



Universitat de Lleida

DEGREE CURRICULUM
**SCHOOL AND TERRITORY: THE
RURAL SCHOOL**

Coordination: ET TALYDY BAHIJ, ABDERRAFIE

Academic year 2023-24

Subject's general information

Subject name	SCHOOL AND TERRITORY: THE RURAL SCHOOL			
Code	100737			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Pre-School Education	4	OPTIONAL	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA	TEORIA	
	Number of credits	1.8	4.2	
	Number of groups	1	1	
Coordination	ET TALYDY BAHIJ, ABDERRAFIE			
Department	PSYCHOLOGY, SOCIOLOGY AND SOCIAL WORK			
Important information on data processing	Consult this link for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
ET TALYDY BAHIJ, ABDERRAFIE	abderrafie.ettalydy@udl.cat	6	

Learning objectives

- Apply and relate theoretical knowledge to the practical reflection of social reality in rural areas.
- Know and interpret the effects of social, economic and cultural changes in rural areas at the educational and family level.
- Demonstrate good comprehension, oral and written expression, and argumentation.
- Possess the ability to synthesize and search for and process information.
- Identify the potential and weaknesses of the rural school.
- Understand the relationship between school, identity and rural development.
- Acquire the knowledge, tools and resources to deal with situations in the rural environment and school.
- Encourage the work in group.

Competences

- Be able to express oneself correctly both orally and in writing.
- Develop interdisciplinary knowledge.
- Be able to analyze the rural environment at a geographical, environmental and social level.
- Obtain a very clear vision on the realities of the Rural Schools.
- Acquire the skills and resources needed to deal with different situations in rural schools.
- Identify the problems and social and educational needs of rural schools and their environment.
- Acquire the ability to work in a group and to collaborate with the group taking into account, respect for differences, integration of differentiated views, critical ability and evaluation of work results.

Subject contents

- 1- Presentation of the subject
- 2- Rural School project index
- 3- Capsule 1: background and definition Rural School.
- 4- Capsule 2: Rural world and rurality.
- 5- Capsule 3: depopulation
- 6- Capsule 4: approach to the ZER
- 7- Capsule 5: Rural School methodologies.
- 8- Capsule 6: school rooted in the middle
- 9- Rurality, community and the reality of the Rural School.
- 10- Organization, programming, methodologies and methods in the Rural School.
- 11- competences of the teaching staff of the Rural School
- 12- Balance and future challenges of the Rural School
- 13- Reflections on the reality of the Rural School in other countries (Moroccan case).

Methodology

A fundamental methodological axis of the subject is the project work.

Thus, throughout the course, in small groups and collaboratively, students will have to design a rural school project and present it in class (oral and multimedia).

However, to work on the relevant contents of the subject and necessary for the design of the project, oral and multimedia presentations by the teacher are contemplated (through videos, articles, seminars, etc.).

and also, external collaborations by some professionals, apart from visits to some rural schools that have stood out for their innovative and consistent school projects and for their good practices.

Evaluation

The evaluation of the activities is explained below:

PARTICIPATION IN THE DEBATE AND ACTIVITIES ORGANIZED IN THE CLASS: approach to any aspect of rurality at individual / group level. (2 POINTS)

INNOVATIVE SCHOOLS: Analysis of innovative schools. Group. (3 POINTS)

PROJECT: The work methodology and the scientific method that consists of creating, transforming, analyzing, etc. will be taken into account. a rural school, ZER, among others. This project will be presented at the end of the course. Group. (Project 3 POINTS / Exhibition 1 POINT).

FIELD DIARY: Collection of reflections on the work done in the classroom. Individual. (1 POINT).

In order to access to the evaluation of the subject, all the works must have been presented before.

Bibliography

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