Universitat de Lleida

DEGREE CURRICULUM

EDUCATIONAL PROCESSES AND CONTEXTS

Coordination: JOVE MONCLUS, GLORIA

Academic year 2020-21

EDUCATIONAL PROCESSES AND CONTEXTS 2020-21

Subject's general information

Subject name	EDUCATIONAL PROCESSES AND CONTEXTS
Code	100871
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION

Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Primary Training	2	COMMON	Attendance-based
	Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training	2	COMMON	Attendance-based
	Double bachelor's degree: Degree in Primary Training and Degree in Physical Activity and Sports Sciences	3	COMMON	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	JOVE MONCLUS, GLORIA
Department	PEDAGOGIA
Important information on data processing	Consult this link for more information.

EDUCATIONAL PROCESSES AND CONTEXTS 2020-21

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BERNAD CAVERO, OLGA	olga.bernad@udl.cat	4,2	
GARCIA BLANC, NÚRIA	nuria.garcia@udl.cat	12	
GUTIÉRREZ UJAQUE, DANIEL	daniel.gutierrez@udl.cat	12	
JOVE MONCLUS, GLORIA	gloria.jove@udl.cat	3,6	

Learning objectives

1. Make decisions based on criteria in front of cohabitation problems in the school centre and classroom.

2. Raise specific and contextualized educational actions towards the education of participative and democratic citizens.

3. As a team, define the centre's educational projects in accordance with the characteristics and type of school centres.

4. Incorporate quality management criteria in the design of the centre's educational projects.

5. Efficiently use basic methodologies and techniques of educational research.

6. Analyse educational innovation projects, identifying their variables, characteristics and results.

7. As a team, design innovation projects, incorporating indicators to evaluate them.

8. Analyse teaching-learning activities based on didactic criteria.

9. Use methodologies of reflective practice in the analysis of educational processes specific to the school environment and outside of it.

10. Analyse the teaching practice developed in the classroom and the professional practice developed at the centre.

11. Distinguish between the various forms of interaction and communication that occur in the classroom.

12. Choose, in a well-founded way, the most appropriate forms of interaction and communication in specific educational situations.

13. Incorporate cooperative working strategies to their educational proposals.

14. Contribute to teamwork responsibly.

15. Identify the cultural diversity variables that are present in actual educative contexts.

16. Incorporate the treatment of cultural diversity to the educational intervention proposals and to the projects designed.

17. Fluently use the curricular regulation and the current legislation in the activities.

18. Plan and schedule educational sequences of various time extensions, incorporating the appropriate didactic components.

19. Design specific teaching-learning activities in accordance to criteria of methodological diversity.

20. Design activities for the evaluation of the students' learning based on criteria and instruments.

21. Formulate proposals for the evaluation of the teaching planning and activity.

22. Distinguish, among their planning, schedules and designs, the tasks that are specific to the students and those specific to the teacher.

23. Incorporate innovative elements in the educational proposals designed.

Competences

— Address and resolve discipline problems.

— Promote actions of education in values aimed at the preparation of an active and democratic citizenship.

— Participate in the definition of the centre's educational project and general activity, in accordance with quality management criteria.

— Know and apply basic methodologies and techniques of educational research and be able to design innovative projects, identifying evaluation indicators.

— Analyse and understand the educational processes in and out of the classroom related to the period 6-12.

— 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 activity and the classroom learning.

— Know and apply innovative experiences in primary education.

— Master ICT.

— Express oneself correctly both in writing and orally.

Subject contents

- ICT in the primary education stage: communicative, audiovisual and hypermedia skills, didactic use of technological means and resources, design and production of digital materials, ICT in educational investigation, virtual environments of learning.
- Analysis of the educational practice and the teaching role: the teaching function and social change, implications of the teaching practice and proposals for intervention and treatment of the teaching discomfort. The teaching welfare.
- Educational intervention in heterogeneous contexts: towards an inclusive education at the 6-12 stage.
- Construction of the personal and professional identity and the profession's code of ethics.
- A curriculum for all.
- Supporting and servicing models at school and in the community.
- Networking. Collaborative culture.
- Innovative processes, change and continuing education. The teacher's role.

Evaluation

To pass the subject, it is necessary to obtain a minimum mark of 5 in the weighted average of the evaluation activities as well as a minimum mark of 5 in the subject's general contents and in the specifics to ICT.

In the case that one of the evaluation activities has a mark between 4 and 5, the weighted average will also be applied to obtain the final mark.

Evaluation activity	% in the final mark	Minimum mark
Group work and presentation	20%	5
Working record	15%	5
Case studies	15%	5
ICT works and skill-proving practical tests	25%	5
Written tests I and II	25%	5

Qualification criteria for the activities

Group work and presentation (qualification criteria)

Relation to the Primary Education curriculum, experiences and contexts

Generation of learning contexts based on the work performed

Working record (qualification criteria)

Expressed knowledge and experiences

Evidence of the process carried out throughout the year based on significant meetings

Case studies (qualification criteria)

Learning contexts and Primary Education curriculum

Evidence of working records in adult learning

ICT works and skill-proving practical tests

Participation in the mandatory tutorial

Quality and level of the script

Application of technical and expressive resources

Technical and didactic quality

Originality (narrative and technical)

Motivating potential of the materials produced

Proper use of the functions of the video-editing and multimedia material creating software

Written test I

Relations established between knowledge and experience

Application of the image language to the analysis of images

Monday, 16th January; from11 to 2

Written test II

Test on the worked cross-disciplinary concepts

Relations between the fundamentals of hypermedia editing and digital resources; design of learning activities with digital resources

Monday, 29th May; from 5 to 8

Bibliography

Primary bibliography

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Supplementary bibliography

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