

**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**

Susana Donada Colomer

**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 and learning theories and approaches.**

- 1.1. Contributions of Educational Psychology in teacher training.
- 1.2. Learning theories. Socio-Constructivism approach as a tool for assessing and improving the educational context.

### **2. Teachers. Teaching and professional competencies.**

- 2.1. Development of teacher's identity during teacher's practice.
- 2.2. Competencies for professional development

### **3. Content. Knowledge, strategies and competencies.**

- 3.1. Competency-based curriculum.
- 3.2. Competency-based assessment.

### **4. Student. Students' learning and personal development.**

- 4.1. Attention to diversity. Inclusion.
- 4.2. Academic motivation.

## **Methodology**

The methodology has been planned and designed to build a context that facilitates students' active participation.

In general terms, the following points are included in the methodology:

- Student-centred teaching.
- Cooperative learning methods and techniques.
- Gender perspective.
- Socio-constructivist and dialogical conception of learning, reflection on which is the main characteristic of the learning process.
- Authentic and Competency-based approaches.
- Use of ICT

Distinct methodologies will be combined throughout the course. These include, for instance, debates, roundtables, oral presentations, role-playing, case analyses, etc.

Each lecturer will provide information on tutorial schedules and the system of reservation. In certain cases, individual or team-work tutorials may be obligatory.

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Seminars	20	0.8	
The whole group classroom course	10	0.4	
<b>Type: Supervised</b>			
Supervision time, tutorials and assessment	20	0.8	
<b>Type: Autonomous</b>			
Autonomous work	50	2	

## Evaluation

Assessment is the tool that collects both the process and the results of learning.

Reflecting on the course will be periodically promoted, facilitating any necessary adjustments. Taking into account whatever adjustments the group lecturer may deem necessary, the following will be assessed:

### Evidence of Learning:

**The Group-Learning Portfolio represents 33%** of the final course grade. The portfolio contains the proposed activities for each content block. This is a formative-assessment tool.

At the beginning of each course, each group's lecturer will define the procedure by which working teams will be formed. The learning Portfolio has distinct blocs, each with its corresponding submissions. Additionally, a review of the learning portfolio constitutes a final submission. In this final submission, written reviews must respond to the lecturer's feedback.

Each content block must be submitted, through Moodle, 24 hours before the beginning of the subsequent block. Failure to submit within the arranged period will result in failure. This failed block may still be included as part of the final submission, but can be awarded a maximum grade of 6.0. The Final Portfolio must be submitted 24 hours before the final individual test. The specific schedule for each group will be available in the course syllabus.

If a contribution made by one of the group members is inferior to expectations or is otherwise insufficient, the lecturer may opt to award this student a grade distinct to that awarded to the rest of the group. A student whose contribution to group work is insufficient may fail the teamwork assessment, even if the group's overall grade is positive. When the lecturer has assessed an activity, each team will then be able to decide the distribution of the total grade. The grade of each Learning Portfolio block will be multiplied by the number of team members. The team can decide on the distribution of the total grade in accordance with each participant's contributing grade.

**Producing and presenting an inquiry-based education-action proposal represents 15%** of the final course grade. The lecturer will indicate presentation format and characteristics.

**The Individual test represents 37%** of the final course grade. This consists of a case analysis study and combines an oral and a written component.

Finally, **the final grade will be weighted with 15% from individual reflections and individual evidence, in addition to communicative competence and participation** in class, as demonstrated throughout the course (interventions, active participation, etc.).

## Assessment Criteria

**Attendance and participation, active involvement and reasoned contributions.** Students must attend a minimum of 80% of the classes (both plenary classes and seminars).

Completion of the three assessment activities (the group-learning portfolio; the education-action proposal; and the final-assessment test) is compulsory to passing the course. The average of the three grades will be applied only if the student has attained a grade of 4.0 in each of the three activities.

In the case that one of the activities of the course has been failed, the student will be able to participate in a complementary re-evaluation activity, with the same objectives and contents as the failed activity, except for the learning portfolio, which cannot be retaken. Re-evaluation will take place at the end of the course. Each lecturer will specify their schedule. As regards re-evaluating the individual assessment test, the maximum grade available is 6.0.

With respect to assignment presentations, all due care must be taken with use of language. Information must be well organised and all presentation texts should be carefully revised. Additionally, each work must include a bibliographical references section, which will include all documents consulted for the presentation. Document citation must follow the APA (American Psychological Association) style. Correct application of APA formatting will be taken into account in assessment.

All forms of plagiarism in any assessment activity and/or copying in an exam are reasons for being awarded an immediate fail grade.

**Communicative competence:** to pass this course, good general communicative competence must be shown.

**Attitude:** to pass this course, students should show both a positive attitude and an ethical commitment towards the teaching profession. This means exhibiting a respectful attitude and involves punctuality, empathy, and respect for the diversity of people and ideas. Discriminatory attitudes will not be accepted.

## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Applied research: doing a proposal	15%	0	0	16, 11, 4, 12, 19, 18, 6, 8, 9, 14, 13, 15, 3, 2, 1
Individual reflection and participation	15%	0	0	16, 11, 4, 12, 18, 6, 8, 9, 15, 17, 7, 2, 1
Individual test: resolution of a case	37%	0	0	4, 19, 18, 10, 9, 14, 15, 3, 17, 1
Learning portfolio	33%	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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