

Teaching Strategies for Adult Training

Code: 101659
ECTS Credits: 6

Degree	Type	Year	Semester
2500260 Social Education	OT	3	2
2500260 Social Education	OT	4	0
2500261 Education Studies	OT	4	0
2500798 Primary Education	OT	4	0

Contact

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Use of languages

Principal working language: spanish (spa)

Some groups entirely in English: No

Some groups entirely in Catalan: No

Some groups entirely in Spanish: Yes

Prerequisites

It is recommended to have completed the subject "The teaching-learning process"

Objectives and Contextualisation

The teaching strategies for the training of adults are framed within a more general process that is specifically located in the teaching and learning processes, determining, from the differential education, the axes of action in training programs keep on. The objectives are the following:

Understand the characteristics that determine the adaptation of the teaching-learning process to adults.

Analyze the ways of didactic action in relation to adults.

Analyze the didactic strategies adapted to the E-A process for adults

Skills

Social Education

- Accompany people in their processes of growth and emancipation.
- Contextualize educational action based on the different theoretical paradigms that have developed in science and education in accordance with the socio-historical context of individuals, groups and institutions.
- Develop strategies for autonomous learning.
- Generate innovative and competitive proposals in research and professional activity.
- In an articulated manner, design plans, programs, projects, activities and tasks in various socio educational contexts.
- Maintain a respectful attitude to the environment (natural, social and cultural) to promote values, behaviour and sustainable practices that address gender equality, equity and respect for human rights.
- Master the theoretical and applied knowledge of Educational Sciences to develop the capacity for analysis and observation of the social and educational reality.

- Participate in the theoretical debates that affect the profession and affect different policy areas.
- Promote autonomy among participants and seek a balance between roles as advisor, facilitator and promoter of socio-educational dynamics.
- Recognize and evaluate the social reality and the interrelation between factors involved as necessary anticipation of action.
- 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 group encouragement strategies and techniques to promote participation and learning in training and educational situations.
- Develop strategies for autonomous learning.
- Incorporate information and communications technology to learn, communicate and share in educational contexts
- Understand the processes that occur in educational and training activities and their impact on learning.

Primary Education

- Design, plan and evaluate education and learning processes, both individually and in collaboration with other teachers and professionals at the centre.
- Develop autonomous learning strategies.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Know the processes of interaction and communication in the classroom.

Learning outcomes

1. Acquire criteria and resources to advise and intervene at the primary education stage.
2. Analyse and apply the contributions of history, geography and social science to the teaching of human rights.
3. Analyse the biosociological peculiarities of adults that determine specific teaching strategies.
4. Analyse the psychosocial peculiarities of adults that influence specific teaching strategies.
5. Analyse the psychosocial peculiarities of adults that influence the objectives and methods of adult education programs.
6. Be open to signs of aesthetic, social and cultural changes that make it possible to avoid aesthetic or didactic stereotypes.
7. Contextualize social and educational action in accordance with different models and theories of adult education.
8. Critically analyse and incorporate the most relevant issues of today's society affecting education: social and educational impact of audiovisual languages and screens.
9. Deliver proposed activities on time and in the right way.
10. Demonstrate a capacity for teamwork, individual and collective commitment to the task to be done.
11. Demonstrate an understanding of the evolution of the educational implications of information and communications technologies to learn about and apply the same to the classroom.
12. Demonstrate the necessary knowledge about didactics and the principles of programming and planning in Adult Education.
13. Demonstrate theoretical, philosophical, psychological and sociological, applied and didactic knowledge of Adult Education.
14. Design and apply plans, programs, projects, activities and tasks in different socio-educational contexts of vocational training.
15. Develop strategies to foster resilience processes.
16. Encourage independent learning as a facilitator of learning.
17. Establish the methodological principles and basis of teaching and learning processes in adult education.
18. Identify learning needs of the adult population in the information society.
19. Incorporate information technology and communication in the teaching-learning process, to communicate and collaborate in educational and training contexts.

20. Linking the different socio-educational models and theories in various practices, educational and training actions encompassed within a given context.
21. Maintain a radical and critical attitude towards enforcement situations of inequality due to poverty, gender, ethnicity and / or origin and sexual orientation and proceed to analysis, reporting and processing of the same inequalities in opportunities.
22. Manage information on adult education for decision-making.
23. Organising the work in a structured way in terms of the demands.
24. Participate in seminars, workshops, conferences and symposiums.
25. Produce specific teaching materials and adapt them to the different modes and supports: Face-to-face and virtual.
26. Produce teaching materials and resources for specific groups of adults.
27. Understand, analyse and apply models and methods for learning a second language among adults.
28. Understand, analyse and apply models and methods of adult literacy.
29. Understand and apply effective and efficient innovative experiences to facilitate learning processes and knowledge construction among pupils.
30. Understand educational legislation and policies in adult education.
31. Understand the models and systems of adult education.
32. Understand the theories and models of adult learning.
33. Using cooperative, interactive and autonomous learning techniques.

Content

The differential didactics in relation to adults

Approaches and models in the education of adults.

The didactic relationship in the education of adults. Motivation and learning.

Educational strategies and adult education.

The forms of action in adult education and guidance for learning.

Methodology

The student in the process of teaching learning is the student and it is under this premise that the methodology of the subject was modeled as shown in the table below:

Activity	Hours	Methodology
Face to face with a large group	30	Exhibitions by the teachers of the contents and basic issues of the syllabus. It is carried out with the whole group class and allows the exhibition of the main contents through an open and active participation on the part of the students.
Seminars	15	Work areas in a group supervised by the teaching staff where, through document analysis, case resolution or various activities, it is deepened in the contents and topics worked in the large group

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Assessment	8	0.32	3, 32, 12, 26, 17, 23
Classroom activity in large group	37	1.48	3, 32, 12, 17
Type: Supervised			
Supervised work	22	0.88	8, 3, 32, 12, 15, 26, 17, 16, 23, 33
Type: Autonomous			
Self-training	75	3	3, 32, 12, 26, 17

Evaluation

The evaluation of the subject will be carried out throughout the academic year through the activities that are shown in the grid of evaluation activities.

In order to pass the subject, each one of the two blocks of assessment activities must be approved. The first block includes the first three units. The second block is the last two.

Class attendance is mandatory: the student must attend a minimum of 80% of classes, otherwise it will be considered not presented.

Students who have successfully followed the course during the course and still have some unfulfilled aspects will be given the opportunity to be able to pass the subject, performing an additional autonomous work or refining any of the activities given or made.

Each case will be studied depending on the situation of each student.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Collection of evidences that show the use of the tasks carried out. They will be reviewed throughout the course.	20% of note	2	0.08	8, 3, 29, 7, 12, 10, 11, 15, 18, 14, 25, 26, 17, 16, 22, 19, 9, 21, 23, 24, 33, 20
Control of the units 1, 2 and 3	30% of the note	2	0.08	2, 8, 3, 5, 4, 28, 27, 31, 30, 32, 7, 13, 12, 10, 11, 18, 17, 16, 22, 19, 21, 33, 20
Control of the units 4 and 5	30% of note	2	0.08	1, 8, 3, 5, 4, 28, 27, 31, 30, 32, 7, 13, 12, 11, 15, 18, 14,

				25, 26, 17, 6, 16, 19, 33
Group work that is being developed throughout the academic year in relation to a specific subject matter to be chosen among the different ones presented by the teaching staff	20% of note	2	0.08	8, 4, 7, 12, 10, 11, 15, 14, 25, 26, 6, 16, 22, 19, 9, 21, 23, 24, 33

Bibliography

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