basic Course: Learning and Personality Development (Ordre Ministerial ECI/3857/2007). This is a basic, and compulsory course, which is related with the basic courses of the context of Social and Juridical Sciences: Education and Psychology. The course involves 18 ECTS credits, distributed in three compulsory subjects, of 6, 4, and 5 credits respectively: Learning and Development I; Learning and development II, and Inclusive Education. Each subject lingers one semester and are taken at the second and third year course of the Bachelor studies.

Learning and Development II is a basic course of 4 credits within the Bachelor studies of Primary Education. Together with the rest of the courses of the studies, especially the courses of pedagogy, sociology, and specific didactics, it is orientated towards professionalization of students. Its objective is to help construct criteria to analyse and comprehend the educative school practices and to develop skills to design and implement the teaching practice.

The objectives of the subject are:

- Analyze the interaction between the development and learning processes, and value the influence of the different educative contexts. Identify and interpret the variety of students' educative learning needs.
- Analyze the educative actions in the formal educative context and deepen on the cognitive, motor, affective, and social aspects of the children development.

- Analyze the own learning processes, the knowledge organization and the psychosocial and motivational processes that take place on the context of the school learning.
- Review the own beliefs and theories about teaching and learning, through the help of the main theoretical approaches, analyze the own personal experience as teachers and as students, the observations made during the internship, and the comparison and discussion with their peers.

Skills

- Analyse and recognise ones own socio-emotional skills (in terms of strengths, potentialities and weaknesses), to develop those that they are necessary for professional development.
- Analysing and understanding the educational processes in the classroom and outside of it related to the 6-12 period.
- Critically analyse personal work and use resources for professional development.
- Foster coexistence in and outside of the classroom, resolve problems with discipline and bring about peaceful resolution of conflicts.
- Generate innovative and competitive proposals in research and in professional activity.
- Know and apply information and communication technologies to classrooms.
- Know the current proposals and developments based on the learning of skills.
- Reflect on classroom experiences in order to innovate and improve teaching work. Acquire skills and habits for autonomous and cooperative learning and promote it among pupils.
- Tackling and resolving discipline problems.
- Understand the characteristics of these students, as well as the characteristics of their motivational and social contexts.
- Understand the learning processes relative to the 6-12 period in the family, social and school context.
- Understanding and being able to exercise the functions of tutor and facilitator in relation to family education in the 6-12 age period.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning outcomes

1. Assessing the value of interaction among equals, in order to understand the basis of peer learning as a process of reflection, and at the same time helping to foster autonomy.
2. Assessing the value of teamwork among teachers and other professionals in identifying, assessing and responding to the educational needs of children and producing as part of a team throughout the subject.
3. Being aware of the way the concept of intelligence has evolved towards more plural positions, and of the complexity of its potential influence on academic success.
4. Design small school intervention actions (mostly classroom activities) and education research (based on considerations of classroom activities) to improve the quality of teaching.
5. Estimate the importance of socio-affective factors in school learning (self-concept, causal attributions and motivation).
6. Experience socio-emotional skills (such as evaluating others) in order to exercise and improve them.
7. Focusing the discipline on the learning of norms and values, within the framework of negotiating and resolving conflicts educationally.
8. Identifying the different conceptions about development, and its implications for teaching practices.
9. Identifying the educational influences on children's learning processes.
10. Identifying the strategies and phases in the learning of attitudes, values and norms, and understanding conflict as a learning opportunity.
11. Know and appreciate the different types of permanent teacher training, both formal and informal, to foster inclusion.
12. Master verbal and nonverbal communication skills and social skills to optimize classroom relationships and enhance teaching and tutorial functions.
13. Recognising the importance of students prior knowledge as a starting point for constructing knowledge, identifying the types and ways of activating them, evaluating them and restructuring them.
14. Recognize the importance of social skills, and within different types of knowledge, the relevance and the educational treatment of attitudes, values and norms.
15. Reflecting on the experiences of professional practice in the classroom in a critical and constructive way, in the light of the content worked with.

16. Seek information, organize it and present it in class using technologies for learning and knowledge resources.
17. Simulating the role of tutor appropriately in interviews with families.
18. Understand constructivist perspectives as a tool for analysis, understanding and improvement of school practices.
19. Understand the implications of the learning of skills (cross-cutting component, conditional use and identification of basic contents) and their relation to different types of knowledge.

Content

1. Psychology and Education. Teaching-learning theories and approaches.

1.1. Educational Psychology. Contributions of Educational Psychology in the study of the learning and teaching processes.

1.2. Learning conceptions. Constructivism approach of learning and teaching as a tool for analysing and improving the educational context.

2. The student. Students learning and personal development.

2.1. Students' identity.

2.2. Attention to diversity.

2.3. Academic motivation.

3. The content. Competencies, knowledge and the content treatment.

3.1. The curriculum: knowledge, skills, strategies and competencies.

3.2. Learning, teaching and assessing by competencies.

4. The teacher. Teaching and professional competencies.

4.1. Teaching: developing responsible and autonomous learners.

4.2. The professional competencies of a good teacher. Teachers' identity.

Methodology

All the methodology has been planned and designed to build a context which facilitates the active participation of the students. Student-centred teaching is the main principle that guides the instructional methods of this subject as well cooperative learning.

Each teacher is going to inform about the tutorial schedule and the way of making the reservation at the right time and the right day.

Some tutorial addressed to students individually or to the team works can be required by the teacher.

Each teacher has to explain to their students the different uses and functions of the Virtual Campus of the University. If it deems it appropriate, the teacher can use an email different from the campus. In this case, the teacher has to inform to their students about this email.

Activities

Title	Hours	ECTS	Learning outcomes
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Type: Directed

Seminars	20	0.8
The whole group classroom course	10	0.4
Type: Supervised		
Supervision time, tutorials and assessment	20	0.8
Type: Autonomous		
Autonomous work	50	2

Evaluation

The **assessment** is the tool that embraces both the learning process and the result. Reflection about the course proceeding will be periodically promoted, thus the necessary adjustments will be done. With the adjustments than the teacher of each group considers necessary, it will be assessed:

Attendance and participation active implication and reasoned contributions. The students have to attend a minimum of the 80% of the classes (both plenary classes and seminars).

Learning evidences:

- **Group Learning Portfolio represents the 35%** of the final grade of the course. It has to contain the proposed activities per each content block. This is a tool of formative assessment.

The teacher of each group will define at the beginning of each course the procedure to conform the work teams. The learning Portfolio has 4 different blocs and 4 corresponding submissions for each block, plus a final submission with the reviewed learning portfolio. In the final submission the reviews will have to be written and justified, from the teacher feedback in a maximum space of 2 pages.

Each content block will have to be submitted, through the Moodle, before the proposed date in the calendar of each block. If it is not submitted in the arranged period the block will be failed. The failed block can be included in the date arranged for the final submission and will be penalized with a maximum grade of 6.

If the contribution of one of the members of the group is inferior or insufficient compared to the expect contribution, the teacher will be able to attribute a different grade than the rest of the group. A student with an insufficient contribution in the teamwork can fail the teamwork, even if the grade of the group is positive. Each team, once the teacher has assessed the activity, will be able to decide the Distribution of the total score. The grade of each Learning Portfolio block will be multiplied for the number of team members. The team will be able to decide the distribution of the total score according to the grade of contribution of each participant.

- **The educative intervention design and its presentation to the closing congress will represent the 15%** of the final grade of the course. The teacher will indicate the presentation format and the congress' characteristics.
- **Individual test will be assessed with a percentage of 35%** of the final grade of the course. Written individual test with questions referred to the analysis of an educative situation.
- Finally, **the final grade will be pondered with a 15% of the individual reflections and individual evidences and of the communicative competence and participation** in class demonstrated throughout the course (interventions, oral expositions, closing congress...).

Assessment Criteria

The accomplishment of the three assessment activities: the group learning portfolio, the educative intervention, and the final assessment test are compulsory to pass the course. The mean of the three punctuations will be applied if the student has a grade of 4 in each of the three activities.

In the case that one of the activities of the course is failed with less than a grade of 4, the Student will fail the course. In this case, not for increasing the grade neither to be assessed as a unique assessment test, will have the right to retake the course. It will be penalized with a maximum grade of 6, the mean will be done with the re-take grade and the rest of the assessment activities grade.

According to the assignments' presentation, it is important to be careful with the redaction and the grammatical rules. The information needs to be well organized and the expression has to be carefully reviewed. Moreover, each work will have to include a section called "Bibliographic References" which will include all the consulted documents. The references of the documents have to follow the APA (American Psychological Association) style. It will be taken into account the correct application of this normative for the work assessment.

Once the assessment activities are submitted, a global evaluation will be given. The Student will be able to receive a personalized review in the time that the teacher has scheduled for tutorials. To be able to assess the learning progress of the students and according to the Normative of Rights and Duties of the University, it is important that the activities are original version elaborated by themselves and that demonstrate their comprehension and reflection about the course content. The activities that don't respect this premise, due to the fact that it won't be possible to assess them in terms of the Student learning, will be failed. The copy of the assessment activities is a reasons to fail the course, without having the right to retake the course.

The students that have obtained a final grade of Excellent in all the assessment and that have participated in an active way in all the activities will have the option to have an Honors Degree (HD). If there are more students in this situation than the number of HD available, the teacher will decide to whom give this qualification according to the quality of the class participation.

Transnatura Project.

Transnatura is the title of the multidisciplinary project designed by the teaching teams of four of the subjects in 3rd year of the Degree in Primary Education. It consists of a two days trip and a night out in nature aimed at providing an intense and formative experience in the natural environment which, besides working specific objectives of each of the disciplines, it also facilitates the approach of transversal aspects such as sustainability, healthy living, coexistence and the relationship between school and nature, among others. Subjects involved: Didactics of Experimental Sciences, Learning and Development II, Visual Music Education and learning, Physical Education and its Didactics I.

The departure will be held on 9 and 10 October for groups 21 and 41, and on 16 and 17 October for groups 31 and 71. Attendance is mandatory. In case someone is unable to attend it, he/she will have to prove the reason for missing it and perform a compensatory work previously agreed with the teaching team.

The activities carried out during the trip will be part of the continuous evaluation of the different subjects. At the beginning of the course each teacher will specify the learning evidences and the corresponding evaluation criteria.

Details regarding timetables, price, itinerary and luggage will be provided at least 10 days before the departure.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Educative intervention design	15%	0	0	16, 11, 4, 12, 19, 18, 6, 8, 9, 14, 13, 15, 3, 2, 1
Individual reflections and participation	15%	0	0	16, 11, 4, 12, 18, 6, 8, 9, 15, 17, 7, 2, 1
Individual test: case analysis.	35%	0	0	4, 19, 18, 10, 9, 14, 15, 3, 17, 1
Learning portfolio	35%	0	0	16, 11, 4, 12, 19, 18, 5, 6, 8, 10, 9, 14, 13, 15, 3, 17, 7, 2, 1

Bibliography

The references present in this document are orinetaive; thet professor will definy which of those are complusory, recommended, or optional. All the compulsiy readings will be in English, the rest of readings might also be in Catalan or Spanish.

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Banks, J.A. (1998). Multiculturalism's Five Dimensions. NEA Today's Interview. Extracted the 10th of May 20110 from <https://www.learner.org/workshops/socialstudies/pdf/session3/3.Multiculturalism.pdf>

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Glaserfeld, E. V. (1989). Constructivism in Education. In T. Hussen & T. N. Postlethwaite, (eds.). The International Encyclopedia of Education, Supplement, 1, 161-163.

Hammons, L., Austin, K., Orcutt, S. & Rosso, J. (2001). How people learn: introduction to learning theories. USA: Standford Universtiy.

Huitt, K.L. (1999). Teaching dyslexic students. Retrieved the 10th of May 2013, from <http://chiron.valdosta.edu/whuitt/files/tchdyslexic.pdf>

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Tomlinson, C.A. (2000). Reconcilable Differences? Standards-Based Teaching and Differentiation. How to Differentiate Instruction, 58(1), 6-11.

Wood, D. (2006). El habla en la enseñanza: Cómo las formas del habla del profesor afectan a la participación del alumno. Coperación Educativa, 68, 31-36.

Webs links:

<http://aera.net> American Educational Research Association (AERA)

<http://www.apa.org> American Psychological Association (APA)

<http://www.cop.es/psicologiatelematica> Colegio de Psicólogos de España.

<http://www.thirteen.org/edonline/concept2class/constructivism/> Concept to Classroom Wroskhop (2004). Constructivism as a Paradigm for Teaching and Learning. Educational Broadcasting Corporation.

<http://www.xtec.net/index.htm> Xarxa telemàtica Educativa de Catalunya. Departament d'Educació.

<http://teach.valdosta.edu/whuitt> Educational Psychology Interactive.

<http://psych.athabascau.ca/html/aupr/educational.shtml> Educational and Instructional Psychology.

<http://www.earli.org/> European Association of Research on Learning and Instruction (EARLI).

<http://www.isftic.mepsyd.es/> Instituto Superior de Formación y Recursos en Red para el Profesorado. Ministerio de Educación.

<http://www.oecd.org/pisa/35070367.pdf> Organization for Economic and Cooperation and Development (OECD). The definition and selection of key competencies. Executive Summary. (2005).

<http://www.yorku.ca/dept/psych/lab/links/educate.htm> Psychology Information Resources: Education Related.

<http://www.udlcenter.org/> Universal Design of Learning.