



Universitat de Lleida

# DEGREE CURRICULUM

# **HUMAN DEVELOPMENT IN EDUCATIONAL AND SOCIAL CONTEXTS**

Coordination: IANOS , MARIA ADELINA

Academic year 2023-24

## Subject's general information

|  |   |        |             |                  |
|--|---|--------|-------------|------------------|
| Subject name                             | HUMAN DEVELOPMENT IN EDUCATIONAL AND SOCIAL CONTEXTS    |        |             |                  |
| Code                                     | 102907  |        |             |                  |
| Semester                                 | 2nd Q(SEMESTER) CONTINUED EVALUATION                    |        |             |                  |
| Typology                                 | Degree  | Course | Character   | Modality         |
|  | Bachelor's Degree in Psychology                         | 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  | 2      |             | 1                |
| Coordination                             | IANOS , MARIA ADELINA                                   |        |             |                  |
| Department                               | PSYCHOLOGY, SOCIOLOGY AND SOCIAL WORK                   |        |             |                  |
| Important information on data processing | Consult <a href="#">this link</a> for more information. |        |             |                  |

| Teaching staff        | E-mail addresses      | Credits taught by teacher | Office and hour of attention |
|-----------------------|-----------------------|---------------------------|------------------------------|
| BLASCO BELLED, ANA    | ana.blasco@udl.cat    | 4,68                      |                              |
| IANOS , MARIA ADELINA | adelina.ianos@udl.cat | 4,68                      |                              |

## 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.
- 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: Approach to mental health

Week 2: Approach to mental health

Week 3: The Science of Wellness: Theoretical Approach

Week 4: The Science of Wellness: Theoretical Approach

Week 5: The Science of Wellness: Its Components

Week 6: The Science of Wellness: Its Components

Week 7: The Science of Wellness: Implications

Week 8: Human development and educational practices: mind, culture and education

Week 9: Relationship between human development and learning

Week 10: From the individual to the systemic approach: analysis of educational action according to the ecosystem perspective.

Week 11: From the individual to the systemic approach: analysis of educational action according to the ecosystem perspective.

Week 12: From the individual to the systemic approach: analysis of educational action according to the ecosystem perspective.

Week 13: From the individual to the systemic approach: analysis of educational action according to the ecosystem perspective.

Week 14: From the individual to the systemic approach: analysis of educational action according to the ecosystem perspective.

Week 15: From the individual to the systemic approach: analysis of educational action according to the ecosystem perspective.

## Evaluation

### 1. CONTINUOUS EVALUATION:

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

- **Block 1 – Educational context – oral presentation – 20%.** This block does not require a minimum grade to pass and is non-refundable.
- **Block 2 – Educational context – class activities – 10%.** This block does not require a minimum grade to pass and is non-refundable.
- **Block 3 – Social context – individual video – 20%.** This block does not require a minimum grade to pass and is non-refundable.
- **Block 4 – Social context – activities – 10%.** This block does not require a minimum grade to pass and is non-refundable.
- **Block 5 – Written test (educational context + social context) – 40%.** This block requires a minimum grade of 5 to pass the subject and is therefore recoverable. The maximum mark that can be achieved in the recovery test is 6.
- **Block 6 – extra – voluntary work book Viktor Frankl – 10%.**

#### Requirements to pass the subject:

- The subject is considered passed when the student has obtained a final numerical grade of 5.
- Minimum attendance of 70% in the practical sessions of the subject.

#### Specifications:

- Students can take the recovery exam to improve their grade, but renouncing the grade obtained previously. Therefore, the final mark that will remain, in the event that it is presented, will be that of the make-up exam.
- If the student has not passed the written test with a minimum grade of 5, but the average of all grades is higher than 5, the officially recorded grade will be 4.9.
- Activities submitted after the deadline will receive a 10% penalty for each day late.
- Papers with more than 20 spelling errors or submitted incorrectly will be returned to the student for correction. These formal errors will result in a penalty of 0.2 points for every 10 mistakes in the work's qualification.
- According to Law 2/2022 on university coexistence and the Regulations on university coexistence approved by agreement number 19/2023 of the Governing Council of February 28, 2023, it is established:
  - - If it is premeditated copying or plagiarism, with fraudulent means, the assessment activity is withdrawn (therefore, it is suspended) and a report and, if possible, the evidence is sent to the

coordination of the degree and to the heads of assessment study to start a disciplinary file. Possible sanctions: the loss of the right to be evaluated for the subject, the loss of registration for a semester or a course or expulsion for up to three years.

- - If it is spontaneous copying (speaking in an exam, looking at a colleague's exam...) proportionate measures must be applied that may lead to the withdrawal of the activity (therefore, it is suspended).

## 2. ALTERNATIVE ASSESSMENT:

The student who so wishes will have the right to waive the continuous assessment at the beginning of the course and opt for the alternative assessment method at the end of the subject. You will have to submit an application to the secretariat within the set deadline and provide supporting documentation of work activity and/or other personal situations.

The student who opts for this assessment must notify the professors of the subject within the first two weeks of teaching and always before the first assessment test.

### Block 1 – Written test – 80%

This block requires a minimum grade of 5 to pass the subject and is therefore recoverable. The maximum mark that can be achieved in the recovery test is 6.

The alternative assessment includes a written test of the theoretical content with a total value of 80% of the subject grade, with the option of retaking it under the same conditions as all enrolled students.

### Block 2 – Analysis project of the book “Man in search of meaning” by Viktor Frankl – 20%

This block does not require a minimum grade to pass and is non-recoverable. The individual work requires writing an essay explaining how the book "Man's Search for Meaning" by Viktor Frankl relates to the concepts and ideas studied in the social and educational parts of the subject. Minimum length: 2000 words or 5 pages written in Times New Roman size 12.

## 3. ASSESSMENT FOR STUDENTS WITH SPECIFIC NEEDS

Condition: present a certificate of disability or of having a specific learning difficulty, derived from the UdL's Tothom. The teaching staff of the subject will include in the development of these universal measures to help the student access learning. It will also be possible to modify the evaluation system and the performance of face-to-face and non-face-to-face activities, depending on the Educational Needs of Educational Support of each student, always in agreement with the UdL's Attention to Diversity committee.

## Bibliography

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