

Degree	Type	Year
2500798 Primary Education	FB	3

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Teachers

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

The course Learning and Development II, as a basic course, does not have any special entry prerequisites. However, the competencies and the methodological approach taken do require the student to actively participate in class, be open to conceptual changes, read the assigned texts, have proficiency in the Catalan language, and engage in cooperative work with classmates.

It is also highly recommended to have completed the propedeutic activity "*Competències digitals per a la formació universitària.*"

Objectives and Contextualisation

The course Learning and Development II is a basic 4 ECTS course, situated in the first semester of the third year of the Primary Education Degree. It is linked to the field of Educational Psychology, as are the courses Learning and Development I (second year) and Differences and Inclusion (second semester of the third year). Its main objective is to help build knowledge and develop skills and competencies for professional teaching practice.

The course's educational objectives are:

- To review and, if necessary, reconstruct one's own conceptions of learning and teaching and one's own professional competencies with the help of the most relevant theoretical contributions and through the analysis and reflection on the teaching-learning experience and process.
- To analyze the psychopedagogical and motivational processes that take place in the context of school learning in order to optimize them.
- To acquire strategies and resources to implement competency-based teaching and assessment that are adapted to the current context and evidence-based.

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. Competences. What and how to learn and teach
 - 3.1. Teaching-learning and competency-based assessment.
 - 3.3. Digital competence and digital resources for teaching.

Activities and Methodology

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	

In general terms, the methodology to be implemented in this course incorporates the following points:

- Child-centered approach.
- Cooperative and collaborative learning methods and techniques.
- Active and participatory methods.

- Socio-constructivist and dialogic conception, where reflection is an essential process.
- Use of digital tools.

The course combines different classroom methodologies such as debate, presentation, case analysis, role-play, etc.

This course proposes using the challenge-based learning (CBL) methodology for one of the assessment items. This involves tackling real and complex problems identified by professionals to provide an appropriate definition and suggest possible solutions.

This challenge can be developed with the Service Learning (SL) methodology through which students who decide to do so, with the approval of the teaching staff, will be able to participate in the resolution of a real need of an educational center. This methodology is based on the identification of a real need and involves three factors: the provision of a service to solve it, meaningful learning for the student and a reflective process. Regarding tutorials, each teacher will inform students of the schedule and the procedure for reserving a day and time. Tutorials can be individual or in groups. The teacher will also inform students if any of the tutorials are mandatory.

TransNatura Project:

TransNatura is the title of the sociolinguistic project designed by the teaching teams of five third-year courses in the Primary Education Degree (Learning and Development II, Didactics of Experimental Sciences, Musical Education Visual and Learning, Physical Education and its Didactics I, and Languages and Learning). It consists of a two-day, one-night trip to nature (Vall de Núria), aimed at providing an intense and formative experience in the natural environment. In addition to addressing specific disciplinary objectives, the trip also facilitates the tackling of transversal aspects such as sustainability, healthy living, coexistence, and the relationship between school and nature, among others.

The trip will take place on October 21 and 22 for groups 21 and 71, and on October 24 and 25 for groups 31 and 41, including overnight stays.

Attendance is mandatory. If someone cannot attend for a justified reason, they must provide evidence and complete compensatory work previously agreed upon with the teacher. The activities carried out during the trip will form part of the continuous assessment of the different courses. Details regarding schedules, cost, itinerary, and luggage will be provided at the beginning of the course.

The estimated cost is around 60 euros (including the bus, the rack railway, dinner, accommodation, breakfast, and lunch on the second day). The UAB opens a call for scholarships in October to finance field trips.

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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Applied research: doing a proposal	17%	0	0	17, 12, 20, 5, 9, 13, 14, 16, 2, 1
Classroom tasks, Reflections and Attitude	22%	0	0	12, 20, 19, 4, 5, 15, 16, 3, 18, 6
Learning portfolio	28%	0	0	11, 12, 20, 19, 4, 5, 8, 10, 7, 9, 14, 16, 3, 6, 2, 1
Role-play: resolution of a case	33%	0	0	12, 20, 19, 9, 15, 16, 18

Requirements:

Attendance: The student must maintain a minimum attendance of 80% to receive a positive grade. Partial absences or tardiness are also considered when evaluating attendance. Justifications provided in case of

absence serve only to explain the absence and are not an exemption from the attendance requirement. Only in exceptional cases, and with proper documentation, the course instructor may arrange, if possible, complementary activities to compensate for the required attendance.

Copying and Plagiarism: Copying or plagiarism in any production or assessment activity constitutes a violation that can result in failing the course. Copying or plagiarism will be penalized with a grade of 0, without the option of recovery, whether it is an individual or group evidence. Therefore, it is necessary to properly cite the sources consulted and/or tools used, including artificial intelligence tools, following the APA7 (American Psychological Association) style guidelines. Failure to cite sources and/or tools is considered plagiarism.

Communication Competence: To pass this course, the student must demonstrate good overall communication competence, both orally and in writing, and a good command of the language or languages of instructions specified in the course guide. Thus, in all activities (individual and group), linguistic accuracy, writing, and formal presentation aspects will be considered. Students must be able to express themselves fluently and accurately and show a high degree of comprehension of academic texts. An activity may be returned (not evaluated) or failed if the instructor considers it does not meet these requirements.

Digital Competence: This course includes activities for developing Digital Teaching Competence, such as using digital tools to analyze research and present it, peer-evaluate a class activity, make an interactive content presentation, analyze cases, or participate in digital platforms.

Attitude: To pass the course, students must display an attitude compatible with the educational profession and an ethical commitment to the profession's deontological principles, including respect, punctuality, empathy, and respect for the diversity and plurality of ideas, people, and situations. Xenophobic, sexist, homophobic, or discriminatory attitudes will not be accepted. Active participation, proper use of digital devices, responsibility, and critical thinking are also required.

Completion: To pass the course, each of the following pieces of evidence must be passed.

Learning Evidences:

1. Learning Portfolio:

1. The learning portfolio is a continuous assessment tool. Partial submissions are required for each block, and a final submission of the revised portfolio. Partial submissions will receive qualitative feedback but no grade, which will be given for the final submission, where revisions and changes must be indicated and justified. The partial learning portfolio for each block must be submitted within six days after the block ends. Although the learning portfolio is done cooperatively, a differentiated grade may be assigned to each team member.

2. Applied Research (CBL and SL):

1. This involves team preparation and oral presentation of an educational proposal, based on research, to address or solve the posed challenge or need.

3. Role-play Case Resolution:

1. This test is conducted in a role-playing format and may combine oral and written intervention, as well as individual reflection with group discussion, although the grade is individual.

4. Attitude, Reflection, and Classroom Tasks:

1. Throughout the seminars, attitude, participation, reflections, and displayed competencies (critical thinking, communication competence, cooperation, punctuality, respect) will be assessed, and tasks related to the TransNatura project and the course contents, such as questionnaires on the proposed readings and theory, will be carried out.

Summary:

Evidence	When It Is Done	Weight	Type of Work
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Learning Portfolio	Partial submission at the end of each block. Final submission the day before case resolution.	28%	Cooperative team construction
Applied Research	The session after the completion of the 2nd thematic block.	17%	CBL in teams
Role-play: Case Resolution	G21: 09/12/24 G31: 10/12/24 G41: 09/12/24 G71: 20/12/24	33%	Role-play (group, but individual grade)
Attitude, Reflection, and Tasks	Every session, including TransNatura.	22%	Mixed, individual

It will be considered Not Evaluable when any of the evaluation evidence has not been provided or the attendance criterion is not met.

Refunds, returns or grading of assessment activities will be made within a period not exceeding 20 working days of the academic calendar.

Recovery:

To be eligible for recovery, in addition to meeting the requirements indicated in the academic regulations of the UAB, the following must be considered:

- Recovery is possible when one or more pieces of evidence have been failed and at the same time the course's average grade is at least 3.5. Recovery will consist of completing one or more activities with the same criteria and learning outcomes as the failed evidence(s). Recoveries must be submitted one week after notification to the student. If the entire course needs to be recovered, the student must complete a set of activities, both written and oral, related to the course's learning outcomes.
- Recoveries will be penalized with a maximum grade of 5.
- The date for face-to-face recovery activities is 10/01/25 for both continuous and single assessment.

Single Assessment:

- In this course, students can opt for a single assessment. The student opting for a single assessment must meet the same evaluation requirements as the continuous assessment students, as indicated at the beginning of this section (including attendance). They must also pass all the evidences, but they will submit them all on a single date (this date coincides with the role-play case resolution activity, i.e., after finishing the 3rd block), and therefore will not receive feedback during the course. If a work team cannot be formed with students opting for a single assessment, all evidence must be done individually. The learning portfolio evidence will be replaced by an oral test before a panel of two or more course instructors. For the presentation of the applied research, students must record themselves presenting and submit the recording. The role-play case resolution will be conducted with the continuous assessment students. Classroom tasks or questionnaires linked to the seminars, TransNatura, and the readings will all be delivered at once on the day of the Role-play activity (see summary table).
- The same recovery system as for continuous assessment will be applied.

Bibliography

The references present in this document are orinetaive; the professor will define which of those are compulsory, recommended, or optional. All the compulsory 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 (e.g., Microsoft Word).

2. CRS (e.g., Wooclap).
3. Creation of multimedia content (e.g., Genially)

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.

Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	211	Catalan	first semester	morning-mixed
(SEM) Seminars	212	Catalan	first semester	morning-mixed
(SEM) Seminars	311	Catalan	first semester	morning-mixed
(SEM) Seminars	312	Catalan	first semester	morning-mixed
(SEM) Seminars	411	Catalan	first semester	afternoon
(SEM) Seminars	412	Catalan	first semester	afternoon
(SEM) Seminars	711	English	first semester	afternoon
(SEM) Seminars	712	English	first semester	afternoon
(TE) Theory	21	Catalan	first semester	morning-mixed
(TE) Theory	31	Catalan	first semester	morning-mixed
(TE) Theory	41	Catalan	first semester	afternoon
(TE) Theory	71	English	first semester	afternoon