Universitat de Lleida

DEGREE CURRICULUM

# LEARNING PROCESSES AND ORGANIZATIONAL

Coordination: DEL ARCO BRAVO, ISABEL

Academic year 2020-21

## Subject's general information

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| **Subject name** | LEARNING PROCESSES AND ORGANIZATIONAL |
| **Code** | 100865 |
| **Semester** | 2nd Q(SEMESTER) CONTINUED EVALUATION |

**Typology**

| Degree | Course | Character | Modality |
|---|---|---|---|
| Bachelor's Degree in Primary Training | 1 | COMMON | Attendance-based |
| Double bachelor's degree: Degree in Primary Training and Degree in Physical Activity and Sports Sciences | 1 | COMMON | Attendance-based |
| Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training | 1 | COMMON | Attendance-based |

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| **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** | 6 | 5 |

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| **Coordination** | DEL ARCO BRAVO, ISABEL |
| **Department** | PEDAGOGIA |
| **Important information on data processing** | Consult this link for more information. |
| **Language** | Catalan |

| Teaching staff | E-mail addresses | Credits taught by teacher | Office and hour of attention |
|---|---|---|---|
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| DEL ARCO BRAVO, ISABEL | isabel.delarco@udl.cat | 0 | |
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| GANYET LÓPEZ, AÏDA | aida.ganyet@udl.cat | 4,5 | |
| SEGURA TORRES, JUAN | joan.segura@udl.cat | 12 | |
| SILVA GARCIA, BLANCA PATRICIA | patricia.silva@udl.cat | 3 | |

## Learning objectives

- Interpret current legislation and its application in actual educational contexts.
- Express the components involved in the school educational processes that occur in and out of the classroom.
- Know methodologies of reflective practice in the analysis of educational processes specific of the school environment and outside of it.
- Understand the different ways of interaction and communication occurring in the classroom.
- Know the strategies needed to work responsible as a team.
- Identify the variables of cultural diversity that are present in educational contexts.
- Know the didactic and organizational strategies for the treatment of cultural diversity in the proposals of educational intervention and in the educational projects.
- Know the curricular regulation and the current legislation in relation to the stage of primary education.
- Locate, present and evaluate experiences of educational innovation in primary education.
- Design specific teaching-learning activities according to criteria of methodological diversity.
- Design activities to assess the student´s learning on the basis of criteria and instruments.
- Formulate proposals to evaluate the teaching planning and practice.
- Know the specific tasks of the students and of the teachers in the curricular planning.
- Understand the innovative elements in the educational proposals designed.

## Competences

- Analyse and understand the educational processes in and out of the classroom relating the 6-12 period.
- Analyse the teaching practice and the institutional conditions that delimit it.
- Know the interaction and communicative processes in the classroom.
- Encourage the cooperative work and the individual work and effort.
- Know and address school situations in multicultural contexts.
- Design, plan and evaluate the teaching practice and the classroom learning.
- Know and apply innovative experiences in primary education.
- Master ICT
- Express oneself correctly both in writing and orally.

## Subject contents

- Teaching-learning processes in the 6-12 period based on skills and abilities, taking into consideration the basic abilities to access the curriculum (cognitive, communicative, emotional and social) and the multiple intelligences.
- Curricular planning.
- Components of teaching and didactic models.
- Design and development of the curriculum for a school for all.
- Innovative educational experiences in the 6-12 period.
- Political, legal, social and educational contexts.
- Design and general organization of school space and the classroom: type of school.
- Legislative aspects in the organization of educational institutions.
- Organizational models and their applicability in the school institution.
- School organization, educational centres and functional, material and personal resources.
- Organizational strategies in relation to the curricular planning.
- Inclusive education in the primary education stage: didactic and organizational strategies for the attention to diversity (From special education to inclusive education).

## Methodology

The methodology will be based on the Flipped Classroom and problem solving.

It basically consists of assigning students the less active tasks to do at home and use the classroom for those activities that require more participation and interaction. The Flipped Classroom is a methodology created to provide attention to diversity and encourage competencial work.

- The main goals achieved with this learning methodology are:
- Significantly improve the working environment in the classroom.
- Improve the educational attention to every student, based on their capabilities, their way of learning, etc.
- Turn the classroom into an active workplace for all
- Encourage creativity and critical thinking

**Issues to consider in case of confinement:**

- In the event that face-to-face teaching is not possible due to a situation of confinement or similar, the sessions will be broadcast by videoconference respecting the same established schedule. The different options of the videoconferencing tool will be used so that the sessions can remain participatory and can perform the same tasks planned for the classroom. The seeions can be recorded.
- Recordings and data protection. Information on data protection in audiovisual recording in the subject: in accordance with current regulations on the protection of personal data, we inform you that:

  - The University of Lleida - UdL- is responsible for the recording and use of your image and voice (contact details of the representative: General Secretariat. Plaça Víctor Siurana, 1, 25003 Lleida; sg@udl.cat; contact details of the data protection delegate: dpd@udl.cat).

  - Your recorded image and voice will be used exclusively for the purposes inherent in the teaching of the subject.

- Your recorded image and voice will be kept until the end of the current academic year, and will be destroyed in the terms and conditions provided for in the regulations on conservation and disposal of administrative documents of the UdL, and the document evaluation tables approved by the Generalitat de Catalunya (http://www.udl.cat/ca/serveis/arxiu/).

- Your voice and image is essential to teach in this subject, and teaching is a right and a duty of the teaching staff of the Universities, which must exercise with freedom of chair, as provided in article 33.2 of the Law organic 6/2001, of 21 December, of universities. For this reason, the UdL does not need your consent to record your voice and image for this sole purpose, to teach in this subject.

- The UdL will not transfer the data to third parties, except in the cases strictly provided for in the Law.

- You can access your data; request rectification, deletion or portability; oppose the treatment and request its limitation, as long as it is compatible with the purposes of teaching, by writing to the address dpd@udl.cat. You can also submit a complaint to the Catalan Data Protection Authority, through the Authority's electronic office (https://seu.apd.cat) or by non-electronic means.

## Development plan

| 1 | 3h in GG<br>1h for each GM<br>5h/ week | DOE: The institutionalized government: collegiate government bodies. One-person bodies; Leadership. Teacher organization; Organization of students |
|---|---|---|
| 2 | 3h in GG<br>1h for each GM<br>5h/ week | DOE: The institutionalized government: collegiate government bodies. One-person bodies; Leadership. Teacher organization; Organization of students |
| 3 | 3h in GG<br>1h for each GM<br>5h/ week | DOE: Second Level of Curricular Concretion: The center projects. Project of autonomy of centers.<br>Curriculum and curricular models |
| 4 | 3h in GG<br>1h for each GM<br>5h/ week | DOE: Second Level of Curricular Concretion: The center projects. Project of autonomy of centers.<br>Curriculum and curricular models |
| 5 | 3h in GG<br>1h for each GM<br>5h/ week | DOE: Third level of concretion: Classroom programming.<br>Context and skills |
| 6 | 3h in GG<br>1h for each GM<br>5h/ week | DOE: Third level of concretion: skills |
| 7 | 3h in GG<br>1h for each GM<br>5h/ week | DOE: Third level of concretion: Objectives and contents |
| 8 | 3h in GG<br>1h for each GM<br>5h/ week | DOE: Third level of concretion: learning strategies. Learning activities. Innovation: good teaching practices |
| 9 | 3h in GG<br>1h for each GM<br>5h/ week | DOE: Third level of concretion: learning strategies. Learning activities. |
| 10 | 3h in GG<br>1h for each GM<br>5h/ week | DOE: Third level of concretion: learning strategies. Learning activities. |
| 11 | 3h in GG<br>1h for each GM<br>5h/ week | DOE: Third level of concretion: Material resources. |

| 12 | 3h in GG<br>1h for each GM<br>5h/ week | DOE: Third level of concretion: Timing (budgets and functional resources). Diversity |
|---|---|---|
| 13 | 3h in GG<br>1h for each GM<br>5h/ week | DOE: Third level of concretion: Timing (budgets and functional resources). Diversity |
| 14 | 3h in GG<br>1h for each GM<br>5h/ week | DOE: Third level of concretion: assessment |
| 15 | 3h in GG<br>1h for each GM<br>5h/ week | DOE: Third level of concretion: assessment |
| 16-19 | Evaluation weeks | |

## Evaluation

| | | | OBSERVATION | |
|---|---|---|---|---|
| TO KNOW | Test 1 | 20% | The TEST will be carried out preferably through the CV. THE AVERAGE OF THE TWO TESTS WILL BE 6 TO APPROVE THE COURSE | |
| | Test 2 | 20% | | |
| KNOW TO DO | Check questionnaires | 10% | Questionnaires will be made to check the work to be done outside the classroom | DO NOT deliver the questionnaires subtract from the final grade of the subject 0.5 points for each questionnaire not delivered |
| | Web & Blog | 20% | I work for teams of 6 people. School blog = 10% Web of the school = 10% | The delivery of the WEB & Blog will be obligatory to make the average of the subject |
| | Curricular programing | 25% | Working in pairs | THE CURRICULUM PROGRAMMING HAS TO BE APPROVED WITH 5 TO MAKE A MEANS OF THE COURSE with the rest of the evidences |
| KNOW HOW TO BE AND BE | Binnacle | 5% | Participation in the team of work and attendance to class COMPULSORY Co-evaluation and self-evaluation The NO delivery of the log or the incomplete log will subtract 1 point of the final qualification of the subject The assistance will be controlled by the teaching staff | |

| ALTERNATIVE ASSESTMENT (According to article 1.5 of the ADDITIONAL RULES OF THE FEPTS THE REGULATION OF THE EVALUATION AND RATING OF THE TEACHING IN THE DEGREES AND MASTERS IN THE UdL) | |
|---|---|
| The student who opts for this assessment must do: | |
| TEST 1 and TEST 2 (the same dates as the rest of the groups) | 22% +22% |
| Curricular programing (deliver it on the same date as for the rest of group) | 28% |
| Development of a topic (The delivery date will be determined by the teaching staff) | 28% |

| Dates of delivery of the different evaluation activities | |
|---|---|
| Week 8 | TEST 1 |
| Week 15 | Web & Bolg |
| Week 15 | Delivery Curricular programing |
| Week 16 | TEST 2 |
| The delivery of the Binnacle and questionnaires will be established by the teaching staff during the semester and will be notified in advance. | |

THE PRESENTATION OF THE ACTIVITIES WILL BE CARRIED OUT THROUGH THE VIRTUAL CAMPUS (SAKAI) AND IN THE ACTIVITIES SECTION.

WORKS WILL NOT BE ADMITTED OUT OF THIS SECTION OF THE CV.

ALL THE WORKS WILL BE DELIVERED VIA ON-LINE AND THE FILE WILL BE IDENTIFIED WITH THE NAME AND SURNAMES OF THE AUTHOR OR AUTHORS.
Exercises that are not homework are not admitted.

The bibliography of consultation must serve as a basis and not literally copy it. This bibliography must be timely and conveniently referenced.
NO NOTE OR WORK FOR FUTURE COURSES WILL BE SAVED IN THE EVENT THAT THE SUBJECT IS SUSPENDED.

## Bibliography

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Revistes professionals: caldrà consultar Cuadernos de Pedagogía, Perspectiva Escolar, Guix, In-fàn-ci-a O-6  i d'altres.