



Universitat de Lleida

DEGREE CURRICULUM

# **TUTORIAL ACTION IN PRIMARY EDUCATION**

Coordination: FILELLA GUIU, GEMMA

Academic year 2023-24

# TUTORIAL ACTION IN PRIMARY EDUCATION 2023-24

## 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/CORE	Attendance-based
	Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training	2	COMMON/CORE	Attendance-based
	Double bachelor's degree: Degree in Primary Training and Degree in Physical Activity and Sports Sciences	3	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	FILELLA GUIU, GEMMA			
Department	EDUCATION SCIENCES			
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 <a href="#">this link</a> 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	1,8	
GOMIS CAÑELLAS, RAQUEL	raquel.gomis@udl.cat	16,2	
MACIA BORDALBA, MONICA	monica.macia@udl.cat	6	
ROS MORENTE, AGNES	agnes.ros@udl.cat	1,8	
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

- Legislation in tutorial action in Spain and Catalunya
- Theoretical framework of tutorial action in Catalunya: epistemologic bases, conceptualisation, objectives and principles
- Areas of intervention of the tutorial action: personal, professional and academic
- Models of intervention: individual, programs and counselling
- Organisational model and orientation: tutor-centre-team of the sector
- Resources to assess the tutorial action: observation, interview, questionnaires, documental analysis and tests
- Tutorial action as a tool in orientation. Intervention with the students (individual intervention)
- Intervention with the students (group intervention): PAT with the families: meetings and participation in the school, and with the professionals: coordination with other specialists and services
- Coexistence project: Norms of the centre and the classroom
- Prevention: emotional education and tutorial action plan
- Conflict resolution: Mediation program. Peer tutoring
- Bullying
- Primary, secondary and tertiary prevention
- Department of education protocols
- Kohlberg moral stages

## Methodology

The subject aims at the participation of the student in the learning process. In order to achieve it, students will take part of activities that will be guided by the lecturer, as well as individual projects. The methodology during the classes will be participative and active. In these sessions there will be activities like the following:

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- Learning through the interaction with other students - Group work, critical discussion of the contents of the subject, work dynamics with small groups.
- Learning through the interaction of the professors - Discussions with the other students, projects and presentations.
- Evaluation activities in small groups.
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The structure of the sessions will be as follows:

1º	Remembering the conclusions of the session that took place the class before
2º	Introduction of the next subjects to tackle
3º	Master class or flipped classroom Didactic resources: images, videos, brief readings, summaries, questions, and so on.
4º	Enquiries, questions, doubts.
5º	<p>Applied activities:</p> <ul style="list-style-type: none"> <li>• Practical cases</li> <li>• Interviews with primary education students</li> <li>• Meetings with other teachers</li> <li>• Interviews with the families</li> <li>• Videogame Happy for Families 8-12</li> <li>• Studying an instrument of classroom climate</li> <li>• Activity "Carinyo+Lmits"</li> <li>• Analysis of coexistence plan cases</li> <li>• Elaboration of rules for a better coexistence</li> <li>• Analysis and elaboration of a protocol for disruptive behaviours</li> <li>• Analysis and elaboration of plans for the tutorial action</li> <li>• Analysis of resources existing in emotional education</li> <li>• Videogame Happy 8-12</li> <li>• Videos and didactic units, such as</li> <li>• Analysis of the protocol of mediation</li> <li>• Moral dilemmas</li> </ul>
6º	Writing of conclusions (Portfoli)
7º	Explaining the contents of next unit

## Development plan

	How will the subject will develop?		
	Content of the subject		
	Week (4 hours)	Content	Development (60h in class + 30h Autonomous work*)
	1	U1. Legislation in tutorial action in Spain and Catalunya	Practical case Presentation of the subject Master class + discussion in groups

	2	U2. Theoretical framework of tutorial action in Catalunya: epistemologic bases, conceptualisation, objectives and principles Areas of intervention of the tutorial action: personal, professional and academic	Master class ----- Work in groups regarding the 3 areas of intervention.
	3	U2. Theoretical framework of tutorial action in Catalunya: epistemologic bases, conceptualisation, objectives and principles Areas of intervention of the tutorial action: personal, professional and academic Models of intervention: individual, programs and counselling Organisational model and orientation: tutor-centre-team of the sector	Master class ----- Work in groups regarding an interview with the parents
	4	U3. Resources to assess the tutorial action: observation, interview, questionnaires, documental analysis and tests	Flipped classroom ----- Work in groups: elaboration of protocols of assessment
	5	U 4. Tutorial action as a tool in orientation. Intervention with the students (individual intervention)	Master class: emotional education ----- Group activity Affection+Limits Practical case
	6	U 4. Tutorial action as a tool in orientation. Intervention with the students (individual intervention)	Flipped classroom Analysis of plans of tutorial action
	7	U 4. Tutorial action as a tool in orientation. Intervention with the students (group intervention)	Master class ----- Role playing Videogame Happy for families
	8	U 4. Tutorial action as a tool in orientation. Intervention with the students (group intervention)	Master class ----- Preparation of a meeting with the families
	9	U4. Intervention with the students (group intervention): PAT with the families: meetings and participation in the school, and with the professionals: coordination with other specialists and services	Master class ----- Practical case  Analysis of coexistence projects

	10	U5: Coexistence project: Norms of the centre and the classroom Prevention: emotional education and tutorial action plan Conflict resolution: Mediation program. Peer tutoring Bullying Primary, secondary and tertiary prevention	Flipped classroom ----- Analysis and elaboration of different rules
	11	U5: Coexistence project: Norms of the centre and the classroom Prevention: emotional education and tutorial action plan Conflict resolution: Mediation program. Peer tutoring Bullying Primary, secondary and tertiary prevention	Flipped classroom ----- Analysis of different emotional education programs Videogame Happy 8-12
	12	U5: Coexistence project: Norms of the centre and the classroom Prevention: emotional education and tutorial action plan Conflict resolution: Mediation program. Peer tutoring Bullying Primary, secondary and tertiary prevention	Flipped classroom ----- Mediation project reading Video peer tutoring
	13	U5: Coexistence project: Norms of the centre and the classroom Prevention: emotional education and tutorial action plan Conflict resolution: Mediation program. Peer tutoring Bullying Primary, secondary and tertiary prevention	Master class ----- Solution Team Video Bully Dance Didactic unit Bully Dance
	14	U5: Coexistence project: Norms of the centre and the classroom Prevention: emotional education and tutorial action plan Conflict resolution: Mediation program. Peer tutoring Bullying Primary, secondary and tertiary prevention.	Seminar
	15	Moral stages Final overview	Real moral dilemmas Practical cases

## 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:

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**CT5.** To apply basic notions of the scientific method.

## 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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Filella, G. (2014). *Aprendre a conviure*. Barcelona: Barcanova

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Giner, A. i Puigardeu, O. (2008). *La tutoría y el tutor: Estrategias para su práctica*. Barcelona: Horsori Grop  
(2009). *Actividades para el desarrollo de la inteligencia emocional en los niños*. Barcelona: Parramón