UAB
Universitat Autònoma de Barcelona

2023/2024

Learning and Development II

Code: 102084
ECTS Credits: 4

Degree	Type	Year	Semester
2500798 Primary Education	FB	3	1

Contact

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Teaching groups languages

You can check it through this link. To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Teachers

Elisabet De las Heras Barnadas

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-learning from socioconstructivism and scientific evidence.

1.2. Professional competences in teaching.

1.3. teaching identity, classroom management and resolution of critical incidents.

2. Students. Learning and personal development.

2.1. Academic motivation.

2.2. Inclusive Educational care and Universal Design for Learning.

3. Contents. What and how to learn and teach

3.1. Teaching-learning and competency-based assessment.

3.3. Digital competence and digital resources for teaching.

Methodology

In general terms, the methodology that will be carried out in this subject incorporates the following points:

1. Methods and techniques of cooperative and collaborative learning.
2. Active and participatory methods.
3. Gender perspective.
4. Socioconstructivist and dialogical conception, in which reflection constitutes an elementary process.
5. Use of TACs.

The subject will combine different classroom methodologies such as debate, presentation, case analysis, role-play, etc.

The subject proposes a work with the methodology of Challenge Based Learning (ABR) that consists of a real challenge posed by an entity / institution with which it will have a relationship and will require teamwork to propose possible solutions, which are planned and developed in three phases: Link / Commitment, research / Prototyping and Implementation / Evaluation. For more information on challenges. https://challenges.eciu.org/

In relation to tutorials, each teacher will inform of the schedule and procedure to reserve day and time. Tutorials can be individual or group. The teacher will also inform if any of the tutorials are mandatory.

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

Requirements:

Attendance: The student must maintain a minimum attendance of 80% of the subject in order to obtain a positive grade. Partial absences or delays are also taken into account when assessing attendance.

As indicated in the document: "General evaluation criteria and guidelines of the Faculty of Education Sciences" approved by the COA on May 28, 2015 (http://www.uab.cat/web/informacio-academica/avaluacio/normativa-1292571269103.html)

"Els justificants que algunes vegades es presenten en cas d'absència serveixen únicament per explicar l'absència, en cap cas són un eximent de la presencialitat. Només en casos excepcionals, i degudament documentats, el professorat responsable de l'assignatura podrà arbitrar, si és possible, activitats complementàries que compensin la presencialitat exigida"

Copying and plagiarism: From the same document of the previous point, it is extracted:

"*La copia o plagi, tant en el cas de treballs com en el cas dels exàmens, constitueixen un delicte que pot representar suspendre l'assignatura*". The copy or plagiarism will be penalized with a 0 as a grade, with no option to recover, whether it is an individual evidence or a group.

In this line, it is necessary that in all the works a correct citation of the sources consulted is made, following the norms of the APA (*American Psychological Association*) style.

Using content generated by artificial intelligence tools as your own will be considered in the same way as plagiarism for evaluation purposes.

Communicative competence: To pass this subject, it is necessary that the student shows, in the activities that are proposed, a good general communicative competence, both orally and in writing, and a good command of the vehicular language or languages that appear in the teaching guide. In all activities (individual and group) linguistic correction, writing and formal aspects of presentation will therefore be taken into account. Students must be able to express themselves fluently and correctly and must show a high degree of understanding of academic texts. An activity can be returned (not evaluated) or suspended if the teacher considers that it does not meet these requirements.

Attitude: To pass the subject, it is necessary to show an attitude compatible with the educational profession and an ethical commitment to the deontological principles of the profession, that is, an attitude of respect, which includes punctuality, empathy or respect for the diversity and plurality of ideas, people and situations. Therefore, xenophobic, sexist, homophobic or discriminatory attitudes in general will not be accepted. Active participation, proper use of electronic devices, responsibility and critical thinking are also required.

Achievement: To pass the subject, each of the evidences set out below must be approved.

Evidence of learning:

1. Learning portfolio.

The team learning folder weights with a percentage of 30% of the final grade of the subject. A partial delivery will have to be made for each block, as well as a final delivery of the revised folder. For partial deliveries, qualitative feedback will be received, but not a rating, since this will be granted to the final delivery, to which the revisions and changes made will have to be indicated and justified. The partial learning folder of each block must be delivered no later than one week after the completion of the block. The final learning folder must be delivered one day before the evaluation test of resolution of a case and must meet the indicated requirements. The specific dates of each group can be consulted in the corresponding programs of the subject. Although the learning portfolio is carried out cooperatively, a differentiated grade can be attributed to the different members of the team.

1. Applied Research (Challenge Based Learning)

The team elaboration of an educational proposal based on research and its presentation weighs with a percentage of 17% of the final grade of the subject. The presentation will be made in the session after the completion of the second thematic block.

1. Role-play of solving a case

This test is done in *role-playing* format and can combine oral and written intervention, as well as individual reflection with group discussion, although the qualification is individual. It weighs 30% of the final grade of the subject. The activity will take place in the session after the end of the last thematic block.

1. Reflection

Individual reflections are weighted with 10% of the final grade. This includes the written reflection, which will be carried out after the TransNatura project, as well as the oral reflections that will be carried out during the seminars.

1. Attitude and classroom tasks

Throughout the seminars, the attitude, participation and competences shown (active participation, critical thinking, communicative competence, cooperation, punctuality, respect ...) will be assessed, as well as tasks linked to the contents of the subject such as questionnaires on the proposed readings and the theory worked. This fifth evidence weights with 13% of the final grade.

Summary:

Evidence	When performed	Weight	Typology
Learning Portfolio	Partial delivery at the end of each block. Final delivery the day before the resolution of the case.	30%	Cooperative construction in team.
Applied research	The session after finishing the 2nd block.	17%	ABR as a team.
Case Resolution	The session after finishing the 3rd block.	30%	Role-play (group, but individual qualification)
Reflection	In each session + written after TransNatura	10%	Written and oral. Individual.
Attitude and tasks	In each session	13%	Mixed. Individual

Recovery:

To qualify for recovery, in addition to meeting the requirements indicated in the [Normativa académica de la Universidad Autónoma de Barcelona](), The following should be taken into account:

Those evidences that have a minimum grade of 3.5 can be recovered through the realization of one or several activities with the same criteria and learning outcomes as the suspended evidence or evidence. Recoveries will be delivered one week after notification to the student. In case of face-to-face activities, they will be held on the last day of class or on the date negotiated between the student and the teacher. In case of having to recover the whole of the subject, the student must take a set of tests, both written and oral, linked to the learning results of the subject on the last day of class.

Recoveries will be penalized with a maximum grade of 5.

The student who takes the subject for the second time can ask the teaching staff, at the beginning of the course, to make a synthesis evaluation. The faculty will analyze the case and respond to the student within a week.

Single evaluation:

In this subject the student can benefit from the single evaluation. The single assessment student must meet the same assessment requirements as the continuous assessment students, indicated at the beginning of this section (including attendance). You must also pass all the evidence, but with the particularity that you will deliver them all on a single date (this date coincides with the role-play activity of case resolution, that is, after finishing the 3rd block) and therefore you will not receive feedback during the subject. In case it is not possible to form a team of 5 members with the students who opt for a single evaluation, all the evidences must be carried out individually. The evidence corresponding to the Learning Folder will be replaced by an oral test before a tribunal formed by two or more teachers of the subject. For the exhibition of applied research, students must record themselves on video making this exhibition and deliver the recording. The Role-play of case resolution will be carried out together with the students of continuous evaluation. The classroom tasks or questionnaires linked to the seminars and readings will be carried out all at once on the corresponding date.

TransNatura Project:
Transnatura is the title of the multidisciplinary project designed between the teaching teams of four of the

subjects of the 3rd year of the Degree in Primary Education (Learning and Development II, Didactics of Experimental Sciences, Visual Music Education and learning, Physical Education and its Didactics I). It consists of a two-day outing and one night in nature (Vall de Núria) in which we want to provide an intense and formative experience in the natural environment that, in addition to working on specific objectives of the disciplines, also facilitates the approach of transversal aspects such as sustainability, healthy living, coexistence and the relationship between school and nature, among others.

The departure will take place on October 23 and 24 for groups 21 and 71, and on October 26 and 27 for groups 31 and 41; Thus, it includes overnight stay.

Attendance is mandatory. In the event that someone cannot attend for a justified reason, they must accredit it and carry out a compensatory work previously agreed with the teacher. The activities carried out during the outing will be part of the continuous evaluation of the different subjects. Details regarding schedules, price, itinerary and luggage will be provided at the beginning of the course.

The estimated price is around 60 euros (includes the coach, rack railway, dinner, sleep, breakfast and lunch on the second day). In October, the UAB opens a call for scholarships to finance field trips.

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
Classroom tasks and attitude	13%	0	0	12, 20, 19, 4, 5, 9, 15, 16, 3, 6
Learning portfolio	30%	0	0	17, 11, 12, 20, 19, 4, 5, 8, 10, 9, 15, 14, 16, 3, 18, 6, 2, 1
Reflection	10%	0	0	11, 12, 19, 5, 8, 7, 9, 16, 18, 6, 2, 1
Role-play: resolution of a case	30%	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 subject, in addition to making use of the Moodle environment of the University (Virtual Campus), students may be asked to make use of various software such as:

1. Text editing (Word, Docs...).
2. CRS (PearDeck, Wooclap...).
3. Creation of visual content (Power Point, Genially, Canva...)

For this reason, it is highly recommended to bring a laptop or tablet to class.

It is also essential that students frequently consult the institutional mail and the Moodle classroom.