



Universitat de Lleida

DEGREE CURRICULUM  
**HUMAN DEVELOPMENT IN  
EDUCATIONAL AND SOCIAL  
CONTEXTS**

Coordination: IANOS , MARIA ADELINA

Academic year 2022-23

## Subject's general information

<b>Subject name</b>	HUMAN DEVELOPMENT IN EDUCATIONAL AND SOCIAL CONTEXTS			
<b>Code</b>	102907			
<b>Semester</b>	2nd Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in Psychology	1	COMMON	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	1.8		4.2
	<b>Number of groups</b>	2		1
<b>Coordination</b>	IANOS , MARIA ADELINA			
<b>Department</b>	PSICOLOGIA			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
IANOS , MARIA ADELINA	adelina.ianos@udl.cat	3,9	
PROFESSOR PENDENT ASSIGNAR		3,9	

## Learning objectives

1. Understand the relationship between human development and educational practices: mind, culture and education
2. Understand the evolution of the conception of education
3. Understand the relationship between human development and learning
4. Understand the passage from the individual to the systemic approach: educational action according to ecosystemic perspective
5. Understand the theoretical framework of positive psychology and its components
6. Appreciate and approach the concept of people's well-being and quality of life

## Competences

### Basic competences:

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

CB3 Ability to gather and interpret relevant data (normally within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.

CB4 To be able to transmit information, ideas, problems and solutions to a specialized and non-specialized public.

CB5 Know how to develop the learning competences necessary to undertake further studies with a high degree of autonomy.

### General Competences:

CG1 Ability to adapt to new situations and to solve problems in an effective way.

CG2 Ability to work in multidisciplinary teams and collaborate efficiently with other professionals.

CG3 Show competences for interpersonal relationships.

CG4 Consider the different theoretical perspectives on the topics in which one works, comment on the conclusions and make decisions.

CG5 Critical capacity to make relevant decisions.

CG6 Ability to recognize their own limitations in a self-critical way, contemplating the possibility of requesting interdisciplinary collaborations.

CG9 Appreciate diversity and difference as a structural element of the human being, while at the same time recognizing, understanding and respecting the cultural complexity of today's society.

**Specific competences:**

CE1 Identify and analyze the characteristics and needs of individuals, groups and organizations, as well as the relevant contexts for the service requested.

CE6 Respond and act appropriately and professionally, considering the attitudes and values of the profession, as well as its code of ethics and deontology in each and every one of the intervention processes.

CE7 Provide information to users and establish an adequate interpersonal relationship, considering the different contexts of professional relationship.

**Transversal Competences:**

CT1 Acquiring an adequate understanding and oral and written expression of Catalan and Spanish.

CT3 Acquire training in the use of new technologies and information and communication technologies.

CT5 Acquire essential notions of scientific thinking.

## Subject contents

- Human development and educational practices: mind, culture and education.
- Evolution of the concept of education.
- Relationship between human development and learning.
- From the individual to the systemic approach: analysis of educational action according to the ecosystem perspective.
- Positive psychology.
- Approach to the well-being and quality of life of people.

## Methodology

1. On-site theoretical classes
2. Practical on-site sessions
3. Individual and group written works.
4. Reading and analysis of texts.

## Development plan

Week 1: Human development and educational practices: mind, culture and education

Week 2: Relationship between human development and learning

Week 3: From the individual to the systemic approach: analysis of educational action according to the ecosystem perspective.

Week 4: From the individual to the systemic approach: analysis of educational action according to the ecosystem perspective.

Week 5: From the individual to the systemic approach: analysis of educational action according to the ecosystem perspective.

Week 6: From the individual to the systemic approach: analysis of educational action according to the ecosystem perspective.

Week 7: From the individual to the systemic approach: analysis of educational action according to the ecosystem perspective.

Week 8: From the individual to the systemic approach: analysis of educational action according to the ecosystem perspective.

Week 9: Approach to mental health

Week 10: Approach to mental health

Week 11: The Science of Wellness: Theoretical Approach

Week 12: The Science of Wellness: Theoretical Approach

Week 13: The Science of Wellness: Its Components

Week 14: The Science of Wellness: Its Components

Week 15: The Science of Wellness: Implications

## Evaluation

### 1. CONTINUOUS EVALUATION:

In order to pass the subject it will be necessary to have passed each of the tests object of evaluation with a score of 5. If this requirement is met, the average mark of the different tests will be made.

The subject is considered passed when the student has obtained a final numerical grade of 5.

The evaluation is **continuous** and will be based on the following evidences:

#### 1. Theoretical part:

- **Written test** (contents social part and educational part): **40%**

#### 2. Practical part:

##### 2.1. Educational Part:

- **Oral presentation: 15%**
- **Argumentative essay: 15%**

##### 2.2. Social Part:

- **Delivery of preparatory activities (flipped classroom) + practical activities (medium group): 20%**
- **Individual video: 10%**

### 3- EXTRA CREDIT:

- Volunteer work book Viktor Frankl: **10%**

It is compulsory to pass all the evidence with a grade of 5.

The mark needed to pass the subject is a 5.

#### Requirements to pass the subject:

- All assessments with a weight of 30% or more (the exam) require a minimum grade of 5.
- The final grade must be an average of 5 or more to pass the subject.

- Minimum attendance of 80% is required for the practical sessions (GM).

#### Specifications:

- Students may recover all those evidences that count for at least 30% of the grade or have any requirements.
- Students may sit for the recovery test in order to improve their grade, but waiving the grade previously obtained.
- Activities submitted after the deadline will receive a 10% penalty for each day late.
- When plagiarism of more than 20% of the total of an evaluation activity is detected, the activity may be considered failed. This will result in a grade of zero for the activity in question.
- When copying is detected between two or more students, the activity will be considered failed for all students involved. This will result in a grade of zero for the activity in question.

## **2. ALTERNATIVE EVALUATION:**

Students have the right to renounce the continuous assessment at the beginning of the course and opt for the alternative evaluation at the end of the subject. They must submit an application to the center's secretary within the set period and provide supporting documentation of work activity and / or other personal situations.

The student who opts for this evaluation must inform the lecturers in charge of the subject within the first two weeks of the semester and always before the first evaluation test.

The alternative evaluation includes a written test of the theoretical contents with a total value of 80% of the grade of the subject, having the option of performing a recovery with the same conditions as the rest of the enrolled students. The remaining 20% will correspond to an individual project focused the practical part of the subject. This individual project requires writing an essay explaining how Viktor Frankl's book "Man's search for meaning" relates to the concepts and ideas studied in the social and educational parts of the subject. Minimum extension: 2000 words or 5 pages with Times New Roman size 12.

## **3. EVALUATION OF STUDENTS WITH *SPECIFIC NEEDS OF EDUCATIONAL SUPPORT* (SNES)**

Condition: certificate of disability or of having some specific learning difficulty.

The faculty may modify the evaluation system and the realization of face-to-face and non-presential activities, depending on the SNES of each student, always in agreement with the commission of Attention to Diversity of the UdL or UdLxTothom.

## **Bibliography**

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