



DEGREE CURRICULUM  
**EDUCATIONAL PROCESSES AND  
CONTEXTS**

Coordination: FILELLA GUIU, GEMMA

Academic year 2023-24

## Subject's general information

<b>Subject name</b>	EDUCATIONAL PROCESSES AND CONTEXTS			
<b>Code</b>	14301			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Master's Degree in Psychopedagogy		COMPLEMENTARY TRAINING	Attendance-based
	Master's Degree in Secondary Education Teacher, Training and Language Teaching	1	COMPULSORY	Blended learning
<b>Course number of credits (ECTS)</b>	5			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	1		4
	<b>Number of groups</b>	4		4
<b>Coordination</b>	FILELLA GUIU, GEMMA			
<b>Department</b>	EDUCATION SCIENCES			
<b>Teaching load distribution between lectures and independent student work</b>	50 hours (60% presencial and 40% online asíncron)			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	Català			
<b>Distribution of credits</b>	4 theoretical credits of the subject 1 practical credit PROFESSOR'S EMAIL: Campus Virtual Platform			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
FILELLA GUIU, GEMMA	gemma.filella@udl.cat	10	
JOVE MONCLUS, GLORIA	gloria.jove@udl.cat	10	

## 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 advice 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 course will take place in a semi-presently modality.

For each of the groups of students in the master's degree, the course will take place over a period of three school weeks (check the master's calendar to find out when the course will be taken depending on the group in which it is enrolled). During the three weeks, students will take a single subject from the generic module. This fact will allow students to focus and deepen the study on the contents of one of the three generic subjects.

The subject promotes the role of the student in his learning process. To do this, large group activities, small group guided work activities and individual autonomous work activities are designed.

The scheme of work and teaching methodology during the three school weeks will be as follows:

### A) PRESENTIAL CLASSES

Three days from 9 a.m. to 2 p.m.

Attendance is compulsory.

The methodology during the presently classes will be eminently active and participatory. In these presently sessions, activities such as the following three will be carried out:

- e) Peer learning - Group work, critical discussion of subject content in small groups, group work dynamics
- ii) Learning through interaction with teachers - Large group activities, such as: Large group discussions, presentation of work by small groups and presentation of content in a large group.
- iii) Individual and group assessment activities.

The subject will have two main thematic axes: On the one hand, the topic of the functions of the tutor and the improvement of coexistence will be addressed, and on the other, how we convert teachers capable of educating in the heterogeneous educational contexts of the 21st century, emphasizing the Organizational and methodological strategies that allow us to be reflective, creative, critical and inclusive teachers.

## Development plan

SESSIÓ	OBJECTIUS I CONTINGUTS D'APRENENTATGE	TASQUES DE L'ALUMNE	AVALUACIÓ
Setmanes 1,5	<ul style="list-style-type: none"> <li>• Presentar l'assignatura.</li> <li>• Conèixer l'organització i gestió d'un centre d'Educació Secundària</li> <li>• Introduir l'Atenció a la diversitat</li> <li>• Currículum i Contextos d'aprenentatge</li> <li>• Dissenyar i desenvolupar espais d'aprenentatge amb especial atenció a l'equitat, l'educació emocional i en valors, la igualtat de drets i oportunitats entre homes i dones, la formació ciutadana i el respecte dels drets humans que facilitin la vida en societat, la presa de decisions i la construcció d'un futur sostenible.</li> </ul>	<p>Lectura textos sobre l'organització i gestió d'un centre d'Educació Secundària i Atenció a la diversitat.</p> <p>Visita Museu.</p>	Evidència 1
Setmanes 1,5	<p>-Conèixer les funcions del tutor en un centre d'Educació Secundària. La tutoria com a responsabilitat compartida.</p> <p>-Marc teòric de l'Orientació i la tutoria en l'educació Secundària.</p> <p>-Aprendre com dur a terme la intervenció amb les famílies: Informar i assessorar les famílies sobre el procés d'ensenyament i aprenentatge i sobre l'orientació personal, acadèmica i professional dels seus fills.</p> <p>Aprendre a dur a terme l'orientació individual de l'alumnat.</p> <p>-Conèixer les possibles actuacions davant de les conductes disruptives de l'alumnat.</p> <p>Aprendre la fórmula de Carinyo+Límits.</p> <p>-Aprendre a orientar al grup classe.</p> <p>Projecte convivència i Pla d'Acció Tutorial</p> <p>Conèixer el Video-joc Happy 12-16</p> <p>-Bullying</p>	<p>Activitats pràctiques presencials: Casos pràctics: gestió d'aula a educació secundària a través de Realitat Virtual (projecte Didascalia Virtual Classroom)</p> <p>Entrevistes amb les famílies</p> <p>Reunions d'inici de curs famílies</p> <p>Elaboració d'un instrument per recollir informació sobre el clima de l'aula</p> <p>Activitat "Cariño+Límits"</p> <p>Anàlisi/elaboració d'esquemes de plans d'acció tutorial</p> <p>Videojoc Happy 12-16</p> <p>Video Tutoria entre Iguals (TEI)</p> <p>Video i unitat didàctica Bullying Dance i Solution Team</p> <p>Dilema moral</p> <p>e</p>	Evidència 2 i 3

## Evaluation

### IMPORTANT

THE DELIVERY OF THE ACTIVITIES WILL BE MADE VIA THE VIRTUAL SAKAI CAMPUS AND TO THE ACTIVITIES SECTION. NO JOBS WILL BE ADMITTED OUTSIDE THIS SECTION OF SAKAI. ALL THE PAPERS MUST BE DELIVERED VIA ONLINE AND THE FILE WILL BE IDENTIFIED WITH THE NAME AND SURNAME OF THE AUTHOR. Exercises that are not self-prepared will not be accepted: the reference bibliography, both published by traditional methods and accessible via the internet, must serve as a basis and not be copied literally, and must also be punctually and conveniently referenced.

The evaluation of the subject will be continuous, it will focus on the acquisition of the competences and it will consist of the attendance to the face-to-face classes (minimum 80%) and the presentation of 3 evidences. Each evidence has a different weight in the calculation of the final grade. The final grade will be the sum of the grade obtained in each of the three pieces of evidence. To be able to do this sum, it is necessary that the student present the three evidences, obtain a minimum grade in each of 50% and a minimum of 80% of the synchronous classroom and virtual classes.

In addition, the student is asked to enter a statement on the cover of each evidence that ensures the originality of the evidence presented, as an example the following phrase can be entered:

All information and ideas in the evidence are original and have not been copied literally from any other resource. Ideas and information constructed from others have been cited.

In case of plagiarism, the "STANDARD OF THE ASSESSMENT AND QUALIFICATION OF TEACHING IN THE DEGREES AND MASTERS AT THE UdL" will apply

## Description of the evidence1: Re-design of an interdisciplinary project

Re-design of an interdisciplinary project. Throughout the generic module of the student body, they will reflect on some elements of the project and make a redesign that implies an improvement or an extension of the project. Specifically, from the subject processes and contexts students will re-elaborate the project based on the methodology it develops, emphasizing and becoming aware of how encounters with theoretical-conceptual frameworks and artistic and cultural references allow us to specify different educational practices.

The work will be presented in writing and there will also be an oral synthesis. ICT must be used to carry out the oral síntesis

Competence:

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.

G4- To be able to organize and plan.

G7- Ethic compromise.

G9- Problem solving.

Score: 40%

Maximum delivery date: The written work must be delivered as the maximum date on the last day of the subject to sakai - this date will be communicated at the beginning of the subject. Papers will not be accepted after this date.

Indicators and criteria for evaluating evidence 1:

Students will have a list of indicators of valuation to sakai. The indicators will revolve around the following 6 aspects:

- a) Correct formal aspects in the written presentation of the work.
- b) Argumentation of the re-designed educational characteristics of the project. Clear and orderly presentation of ideas.
- c) The educational characteristics of the project are clearly exemplified with specific teaching-learning activities.
- d) Adequate description of key project activities.
- e) Present conclusions.
- f) Use of a technical and specialized vocabulary.

Recovery: Students who do not exceed 50% of the grade and, after the corresponding feedback, will have the right to retrieve the evidence and deliver it on January 12, 2021 and the maximum grade will be 5.

## Evidence Description 2: Individual Reflection

Students will answer some questions from reading a text.

Competences to evaluate:

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

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.

Score: 20% It is mandatory to present.

Maximum delivery date: The written work must be delivered as the maximum date on the last day of the subject to sakai - this date will be communicated at the beginning of the subject. Papers will not be accepted after this date.

Indicators and criteria for evaluating evidence 2:

The indicators will revolve around the following aspects:

- g) Clear and orderly presentation of ideas.
- h) Use of technical and specialized vocabulary
- e) Relate theoretical and practical framework

## Evidence Description 3: Written Evidence

Written test that will be done in person and that students will be asked to analyze, reflect and synthesize a practical situation. To take this test, students must make significant use of the contents of the subject.

Competences to evaluate:

E6- Know and apply resources and information strategies, tutoring and academic and professional orientation.

E9-Study and promote actions of emotional education, in values and citizen training linked to the secondary education curriculum.

G4- To be able to organize and plan.

Score: 40%

Date: It will be done in person on the last day of the subject.

Indicators and criteria for evaluating evidence 3:

Students will have a list of indicators of valuation to sakai. The indicators will revolve around the following 5 aspects:

- a) Identification and analysis of key aspects for adolescent learning in the practical situation
- b) Clear and orderly exposition of the main ideas
- c) Justification and argumentation of ideas and statements (theoretical and practical)
- d) Writing some conclusions argued from the theoretical content worked on in the course.
- e) Use of technical and specialized vocabulary

Recovery: Students who do not exceed the grade of 5 and, after the corresponding feedback, will have the right to retrieve the evidence with an equivalent written test and the maximum grade will be 5.

ALTERNATIVE ASSESSMENT: For students who cannot continue the subject on an ongoing basis, an alternative assessment is planned that will consist of 2 individual assignments, in order to check whether the student has acquired the skills of Educational Processes and Contexts.

## 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

Blasco, P.y Pérez Boullosa, A. (2017). Orientación y Acción Tutorial en contextos educativos.De la teoría a la práctica. Nau Llibres

Bolognesi, S. y Bukhalovskaya, A. (2022). Acoso escolar en la red: ciberacoso. Datos, prevención e intervención. *Étic@net*, 22(2), 216–240. <https://doi.org/10.30827/eticanet.v22i2.23791>

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

Cortés-Pascual, A. (2022). El reconocimiento de la persona: Orientación, convivencia y educación emocional, en N. Pérez y E. López (Coords.). *Retos para el bienestar social y emocional*. Wolters Kluwer

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). *Aprende a conviure*. Barcelona: Barcanova.

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

Giráldez, A. y Prince, E.S. (2017). *Habilidades para la vida. Aprender a ser y aprender a convivir en la escuela*. Barcelona: Editorial SM.

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

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

Pujolàs, P. (2002). *Aprende junts alumnes diferents. Els equips d'aprenentatge cooperatiu a l'aula*. Vic:Eumo

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

