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

Elisabet Las Heras

Marta Flores Coll

Susana Donada Colomer

Prerequisites

There are no specific previous requirements for the core subject Learning and Development II. However, the competencies and methodology of the subject involve a participative attitude by the students, which means, an active participation in class, a predisposition for conceptual shifts, reading the text proposed and a cooperative attitude to working in 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 compulsory core course, which is related to the basic courses of the context of Social and Legal 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 lasts one semester and each of them are taken at the second and third year course of the Bachelor's degree course.

Learning and Development II is a basic course of 4 credits within the Bachelor's degree in Primary Education. It is oriented towards placing the students in professional situation and facilitates the professionalization process of the students. The aims of this course consist in helping students to 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:

- Revise one's own conceptions of learning and teaching and one's own professional skills with the help of the most relevant theoretical contributions, the analysis of personal experience as teachers and as students and the contrast with classmates.

- Analyze the psycho-pedagogical and motivational processes that take place in the context of school learning in order to optimize them.
- Acquire strategies and resources to implement teaching and assessment based on competencies and adjusted to the current context and evidence.

Competences

- Analyse and recognise one's 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.
- 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.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- 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. Estimate the importance of socio-affective factors in school learning (self-concept, causal attributions and motivation).
5. Experience socio-emotional skills (such as evaluating others) in order to exercise and improve them.
6. Focusing the discipline on the learning of norms and values, within the framework of negotiating and resolving conflicts educationally.
7. Identify the social, economic and environmental implications of academic and professional activities within one?s own area of knowledge.
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. Propose new methods or well-founded alternative solutions.
14. 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.

15. Recognize the importance of social skills, and within different types of knowledge, the relevance and the educational treatment of attitudes, values and norms.
16. Reflecting on the experiences of professional practice in the classroom in a critical and constructive way, in the light of the content worked with.
17. Seek information, organize it and present it in class using technologies for learning and knowledge resources.
18. Simulating the role of tutor appropriately in interviews with families.
19. Understand constructivist perspectives as a tool for analysis, understanding and improvement of school practices.
20. 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. Competent socioconstructivist teacher

1.1. Teaching and learning from socioconstructivism and other theoretical contributions.

1.2. Professional skills in teaching.

1.3. Construction of the teaching identity and resolution of critical incidents.

2. Students. Learning and personal development.

2.1. Academic motivation.

2.2. Attention to diversity and Universal Design for Learning.

3. Contents. What and how to learn and teach

3.1. Competence-based teaching and learning.

3.2. Teaching and assessment strategies and resources.

3.3. Digital Teaching Competence and digital resources for teaching.

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.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
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	

Assessment

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:

<u>Evidence of Learning:</u>

The Group-Learning Portfolio represents 30% of the final course grade. The portfolio contains the proposed activities for each content block. 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. Final submission must indicate the revisions and changes made. Each content block must be submitted, through Moodle, a week after the end of the 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 one day before the final test (role-play). 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 thenumber of team members. The team can decide on the distributionof the total grade in accordance with eachparticipant's contributing grade.

Producing and presenting an inquiry-based education-action proposalrepresents 17% of the final course grade. The presentation will take placein the class after the end of the second block.

The test represents 35% of the final course grade. This consists of a resolution of a case and combines an oral and a written component. The test will take place in the class after the end of the last block.

Finally, the final grade will be weighted with 17% 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). Punctuality will be taken into account.

Completion of all assessment activities is compulsory to passing the course. The average of the grades will be applied only if the student has attained a grade of 4.0 in each activity.

In the case that Applied research or Role-play 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. Re-evaluation will take place a week after or on the date agreed between teacher and student. The maximum grade in a re-evaluations activity 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 consultedfor 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 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.

Transnatura Project.

Transnatura is the title of a multidisciplinary project designed among the teaching teams of 4 subjects in the 3rd year of the Primary Education Degree. It consists of an outing of two days and one night to nature in which you want to provide an intense and formative experience in the natural environment that, in addition to working on the specific objectives of each of the disciplines, also facilitates the approach of transversal aspects such as sustainability, healthy life, coexistence and the relationship between school and nature, among others.

The departure will be on October 13th and 14th for groups 31 and 41, and on Ocober 20 and 21 for groups 21 and 71; thus, an overnightstay is included. Attendance is compulsory. If someone cannot attend for a justified reason, he or she will have to prove it and carry out compensatory work previously agreed with the teacher. The activities carried out during the outing will be part of the continuous assessment of the different subjects. The teaching team will specify thelearning evidences and the corresponding evaluation criteria at the beginning of the course.

Information:

- Where?: Vall de Núria
- Cost: 50-60€ (it includes the Cremmallera, dinner, bed, breakfast and lunch on the second day). During the 1st quarter the UAB opens a call for scholarships.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Applied research: doing a proposal	17%	0	0	17, 11, 12, 20, 19, 5, 8, 9, 13, 15, 14, 16, 3, 2, 1
Learning portfolio	30%	0	0	17, 11, 12, 20, 19, 4, 5, 8, 10, 9, 15, 14, 16, 3, 18, 6, 2, 1

Reflection, participation and attitude	18%	0	0	17, 11, 12, 19, 5, 8, 7, 9, 16, 18, 6, 2, 1
Role-play: resolution of a case	35%	0	0	20, 19, 10, 9, 15, 16, 3, 18, 1

Bibliography

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

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Software

Throughout the course, in addition to the Moodle environment of the University, students may be asked to use software such as:

Text editing (Word, Docs ...).
CRS (Socrative, Mentimeter...).
Creation of visual content such as posters or presentations (Power Point, Genially, Canva ...)