UAB
Universitat Autònoma de Barcelona

Learning and Development I

Code: 102085
ECTS Credits: 6

Degree	Type	Year	Semester
2500798 Primary Education	FB	2	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: Yes

Teachers

Adriana Gil Juarez

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Prerequisites

Learning and development I is a core subject of the curriculum and it doesn´t have previous requirements. However, the methodological option and the competencies to be acquired need and active attitude and the attendance and participation in the activities, developed in class. A predisposition to conceptual change, reading tasks of the basic and complementary texts and cooperative work into small groups are also needed.

Objectives and Contextualisation

The course Learning and Development I is part of the subject Basic Formation: Learning and Development of Personality (Ministry Order ECI/3857/2007). It is a basic and compulsory formation, related to the basic subjects of the Social and Juridical Sciences: Education and Psychology area. The subject comprises 18 credits ECTD, which are distributed in three compulsory courses with 6, 4 and 5 credits respectively: Learning and Development I, Learning and Development II and Differences and inclusion.
Each course have a duration of one semester and corresponds to the second, third and fourth years of the grade.
Learning and development I is a core subject with 6 credits from the Plan of Study of the graduate in Primary Education.
This subject is oriented to increase the professionalization of the student of elementary education within the other subjects of the program of the degree in elementary education, especially with the area of pedagogy, sociology and special didactics. In particular this subject have the objective to construct criteria for the analysis and comprehension of the educative practices of the school, and to develop skills for the design and practice of the teaching processes.

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.

- Design and regulate learning spaces in contexts of diversity that take into account gender equality, equity and respect for human rights and observe the values of public education.
- Develop the functions of tutoring and guidance of pupils and their families, attending to the pupils' own needs. Understand that a teacher's functions must be perfected and adapted in a lifelong manner to scientific, pedagogical and social changes.
- Foster coexistence in and outside of the classroom, resolve problems with discipline and bring about peaceful resolution of conflicts.
- Master the necessary knowledge to understand the personality development of these pupils and identify dysfunctions
- Recognise and evaluate the social reality and the interrelation of factors involved as a necessary anticipation of action.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take part and be implicated in the acts, meetings and events at the institution to which one belongs.
- 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.

Learning Outcomes

1. "Develop positive attitudes towards intervention for the development of all people whatever their personal characteristics; towards interaction with family members, cooperation in professional teams and socio-educational institutions."
2. Active and constructive participation in the classroom, both in guided activities and in independent work.
3. Being aware of the importance of interactions between peers in the development of empathy, social relations and status within the group.
4. Identify the social, economic and environmental implications of academic and professional activities within one?s own area of knowledge.
5. Identifying the basic elements of affective, social and moral development (norms and values, self-concept and self-esteem and identity and gender), as general characteristics of elementary school students.
6. Identifying the basic elements of cognitive development (attention, memory) in the developmental stage of primary school pupils, as general characteristics of these students.
7. Identifying the different conceptions about development, and its implications for teaching practices.
8. Integrating cognitive and socio-emotional development into a personal vision about the student which allows the tutorial action to be undertaken.
9. Master verbal and nonverbal communication skills and social skills to optimize classroom relationships and enhance teaching and tutorial functions.
10. Propose new methods or well-founded alternative solutions.
11. Recognising the influence of the development of identity, especially gender, and of moral reasoning in developing the values and rules of the classroom and the school.
12. Understand the fundamentals of the sociocultural and contextual perspective of development.
13. Understand the personality development of primary pupils, on the basis of the formation of identity and individual differences.
14. Understand the processes for developing standards and values, and also moral reasoning. Understand conflict as a learning opportunity.

Content

Thematic block 1:Biological, social, and cultural basis of the lifelong developmental process
1.1. Conceptions of development and its influence on orientation and educational approaches of teaching. Different theoretical perspectives.
1.2. Sociocultural context and perspectives of development.
1.3. Role of education and schooling in development.

Thematic block 2: Psychomotor development
2.1. Development of psychomotor skills, coordination and regulation of movement.
2.2. Evolution of the graphic gesture
2.3. Construction of the body scheme

Thematic block 3: Cognitive and linguistic development
3.1. Development of basic cognitive processes: perception, memory and attention.
3.2. Development of Thought: concept formation and problem solving.
3.3. Language development.

Thematic block 4: Socio-emotional development
4.2. Emotional development. Emotions and feelings.
4.2. Emotional regulation and evolution of social behavior.
4.3. Construction of personal and gender identity.
4.4. Interactions between peers. Friends and groups.

Methodology

The methodology is focused in a participative approach. The main protagonist in the teaching-learning process is the student.

Due to the objective to construct critical and practical knowledge, is expected from students that follow several activities along this course.

Activity	Methodology
Expositive class	Teacher's lectures, about contents and main conceptual issues. Main contents are explained by the teacher, it's expected that students participate in an open and active way.
Seminar	Small groups overseen by teachers to deepen content and topics studied in the large group through various activities (discussion of readings, problem-solving, debate, among others).
Autonomous study	Reading texts, case study, free tutorials, cooperative team activities
Following	Compulsory tutorials for the research work and group working process following
Assessment	Assessment and feedback activities.

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			
Expositive class	15	0.6	12, 13, 14, 6, 7, 8, 3, 11, 5

Small class group	30	1.2	1, 12, 9, 7, 8, 2, 3
Type: Supervised			
Supervisors (tutorial and assessment)	30	1.2	1, 12, 13, 14, 9, 6, 7, 8, 3, 11, 5
Type: Autonomous			
Autonomous study	75	3	12, 14, 7, 8, 3, 11

Assessment

The evaluation is considered as the tool to gather information on student performance, compared to both process and outcome of learning.

Reflection on the progress of the matter is to be regularly promoted to make the necessary adjustments. Depending on the settings made by each teacher in relation to the group in particular, the following aspects will tend to be considered:

- Attendance and active participation in educational activities (necessary condition)
- It is considered active participation the adequate preparation and delivery, in the format and prescribed period of activities prior to the seminar (notes and synthesis of readings, etc.).
- There will also be assessed posing questions, voicing doubts, and contributions argued in various educational activities (conferences and seminars).

The evaluation of the course will involve two types of activities:

1. Reflective work, about the content of the course (60% of the final mark):

This learning product should provide an idea of (non-reproductive) set of topics that make up the program of the subject and especially its usefulness for the professional practice of elementary school teachers.
Two evaluations of this type will be carried out, at the end of the contents of the blocks 3 and 4. The students will have a document with specific instructions for the development of each work.
The weight of the individual final evaluation of each reflexive work (RW) is as follows:
    1st TR: 30%
    2nd TR: 30%
In case of not passing some of the ReflexiveWorks (RW), the student will have to re-evaluate the contents corresponding to the TR that he/she has not managed to pass. It is necessary to pass the TRs with a 5 out of 10 to be able to pass the subject. In case of failing the final exam, there will be a recovery exam scheduled for the first week of February 2023.
Re-evaluation will take place at the end of the course. Each lecturer will specify their schedule.
2. Cooperative work in groups (40% of the final grade)
This work will be carried out in small groups (approx. 5 students) and consists of the development and presentation of a "Mini research."
The "Mini Research" should enable students to study in depth issues relating to the personality development of the schoolchildren, in order to plan educational activities to promote the development of psychological processes and promote the adjustment of their behavior.
This work requires the implementation of a set of activities, following the methodology of research-based learning. On this basis, the learning outcomes to be assessed in this activity are distributed in the following evidence:
    1st. Evidence: Analysis of a scientific paper 15%
    2nd. Evidence: Oral presentation: 30%
    3rd. Evidence: Written submission: 40%
    Cross-sectional evidence: Teamwork competence: 15%
To star with the task completion is compulsory to submit a work-proposal to do the mini-research. The spokesperson will request tutoring for this purpose, at least 15 days before the scheduled date for the oral presentation.

It is necessary to pass each of the partial evaluations of the mini-research. It is not possible to re-take any of the phasesof the work at the end of the course. If it is not approved, the subject will be failed.
Although it is a team-work, the final grade will beindividual.
The first day of the course, the Lecturer will provide a specific guide containing the steps to guide the team-work to develop the task.

The "Mini research" - cooperative workin groups, cannot be retaken.

Students who repeat the subject may request, at the beginning of the course, to carry out only a final synthesis evaluation.

Assessment Criteria

Students must attend a minimum of 80% of the classes (both plenary classes and seminars). Punctuality will be taken into account.

a) Each activity will include individual evaluation criteria previously specified.
b) Before delivering evidence of learning, it is necessary to check that the sources, notes, textual citations and bibliographical references have been correctly written following the APA regulations. You will find information about this at:
https://www.uab.cat/web/study-and-research/how-to-cite-and-create-your-bibliography-1345738248581.html
c) To assess the evolution of students' learning and in accordance with the Regulations on the Rights and Duties of the University, it is necessary for all the works to be original versionsproduced by the students (NO PLAGIARISM) that demonstrate understanding and reflection regarding the contents of the subject.

- Copying or plagiarism of jobs or exam is a serious offense that can represent failing the course.
- A work, activity or exam is considered as "copied" when it reproduces all or part of the work of another person.
- We will also consider a work or activity is "plagiarized" when it is presented as its own a piece of text from an author without citing sources, regardless of the original sources are on paper or indigital format. More information on plagiarism in http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html
- If, while doing individual class work, the teacher considers that a student is attempting to copy or discovers some type of document or device not authorized by the teacher, the student will be graded with a 0, with no option for recovery, and will therefore have the subject failed.

d) Delivery of the ongoing evaluation activities must be strictly observed. The results of each of the assessments shall be published in the campus no later than 15 days after delivery, and a revision date will be offered within 10 days of the publication of the grades.
Once delivered the qualifications of each of the activities of the continuous assessment, an overall assessment to serve as a guideand as a return of the work done will be provided. From this information the student may make a self-contrasting of his work with the guidelines offered in the feedback. This self-assessment exercise will facilitate the understanding and self-learningprocess itself. In addition, the student may request revision of the grades in the hours that teachers have destinedat mentoring.
e) With respect to assignment presentations, all due care must be taken with use of language. Information must be well organised and 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.
f) 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 respectfor the diversity of people and ideas. Discriminatory attitudes willnot be accepted.
g) Those students who have obtained an excellent assessment in all evaluations and have participated actively and systematically engaged in teaching activities shall be eligible for honors (MH). If there are more students inthose conditions available MH (5% of all people enrolled in the course), the teacher is to decide who to award this grade depending on the quality of their contributions.

For questions consult "Criteria and guidelines for evaluating the Faculty of Education," approved by the COA to May 28, 2015 (

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance and participation in learning activities	Compulsory requisite	0	0	9, 2
Mini research (group work)	40%	0	0	1, 12, 13, 14, 9, 6, 7, 4, 8, 2, 3, 10, 11, 5
Reflexive Works (individual)	60%	0	0	1, 12, 13, 14, 9, 6, 7, 4, 8, 2, 3, 10, 11, 5

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Audiovisual Sources

- Center on the Developing Child (2012). *In Brief: Executive Function: Skills for Life and Learning* [video] Disponible a https://developingchild.harvard.edu/resourcetag/executive-function/
- Science Bits https://science-bits.com/site/en/ Science Bits is a research-based science curriculum designed to enhance learning with understanding. Welcome to the science instructional solution that does not only provide explanatory content, but a methodology to teach science in a way that engages students and helps them achieve real understanding of scientific concepts.
- SPOTLIGHTERS. The Spotlighters project will offers training activities for educators with the goal of preparing them to use the Spotlighters tools and materials with their students and with their peers. http://www.spotlighters.eu/
- Toolkit was designed to assist teachers in the delivery of the lesson content produced under Spotlighters. The aim of the content is to educate students about the science of stress and self-regulation. For a quick look at some of the material the Toolkit covers, have a look at this document containing 10 questions and answers about stress and self-regulation. The Toolkit is part of a bigger set of resources, also consisting of a free online course (MOOC) and the ClassMood App.

Software

BBVA. Aprendemos juntos.https://aprendemosjuntos.elpais.com/

Editorial Graó. Espacio profesional. Experiencias. https://www.grao.com/es/productos/experiencias

EDUCACIÓ.360. Educació a temps complet. Experiències i Recursos. https://www.educacio360.cat/fitxers/

EduCaixa - Portal Educativo Online. https://www.educaixa.com

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