



Universitat de Lleida

DEGREE CURRICULUM
**TUTORIAL ACTION IN PRIMARY
EDUCATION**

Coordination: FILELLA GUIU, GEMMA

Academic year 2021-22

Subject's general information

Subject name	TUTORIAL ACTION IN PRIMARY EDUCATION			
Code	100872			
Semester	1st 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	5	5	
Coordination	FILELLA GUIU, GEMMA			
Department	PEDAGOGIA			
Teaching load distribution between lectures and independent student work	40% On-site classes and virtual classes with synchronic activity 60% Autonomous work.			
Important information on data processing	Consult this link for more information.			
Language	Català English			
Distribution of credits	Total: 6 ECTS Toric Credits: 4.2 ECTS Practical Credits: 1.8 ECTS			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
FILELLA GUIU, GEMMA	gemma.filella@udl.cat	6	
GOMIS CAÑELLAS, RAQUEL	raquel.gomis@udl.cat	6	
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ROS MORENTE, AGNES	agnes.ros@udl.cat	6	

Learning objectives

- To learn and achieve the objectives of the subject.
- To apply knowledge into practice in a professional and rigorous way.
- To improve the professional skills as a tutor.
- To know in depth the tools and instruments to gather information for the tutorial action.
- To improve the intervention with families.
- To know the strategies that enhance a good climate and coexistence in school, preventing bullying and other conflicts.
- To improve knowledge about how to do individual intervention in schools.
- To improve knowledge about how to do group intervention in schools.
- To be able to apply basic notions of the scientific method.

Competences

General:

CG5. To develop the capacity of analysing critically the need to eliminate any kind of discrimination, direct or indirect, specially racism, derived from sexual orientation or disability.

CG6. To commit for a personal and professional development, with oneself and with the community. Adapting

the learning process to the cultural evaluations.

Specific:

CE5. To design and regulate learning spaces in diverse contexts taking into account gender equality, equity, and respect for human rights that constitute citizenship education values.

CE6. To enhance positive coexistence in school and in the community, to solve discipline conflicts and to contribute to the peaceful resolution of conflicts.

CE8. To know the organisation of the primary education schools and the diversity of its functioning.

CE9. To carry out tutorial and orientation functions with the students and their families, taking into account their singularities and needs. To assume that the tasks of a teacher have to develop and improve, adapting to the scientific changes, as well as the social and pedagogic.

Transversal:

CT2. To master a foreign language, specially English (only in the bilingual modality).

CT5. To apply basic notions of the scientific method.

Subject contents

- The concept of mentoring and tutorial: theoretical fundamentals, principles and aims of the tutorial. Intervention models: clinical, programmes and consulting.
- The mentoring department: organizational model. The guidance and psychopedagogical mentoring teams. The tutor.
- The tutor's functions. Students: individual and group. Families: individual interviews, group meetings, participation at school. Professor: coordination between specialists.
- The tutorial action plan (PAT, *pla d'acció tutorial*). Techniques and resources.
- Intervention areas. Mentoring in the teaching-learning processes. Professional mentoring. Attention to diversity. Mentoring for prevention and development.
- Education through media at school and in the family environment.
- Child protection and computer security.
- Digital literacy methodologies at school.
- Analysis, reading and creation of audiovisual and multimedia messages.

Methodology

The subject will be developed in a semi-presential way: with on-site classes and virtual classes with synchronic activity and autonomous work.

The subject seeks for an autonomous role of the student. In order to achieve that, some activities will be developed with the big group, some others with smaller groups and some others will be individual.

All the aforementioned work will be held as follows:

A) ON-SITE CLASSES

Attendance is compulsory.

The methodology during the classes will be active and participative. There will be three kinds of activities:

- i) Peer learning – Work in groups, critical discussion, group dynamics.
- ii) Learning with the participation of the lecturers – Activities with the whole group, for example, discussions, presentation of projects, etc.
- iii) Individual activities.

B) SYNCRONIC VIRTUAL CLASSES

Students will interact with the lecturers and classmates in a virtual fashion (different spaces but at the same time). To this end, Sakai platform will be used. Google Drive and other tools may also be used.

Participation in the synchronic virtual classes is compulsory.

There will be three kinds of activities:

- i) Learning with the participation of the lecturers – master classes of key aspects of the subject. Guidance in the group work, reading of basic documents related to the contents of the subject.
- ii) Peer learning. Activities to discuss and solve with small groups and guided by the lecturers.
- iii) Individual activities.

Development plan

On site classes	<ul style="list-style-type: none"> i) Peer learning – Work in groups, critical discussion, group dynamics. T ii) Learning with the participation of the lecturers – Activities with the whole group, for example, discussions, presentation of projects, etc. iii) Individual activities.
SYNCRONIC VIRTUAL CLASSES	<ul style="list-style-type: none"> i) Learning with the participation of the lecturers – master classes of key aspects of the subject. Guidance in the group work, reading of basic documents related to the contents of the subject. ii) Peer learning. Activities to discuss and solve with small groups and guided by the lecturers. iii) Individual activities.

Evaluation

Evaluation will be continuous and it will focus in the acquisition of the competences. It will take into account the attendance in on-site classes and in synchronic classes (80% at least), and the 3 evidences. Each one of the evidences has a % of the total mark. All three marks will be summed up. In order to calculate the final mark, it is necessary that the student delivers the three evidences and that the student obtains a minimum of 5 and that attends to at least, a 80% of the classes.

Description of evidence 1: Development plan/scientific article

Score: 30 %

Deadline: The project will be delivered the last day of the class (maximum). This information will be shared with the students the first day of the subject.

Indicators of evidence 1:

- a. Clear and organised exposition of the main ideas of the project.
- b. Proper and scientific vocabulary.
- c. Integration of the theoretical and practical parts.

Recovery exam: Those students that do not have 50% of the mark or more, will have the right to do a recovery exam. The maximum mark will be 5.

Competences that will be evaluated:

CG6. To commit for a personal and professional development, with oneself and with the community. Adapting the learning process to the cultural evaluations.

Description of evidence 2: Group project: analysis of conflict situations

The students will try to solve 4 conflict situations that can be given in school.

Score: 30%

Deadline: The project will be delivered the last day of the class (maximum). This information will be shared with the students the first day of the subject.

Indicators of evidence 2:

Students will have a list of indicators in Sakai virtual platform. The indicators will assess the following 6 aspects:

- a. Formal aspects regarding the writing of the text.
- b. Clear and organised exposition of the main ideas of the ideas.
- c. Conclusions.
- d. Proper and scientific vocabulary.

Recovery exam: Those students that do not have 50% of the mark or more, will have the right to do a recovery exam. The maximum mark will be 5.

Competences that will be evaluated:

CG5. To develop the capacity of analysing critically the need to eliminate any kind of discrimination, direct or indirect, specially racism, derived from sexual orientation or disability.

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CE9. To carry out tutorial and orientation functions with the students and their families, taking into account their singularities and needs. To assume that the tasks of a teacher have to develop and improve, adapting to the scientific changes, as well as the social and pedagogic.

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Description of evidence 3: Test (Exam)

This test will be done on-site. Students will be asked to analyse, reflect and synthesise the content of the subject.

Score: 40%

Date: On-site.

Indicators of evidence 3:

Students will have a list of indicators in Sakai virtual platform. The indicators will assess the following 5 aspects:

- a. Identification and analysis of the key aspects for the learning in a practical situation.
- b. Clear and organised exposition of the main ideas of the ideas.
- c. Proper justification and argumentation of the ideas.
- d. Proper writing defending a given idea or knowledge.
- e. Proper and scientific vocabulary.

Recovery exam: Those students that do not have 50% of the mark or more, will have the right to do a recovery exam. The maximum mark will be 5.

Competences that will be evaluated:

CG5. To develop the capacity of analysing critically the need to eliminate any kind of discrimination, direct or indirect, specially racism, derived from sexual orientation or disability.

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ALTERNATIVE EVALUATION:

Those students that have no possibility to follow the evaluation of the subject in the ordinary way, can ask for the alternative evaluation.

This evaluation is exclusively for those students that are working at the same time as the subject is taking place.

Also, this evaluation must be approved by a special committee created for this purpose.

Incoming students that believe that they can benefit from that option should contact their mobility coordinator.

Bibliography

BASIC

BIBLIOGRAFIA BÀSICA

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