



Universitat de Lleida

DEGREE CURRICULUM
**EDUCATIONAL PROCESSES
AND CONTEXTS**

Coordination: FILELLA GUIU, GEMMA

Academic year 2018-19

Subject's general information

Subject name	EDUCATIONAL PROCESSES AND CONTEXTS			
Code	14301			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Master's Degree in Secondary Education Teacher, Training and Language Teaching	1	COMPULSORY	Attendance-based
Course number of credits (ECTS)	5			
Type of activity, credits, and groups	Activity type	PRAULA	TEORIA	
	Number of credits	1	4	
	Number of groups	3	3	
Coordination	FILELLA GUIU, GEMMA			
Department	PEDAGOGIA			
Important information on data processing	Consult this link for more information.			
Language	Català			
Distribution of credits	3 theoretical credits of the subject 1 theoretical-practical credit intersubject 1 practical credit PROFESSOR'S EMAIL: Campus Virtual Platform			
Office and hour of attention	Despatx 2.34 FEPTS Dilluns de 9 a 12h			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
FILELLA GUIU, GEMMA	gfilella@pip.udl.cat	10	
TEIXINÉ BARADAD, JUDIT	jteixine@pip.udl.cat	5	

Learning objectives

1. To get to know the organisation and management of a centre of Secondary Education.
2. To analyse the different resources that exist in order to meet the challenges of diversity in a centre of Secondary Education.
3. To know and learn about the Tutorial Coexistence Project in Secondary Education.
4. To analyse the functions of the tutor in a centre of Secondary Education. Tutoring as a shared responsibility.
5. To learn about how to implement an intervention with the families: informing and giving advise to families about the learning process and about the personal, academic and professional orientation of their children.
6. To get to know the process of implementing an individual orientation to the students.
7. To learn how to orientate the class with the aid of the Tutorial Coexistence Project.
8. To meet the possible interventions for when disruptive behaviours take place among the students.
9. To design and develop learning venues, taking into consideration equity, emotional education, values, parity and opportunities among men and women, citizen's formation and respect for the human rights, which enhance a proper quality of life in society, decision making and the construction of a sustainable future.

Competences

1. Specific Competencies

E5-To know the processes of interaction and communication in the class and the centre, and approaching possible problems properly.

E6-To know and apply resources and strategies of information, tutoring and academic and professional orientation.

E7-To participate in the definition of the educative project and the general activities of the centre, taking into account how to improve its quality, attention to diversity and problems regarding the learning process and the coexistence.

E8-To meet the historic evolution of the educative system.

E9-To study and promote actions of emotion education, education in values and citizen's formation linked to the curriculum of Secondary Education.

Generic Competencies

- G4- To be able to organize and plan.
- G7- Ethic compromise.
- G9- Problem solving.

Subject contents

- The organization of the educative system at a secondary school level: organisation and management.
- Laws and decrees regarding the secondary level education.
- Programmes and resources to support education.
- Attention to diversity in the class of secondary education.
- The tutorial action as a shared responsibility.
- Objectives and function of the tutoring: students, families and teachers.
- Resources and strategies for the academic, personal and professional orientation.
- The Coexistence Centre's Project and the Tutorial Action Plan.

Methodology

The ECTS will be distributed among both, the work that the student will develop autonomously and the work that will be done in class. During the sessions where the students must attend, motivating resources will be employed in order to make the student feel as the protagonist of its own learning process. Basic materials will be uploaded to the Campus Virtual.

Development plan

SESSION	OBJECTIVES AND LEARNING CONTENTS	PROFESSOR'S TASKS Gemma Filella	STUDENTS TASKS	EVALUATION
4 October	<ul style="list-style-type: none"> -Knowing the organization and management of a Secondary Education centre. -Laws and decrees regarding the secondary level education. 	<ul style="list-style-type: none"> Presentation of the subject Theoretical contents Group dynamic: Exposition of situations about the functions of the tutor 	<ul style="list-style-type: none"> Texts reading about the organization and management of a Secondary Education centre. Answer 25 questions (multiple choice) about the texts (material provided). 	Evaluation 2

11 October–	<ul style="list-style-type: none"> -Getting to know the Coexistence Project and the Tutorial Action Plan. -Knowing the functions of the tutor in a Secondary Education centre. The tutoring as a shared responsibility. -Designing and developing learning venues, taking into consideration equity, emotional education, values, parity and opportunities among men and women, citizen's formation and respect for the human rights, which enhance a proper quality of life in society, decision making and the construction of a sustainable future. 	<p>Theoretical class Tutor workshop (English speciality) Carme Guasch (INS Gili i Gaya Lleida)</p>	<p>Making questions</p>	<p>Evidence 2</p>
18 October	<ul style="list-style-type: none"> -Learning about how to implement an intervention with the families: informing and giving advise to families about the learning process and about the personal, academic and professional orientation of their children. 	<p>Theoretical class Role playing: Interviews with families</p>	<p>Prepare an interview with the families.</p>	<p>Evidence 2</p>
25 October	<ul style="list-style-type: none"> -Learning how to do an individual orientation of the students. -Getting to know the possible interventions when disruptive behaviour appears. -Learning the formula "Carinyo+Limits" 	<p>Conduct activity</p>	<p>Group dynamic. Elaboration of a protocol of disruptive behaviour with the help of the article. Article 1</p>	<p>Evidence 1</p>
8 November	<ul style="list-style-type: none"> - Learning how to orientate the class. - Tutorial Action Plan. 	<p>Explain and practise the contents of the emotional education and education in values Prevention of bullying</p>	<p>Computer game Happy 12-16</p>	<p>Evidence 1</p>
29 November	<ul style="list-style-type: none"> -Pooling the different resources to meet diversity in the centres that have been observed during the traineeship. -Attention to diversity. 	<p>Conduct activity and make conclusions.</p>	<p>Individual explanation or in groups in the centres</p>	<p>Evidence 2</p>

Evaluation

IMPORTANT

THE PRESENTATION OF THE ACTIVITIES WILL ALWAYS BE VIA CAMPUS VIRTUAL SAKAI, IN THE ACTIVITY SPACE ESPECIALLY DESIGNED FOR IT. PROJECTS THAT ARE NOT IN THIS VIRTUAL SPACE WON'T BE ACCEPTED. ALL PROJECTS WILL HAVE TO BE DELIVERED ON-LINE AND THE FILE WILL BE IDENTIFIED WITH THE NAME AND SURNAME OF THE AUTHOR. Projects that are not original will not be admitted: references and bibliography have to be used as a base and not literally copied, moreover it must be properly referenced.

Description of Evidence 1:

Synthesis report about the different aspects that appear in the play Learning how to Coexist. This synthesis will be centred in the educative variables related with the contents of the subject.

Competencies that will be examined:

E5-To know the processes of interaction and communication in the class and the centre, and approaching possible problems properly.

E6-To know and apply resources and strategies of information, tutoring and academic and professional orientation.

E7-To participate in the definition of the educative project and the general activities of the centre, taking into account how to improve its quality, attention to diversity and problems regarding the learning process and the coexistence.

E9-To study and promote actions of emotion education, education in values and citizen's formation linked to the curriculum of Secondary Education.

G7- Ethic compromise.

G9- Problem solving.

Rating: 40%

Deadline: 13 December 2017 (Sakai).

Projects delivered after this day will not be accepted.

Indicators and criteria of evaluation of Evidence 1:

Students will have a list of the evaluation indicators in Sakai. The indicators will be related to the following aspects:

- a. Description of the 10 reflections
- b. Usage of a professional language
- c. Justification and argumentation of all the remarks and descriptions with concrete examples
- d. Theoretical-practical argumentation

Description of Evidence 2:

Written examination that will be conducted in class. Students will be asked to analyse, think about and summarize a practical situation. To do this test, students will have to significantly use the contents of the subject.

Competencies that will be examined:

E6-To know and apply resources and strategies of information, tutoring and academic and professional orientation.

E8-To meet the historic evolution of the educative system.

E9-To study and promote actions of emotion education, education in values and citizen's formation linked to the curriculum of Secondary Education.

G4- To be able to organize and plan.

Rating: 50%

Deadline: 22 december 2017 from 9h. to 13,30h (on-site).

Indicators and criteria of evaluation of Evidence 2:

Students will have a list of the evaluation indicators in Sakai. Indicators will include the 5 following aspects:

- a. Identification and analysis of the key aspects for the learning of the adolescents in a pilot situation
- b. Clear and proper exposition of the main ideas
- c. Justification and argumentation of the ideas and remarks (theoretical and practical)
- d. Writing of argued conclusions from the theoretical contents studied in the subject.
- e. Usage of a technical and specialized vocabulary.

Bibliography

Barreiro, H. i Terrón, A. (2005). *La institución escolar: una creación del estado moderno*. Barcelona: Octaedro

Bisquerra, R. (2009). *Psicopedagogía de las emociones*. Madrid: Síntesis.

Bisquerra, R., Pérez, N. (2007). Las Competencias emocionales. *Educación XXI*,10, 61-22.

Cabrera D, Funes, J. i Brullet, C. (2004): *Alumnado, familias y sistema educativo*. Barcelona: Octaedro

Cano, E. (2005). *Com millorar les competències dels docents*. Barcelona: Graó

Enguita, M. i altres (2008). *Repensando la organización escolar: crisis de legitimidad y Nuevos desarrollos*. Madrid: Akal

Escudero, J.M. (2005): *Sistema educativo y democracia*. Barcelona: Octaedro

Filella, G.,(2014). *Aprender a convivir*. Barcelona: Barcanova.

Gallego, S. i Riart, J. (Coords.). (2006). *La tutoría i la orientación en el siglo XXI: Nuevas perspectivas*. Barcelona: Octaedro

Imbernon, F. (Coord.). (2010). *Procesos y contextos educativos: Enseñar en las Instituciones educativas de secundaria*. Barcelona: Graó.

Marin, R.(1982). *Principios de la educación contemporánea*, Madrid, Rialp.

Pujolàs, P. (2002). *Aprender juntos alumnos diferentes. Els equips d'aprenentatge cooperatiu a l'aula*. Vic:Eumo

Riart Vendrell, J (coord). (2007). *Manual de Tutoría y Orientación en la Diversidad*. Madrid: Pirámide.

Rosario, R. (2003). *La violencia escolar. Estrategias de prevención*. Barcelona: Graó

Rovira, M. (2000). *El tratamiento de la agresividad en los centros educativos: propuesta de acción tutorial*. Barcelona: ICE de la UAB

Sarramona, J(2008)*Qui té raó? El permanent debat dialèctic en educació.*, Barcelona, Cossetània Edicions

Segura, M. (2005): Enseñar a convivir no es tan difícil. Para quienes no saben qué hacer con sus hijos o con sus alumnos. Bilbao: Desclée de Brouwer

Vaello, j. (2007). *Cómo dar clase a los que no quieren*. Santillana: Madrid