Psychopedagogical Aspects of Educational Intervention

Code: 42961
ECTS Credits: 6

Degree	Type	Year	Semester
4313816 School Librarianship and the Promotion of Reading	OT	0	0

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

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Teachers

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Use of Languages

Principal working language: catalan (cat)

Prerequisites

None.

Objectives and Contextualisation

• Analyze the various cultural areas of children and young people -those in which they are immersed as well as the ones they generate.
• Apply recognition and intervention strategies on socio-educational formal and non formal contexts.
• Understand the fundamentals of the sociocultural and contextual perspective of development.
• Develop favorable attitudes towards intervention for the development of all people regardless of their personal characteristics.
• Analyze the interaction between development and learning processes, and assess the influence of different educational contexts.
• Review own beliefs and theories of learning and teaching with the help of the most important theoretical contributions.
• Recognize existing school curriculum proposals.
• Design and implement programs and curricular projects in concrete and specific contexts.
• Apply educational criteria that take care of the diversity of students.
• Apply procedures for screening socio-educational needs.
• Assess and implement strategies of educational evaluation.
• Link reading processes to educational processes.
• Influence language projects and reading plans of schools.

Competences

- Contextualise professional activity in the reading habits of today's society and in the processes of school-based learning.

- Design, plan and evaluate library, school and community reading projects that are appropriate to their context.
- Develop communication and inter-personal skills needed to manage projects involving the different members of the educational community.
- Develop cooperation strategies for working in teams.
- Develop strategies for innovation, creativity and entrepreneurship in the context of school libraries and reading promotion.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.

Learning Outcomes

1. Analyse the context and the aims of interventions in relation to benchmark psychopedagogic theory frameworks.
2. Apply intervention strategies that fit the social, cultural and educational contexts and the characteristics of the addressees.
3. Develop cooperation strategies for working in teams.
4. Innovate and adapt educational interventions to the aims and possibilities of the context.
5. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
6. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
7. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
8. Use the network to share educational, communicative and bibliographic strategies.

Content

1. Society and Education
2. Development and Learning
3. Educational Intervention and Library

Methodology

The methodology used by the teaching staff of the module is coordinated and directly related to:

- The explanation, analysis and discussion of educational phenomena and more particularly schoolchildren.

- The provocation of active participation and reflexive practice as a tool for learning.

- The methodological continuity (non-uniformity) among the three trainers, and between sequences of teaching / learning and assessment.

- The work of trainees in and out of classroom sessions.

- The balance between individual and group work to achieve competencies.

- The content unit as reference to develop all sessions in constantly forming and reciprocal interaction between trainers and trainees.

- The use of the MoodleUAB platform as a complement to face-to-face sessions.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Attendance of the whole group	30	1.2	1, 2, 3, 8, 4, 5, 6, 7
Type: Supervised			
Activities and readings along the module	60	2.4	1, 2, 3, 8, 4, 5, 6, 7
Type: Autonomous			
Individual and small group work	60	2.4	1, 2, 3, 8, 4, 5, 6, 7

Assessment

Positive evaluation requires:

- Attendance and participation in the sessions and virtual environments.
- Timely delivery of the individual activities proposed in the various blocks of content.
- Monitoring and visualization of individual contributions in group work to be developed throughout the module.

The evaluation of the course will be done through the activities identified.
The final grade will be the result of an overall assessment, and individualized by the teaching staff.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Intervention Project (group)	45%	0	0	1, 2, 3, 8, 4, 5, 6, 7
Module activities	35%	0	0	1, 2, 3, 8, 4, 5, 6, 7
Oral presentation and co-evaluation of intervention projects (individual and group)	20%	0	0	1, 2, 3, 8, 4, 5, 6, 7

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CSIC - Consejo Superior de Investigaciones Científicas. http://www.csic.es/home

Dialnet. https://dialnet.unirioja.es/

Education Database https://search.proquest.com/education?accountid=15292

Edu365.cat. http://www.edu365.cat/

ERIC - Institute of Educations Science https://eric.ed.gov/

Fundació Jaume Bofill. http://www.fbofill.cat/

Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura (UNESCO). https://es.unesco.org/themes/education

Senderi, educación en valors. http://www.senderi.org/

XTEC - Xarxa Telemàtica Educativa de Catalunya. http://www.xtec.cat

* During the course more bibliography will be provided and this one will be commented.