



Universitat de Lleida

# DEGREE CURRICULUM **LEARNING PROCESSES AND ORGANIZATIONAL**

Coordination: DEL ARCO BRAVO, ISABEL

Academic year 2023-24

## Subject's general information

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/CORE	Attendance-based
	Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training	1	COMMON/CORE	Attendance-based
	Double bachelor's degree: Degree in Primary Training and Degree in Physical Activity and Sports Sciences	1	COMMON/CORE	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	6		5
Coordination	DEL ARCO BRAVO, ISABEL			
Department	EDUCATION SCIENCES			
Important information on data processing	Consult <a href="#">this link</a> for more information.			
Language	Catalan			

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## 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

### Basics

CB2. Apply their knowledge to their work or vocation in a professional way and possess the competencies that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their

area of study.

## General

CG1. To promote democratic values, with special emphasis on tolerance, solidarity, justice and non-violence, and to know and value human rights.

CG2. Know the intercultural reality and develop attitudes of respect, tolerance and solidarity towards different social and cultural groups.

CG3. Know the right to equal treatment and opportunities between women and men, in particular through the elimination of discrimination against women, whatever her circumstance or condition, in any of the areas of life.

CG4. Know the measures that guarantee and make effective the right to equal opportunities for people with disabilities.

CG5. Develop the ability to critically analyze and reflect on the need to eliminate all forms of discrimination, direct or indirect, in particular racial discrimination, discrimination against women, that derived from sexual orientation or that caused by a disability.

CG6. Assume the commitment of personal and professional development with oneself and the community. Adapt the learning proposals to the most significant cultural evolutions.

## Specific

CE1. Know the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria and the body of didactic knowledge around the respective teaching and learning procedures.

CE2. Design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals at the center.

CE4. Encourage reading and critical comment on texts from the various scientific and cultural domains contained in the school curriculum.

CE5. Design and regulate learning spaces in contexts of diversity and that attend to gender equality, equity and respect for human rights that shape the values of civic education.

CE10. Collaborate with the different sectors of the educational community and the social environment.

CE11. Assume the educational dimension of the teaching function and promote democratic education for active citizenship.

CE14. Reflect on classroom practices to innovate and improve teaching.

CE15. Acquire habits and skills for autonomous and cooperative learning and promote it among students.

## Transversal

CT4. Apply basic knowledge of entrepreneurship and professional environments.

CT5. Apply essential notions of scientific thought

## 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 the resolution of CHALLENGES.

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 sessions 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	DOE: The institutionalized government: collegiate government bodies. One-person bodies; Leadership. Teacher organization; Organization of students
2	DOE: The institutionalized government: collegiate government bodies. One-person bodies; Leadership. Teacher organization; Organization of students
3	DOE: Second Level of Curricular Concretion: The center projects. Project of autonomy of centers. Curriculum and curricular models
4	DOE: Second Level of Curricular Concretion: The center projects. Project of autonomy of centers. Curriculum and curricular models
5	DOE: Third level of concretion: Classroom programming. Context and skills
6	DOE: Third level of concretion: skills
7	DOE: Third level of concretion: Objectives and contents
8	DOE: Third level of concretion: learning strategies. Learning activities. Innovation: good teaching practices
9	DOE: Third level of concretion: learning strategies. Learning activities.
10	DOE: Third level of concretion: learning strategies. Learning activities.
11	DOE: Third level of concretion: Material resources.
12	DOE: Third level of concretion: Timing (budgets and functional resources). Diversity
13	DOE: Third level of concretion: Timing (budgets and functional resources). Diversity
14	DOE: Third level of concretion: assessment
15	DOE: Third level of concretion: assessment
16-19	Evaluation weeks

## Evaluation

Learning outcomes of this subject are:

### CE01

- LO01: Demonstrate a good knowledge of the curriculum, so that they are able to construct curricular situations and not be merely consumers of the curriculum (either official document, textbooks or materials prepared by others).
- LO03: Become aware of the importance of mastering the disciplinary content in order to be able to specify open methodologies for attention to diversity as work projects and that allow for deep and meaningful learning for a greater understanding of our condition. human.
- LO04: Show the "hunger for improvement and change". Demonstrate that he realizes that he does not know and shows restlessness and intellectual demand to learn.

### CE02

- LO01: Analyze and create inclusive educational interventions based on transdisciplinarity.
- LO02: Show the ability to concretize group projects, in collaboration with others and develop them, creating

conditions and contexts where we can all learn.

- LO03: Coordinate and refer their request for intervention to the appropriate educational resources
- LO04: Design and plan learning strategies in collaboration with other teachers to respond to the needs of student diversity.

## CE04

- LO01: Show the specific conceptual frameworks that help them put words and thoughts into the experience and lived.

## CE05

- LO01: Design educational proposals that allow students to take an active part in the teaching and learning process.
- LO02: Know and elaborate methodological, organizational and didactic strategies that allow the inclusion and development of all students.
- LO03: Prioritize measures to facilitate attention to diversity in the ordinary classroom with an inclusive orientation: shared teaching, peer tutoring, technological support in the classroom, workshops and inter-level activities.

## CE10

- LO01: Get to know community resources to generate meaningful, experiential and inclusive learning processes.
- LO02: Get to know educational services outside the center that allow them to generate meaningful, experiential and inclusive assessment and learning processes.
- LO04: Demonstrate mastery of activating the network, working as a team based on the community resources that the environment offers us, especially cultural resources.

## CE11

- LO01: Show an attitude of improving their professional practice, reviewing their actions, their decisions and how to modify them.
- LO02: Concretize actions from their self-management, projects to be developed to specify situations in which we can all learn.
- LO04: Show that they have an open attitude to the use of multiple languages to meet social and educational needs.

## CE14

- LO01: Investigate through research-action with productions of children, classmates, other environments and their own and others' experiences.

## CE15

- LO1: Learn through cooperative groups and reflect on their potential for translation into a future teaching task.
- LO3: Listen actively in educational situations to be able to reflect on the learning process.

Taking into account the regulations for the Evaluation and Qualification of Teaching in the Degrees and Masters at the UdL.

## CONTINUOUS ASSESSMENT

### BLOCK 1. TESTS - 30%

Test 1 - 15%

Test 2 - 15%

This block is passed if the average of the 2 tests is equal to or higher than 5 out of 10.

In case of not achieving a grade of 5 out of 10 between the 2 tests, the entire block must be recovered with a single test covering all the topics. In the case of a make-up exam, the maximum mark that can be obtained in this section is a 5.

### BLOCK 2. CHALLENGE CHECK TESTS - 15%

This block is passed if the average of all the tests is equal to or higher than 5 out of 10. In case of not passing the mark of 5 out of 10 in all the tests, the mark will be averaged with the rest of the parts of the subject.

### BLOCK 3. LEARNING SITUATION - 30%

The minimum passing grade for the learning situation is 5 out of 10.

The learning situation is recoverable. In this case, the maximum grade for the recovery will be 5.

**Passing this block is an essential requirement to pass the subject.**

### BLOCK 4. WEBSITE AND BLOG - 25%

Team design of a website and self-regulation blog entries during the challenges - 15%

Presentation of the project to the rest of the class - 10%

## ALTERNATIVE ASSESSMENT

### BLOCK 1. TESTS - 50%

Test 1 - 25%

Test 2 - 25%

The tests are conducted on the same days as the rest of the group.

This block is passed if the average of the 2 tests is equal to or higher than 5 out of 10.

In case of not achieving a grade of 5 out of 10 between the 2 tests, the entire block must be recovered with a single test covering all the topics. In the case of a make-up exam, the maximum mark that can be obtained in this section is a 5.

### BLOCK 2. LEARNING SITUATION - 30%

It is submitted on the set date for the rest of the group.

The minimum passing grade for the learning situation is 5 out of 10.

The learning situation is recoverable. In this case, the maximum grade for the recovery will be 5.

**Passing this block is an essential requirement to pass the subject.**

### BLOCK 3. Development of a Topic - 20%

The submission date needs to be agreed upon with the teaching staff.

## 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 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 other than their own elaboration will not be allowed: the consultation bibliography, both published by traditional methods and accessible via the Internet, must serve as a basis and not be copied literally, and must be punctual and conveniently referenced.

If academic fraud or copying is detected, we will apply what is established in the *Regulations for the Assessment and Grading of Student Learning in UdL Bachelor's and Master's Degrees*.

The evaluation of this subject will include the support measures provided by the UdLxTothom for students with NESE.

NO NOTE OR WORK FOR FUTURE COURSES WILL BE SAVED IN THE EVENT THAT THE SUBJECT IS SUSPENDED.

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Professional journals: you will need to consult *Cuadernos de Pedagogía*, *Perspectiva Escolar*, *Guix*, *In-fàn-ci-a O-6*, and others.