

| Degree                    | Type | Year | Semester |
|---------------------------|------|------|----------|
| 2500261 Education Studies | OT   | 4    | 0        |

## Contact

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## Use of languages

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

## Prerequisites

none

## Objectives and Contextualisation

This subject, optional in 4th. grade aims at framing the ethical dimension of the profession and also the importance of lifelong professional development. To do so, it covers the deontological dimensions as a regulatory framework of the professional activity and the possibilities of developing this professional action throughout lifelong training. It considers also the importance of innovation and updating the professional competencies.

## Skills

- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Analyse and recognize ones own socio-emotional skills (in terms of strengths, potentials and weaknesses) to develop those necessary for work and professional development.
- Apply and coordinate personal, social and cultural development programs of an educational and training nature in face-to-face and virtual form.
- Critically analyse personal work and use resources for professional development.
- Develop strategies for autonomous learning.
- Manage information related to the professional environment for decision-making and reporting.

## Learning outcomes

1. Achieve self-set learning goals.
2. Analyse a virtual social development program.
3. Apply self-concept and emotion tests
4. Debate the ethical principles of the profession.
5. Examine resources for professional development.
6. Managing databases of professional information.
7. Practicing decision-making in simulated job creation situations.
8. Understand personal development programs.

## Content

### PART 1

- 1.- Professional development and professional challenges in pedagogy.
- 1.1 Change factors on the profession: structural and conjuntural factors.
- 1.2. Competencies facing changes
- 1.3. Professional development projects: planning and executing
- 1.4.- Sources and resources for professional development

### PART 2

- 2.- Professional development as surpassing oneself.
- 2.1.- Socioemotional development of educators. Professional wellbeing.
- 2.2.- Working with attitudes. Preventing burnout. Acquiring a grateful professional sense.
- 3.- Deontological dimension of the pedagogical profession.
- 3.1.- Deontological principles. Impact and limits.
- 3.2.- Making deontological codes for specific contexts.
- 4.- Ethical and pedagogical dimensions of the professionals of education.
- 4.1.- Ethical compromise of educators.
- 4.2.- Ethical principles to face educational dilemmas in complex times.

## Methodology

The agent of the learning process is the student. Therefore the methodology has been planned accordingly, as shown in the table below.

## Activities

| Title  | Hours | ECTS | Learning outcomes |
|--|-------|------|-------------------|
| <b>Type: Directed</b>                              |       |      |                   |
| Teaching sessions on basic issues of the syllabus. | 45    | 1.8  | 2                 |
| <b>Type: Supervised</b>                            |       |      |                   |
| Assignments  | 30    | 1.2  | 5                 |
| <b>Type: Autonomous</b>                            |       |      |                   |
| Selfdirected work                                  | 65    | 2.6  | 1                 |

## Evaluation

Assessment and evaluation will be developed throughout the course with the activities shown in the table below. Class attendance is compulsory (minimum 80%). The final mark will be the result of considering the two parts of content activities. The mean will be calculated only if each assignment is qualified with a 4 out of 10 or more. Pass will be considered from a 5 upwards.

Presenting a single assignment enables to have a "non presented" as a final mark.

L'assistència a classe és obligatòria: l'estudiant ha d'assistir a un mínim d'un 80% de classes, en cas contrari es considerarà no presentat. Assignments will be evaluated within the next 15 days from delivery. Copying any assignment or exercise will lead to obtain a "zero" as a final mark of the subject.

## Evaluation activities

| Title  | Weighting | Hours | ECTS | Learning outcomes      |
|--|-----------|-------|------|------------------------|
| PART 1: Assignments and cases evaluation                 | 30        | 3     | 0.12 | 1, 2, 3, 8, 4, 5, 6, 7 |
| PART 1: Examination                                      | 20        | 2     | 0.08 | 1, 8, 4                |
| PART 2: Assignments practical cases and class activities | 30        | 3     | 0.12 | 1, 8                   |
| PART 2: Examination                                      | 20        | 2     | 0.08 | 1, 2                   |

## Bibliography

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Johnson, T. (2005). *Mujeres al poder : una guía para el desarrollo profesional*. Barcelona : Gestión 2000.

Rodríguez Moreno, M. L. (2010). *Desarrollo de competencias : teoría y práctica : balance, proyecto profesional y aprendizaje basado en el trabajo*. Barcelona, Laertes, 2010.

Van Manen, M. (2006). *El tono en la enseñanza*. Barcelona, Paidós.