

Degree	Type	Year	Semester
2500260 Social Education	OB	1	2
2500261 Education Studies	OB	1	2

Contact

Name: Antoni Navío Gámez
Email: Antoni.Navio@uab.cat

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

Teachers

Carme Rufz Bueno
Roberto Cejas León

Prerequisites

The basis of teaching and learning process is configured during the first year. Highlights the importance of the subject Theory and History of Education because it provides understanding of the teaching and learning process.

Objectives and Contextualisation

- 1) To analyze aspects that take part of the educational and institutional realities in formal and non-formal educational contexts
- 2) Analyze educational and training needs to design teaching and learning processes.
- 3) To design, develop and assess processes, projects, programs and activities to take part in educational and training contexts.
- 4) To analyze, from a critical point of view, proposals and alternatives of the profession.
- 5) To base educational practice on the principles that govern the process of teaching and learning from the perspective of General Didactics.

Skills

Social Education

- Design evaluation plans and processes in accordance with different purposes, techniques and instruments, moments and perspectives of educational evaluation.
- Develop strategies for autonomous learning.
- In an articulated manner, design plans, programs, projects, activities and tasks in various socio educational contexts.

- Use ICT to learn, communicate and collaborate in educational contexts.
- Work in teams and with teams (in the same field or interdisciplinary).

Education Studies

- Design plans, programs, projects, activities and resources adapted to the education and training contexts, in the face-to-face and virtual forms.
- Develop strategies for autonomous learning.
- Diagnose peoples development needs and possibilities to support the development of educational and training activities.
- Evaluate teaching-learning processes and education agents.
- Incorporate information and communications technology to learn, communicate and share in educational contexts
- Work in teams and with teams (in the same field or interdisciplinary).

Learning outcomes

1. Analyse the characteristics of learning groups.
2. Deliver proposed activities on time and in the right way.
3. Design projects and actions adapted to the education environment and the recipients thereof.
4. Develop learning assessment devices specifying all components (object, instruments, agents, moments).
5. Form teams that are capable of carrying out activities effectively
6. Form teams that are capable of carrying out activities effectively both in person and remotely in different ways.
7. Organising the work in a structured way in terms of the demands.
8. Using ICTs in designing, developing and drawing up practical work.
9. Using virtual platforms as a communication and management tool for directed and supervised activities.

Content

I. Substantiation of Teaching and Learning Process (1 ECTS)

- The Didactic point of view of teaching and learning process: analysis of the "didactic act" taking into account the different components that are involved: teaching, learning, instruction and training; and from the variables involved: nuclear and contextual.

II. Programming Teaching and Learning Process (3 ECTS)

- The design of plans, programs and projects: conceptualization and features, models of planning and design, curricular specification and contextualization.
- Elements of didactics and curricular programming: students, aims, contents, methodological strategies, resources.

III. Teaching and Learning Process (2 ECTS)

- Principles of assessment: concept and dimensions.
- Planning the evaluation of teaching-learning process.
- Instruments and evaluation techniques.

Methodology

CLASS GROUP

Allow the presentation of content and the active participation of all. Although it is an activity carried out by the teacher. Obviously, it should be considered the active participation of students, especially sharing the learning achievements or those who are being achieved. In this moment is when the practical activities that will form part of the subject and to be developed individually or in groups are presented.

SEMINARS

Allow to work in medium-sized groups (25 people approx.) To reinforce individual work and small group work (5 persons approx.). It is also adequate space for discussion and to customize, without losing reference to group learning.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Assessment	0	0	1, 6, 3, 4, 2, 7, 9, 8
Class Group	30	1.2	1, 3, 4, 7, 9
Seminars	15	0.6	1, 3, 4, 2, 7, 9, 8
Type: Supervised			
Group and Individual Supervision	30	1.2	1, 6, 3, 4, 2, 7, 9, 8
Type: Autonomous			
Study, Readings, etc.	75	3	1, 6, 3, 4, 2, 7, 9, 8

Evaluation

PRACTICAL TASKS

5 group practical activities realization. They will be delivered within the time limits according to the subject schedule. The answer to deliveries will be made within a maximum period of two weeks.

EXAMS

Realization of two individual examns. If the exams are failed (less than 5 rating) or not presented, it will enable a specific day at the end of the period to make appropriate treatment. Can not be recovered examinations if the student has not been submitted to any of the planned evaluations. The test scores will be reported within a maximum period of 15 days after its completion.

INSTRUCTIONAL DESIGN

Practical group work task realization. The rating will be communicated within a maximum period of 15 days.

GENERAL FEATURES

It is an indispensable condition to overcome all the assessment tests (practical, exams and instructional design) with a rating equal to or greater than 5 to pass the course

Overcoming the subject is a class attendance 80% minimum. In case plagiarism is detected, the mark of the subject will be FAILED.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Exams	60%	0	0	1, 6, 3, 4, 2, 7, 9, 8

Instructional Design	25%	0	0	1, 6, 3, 4, 2, 7, 9, 8
Practical Tasks	15%	0	0	1, 6, 5, 3, 4, 2, 7, 9, 8

Bibliography

- BOLÍVAR, A. (2008): Didáctica y Currículum: de la modernidad a la postmodernidad. Ediciones Aljibe: Archidona
- CABRERA, F. A. (2000): Evaluación de la formación. Editorial Síntesis: Madrid.
- MEDINA, A. ; SALVADOR, F. (Coord.) (2009): Didáctica General. Pearso-UNED: Madrid.
- NAVARRO, R. (Coord.) (2007): Didáctica y Currículum para el desarrollo de competencias. Dykinson: Madrid.
- RODRÍGUEZ ROJO, M. (Coord.) (2002): Didáctica General. Qué y cómo enseñar en la sociedad de la información. Biblioteca Nueva: Madrid.
- SALVADOR MATA, F.; RODRÍGUEZ DIÉGUEZ, J.L.; BOLÍVAR, A. (Dtores.) (2004): Diccionario enciclopédico de Didáctica. Ediciones Aljibe: Archidona (2 volúmenes).
- SÁNCHEZ HUETE, J. C. (Coord) (2008): Compendio de Didáctica General. Editorial CCS: Madrid.
- SEVILLANO, M.L. (2004): Didáctica en el siglo XXI. Ejes en el aprendizaje y enseñanza de calidad. McGraw-Hill: Madrid.
- TEJADA, J. (2005): Didáctica-Currículum. Diseño, desarrollo y evaluación curricular. Davinci: Barcelona.
- TEJADA, J.; GIMÉNEZ, V. (Coords.) (2006): Formación de Formadores. Escenario aula. Thomson: Madrid.
- TORRE, S. (1993): Didáctica y Currículum. Bases y componentes del proceso formativo. Dykinson: Madrid.