

Psychopedagogy of Lifelong Learning

Code: 42980
ECTS Credits: 10

Degree	Type	Year	Semester
4313754 Psychopedagogy	OT	0	A

Contact

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Use of languages

Principal working language: catalan (cat)

Teachers

Sonia Fajardo Martínez

Prerequisites

There are none

Objectives and Contextualisation

This module seeks to present a context sufficiently broad enough to access tools and mechanisms in order to transfer the functions of psycho-pedagogy in lifelong learning. This involves two main aspects: 1. Networking online with all stakeholders in the field of psycho-pedagogy and 2. Making an integrated use of digital networks in order to establish synergies and real practices in the globalized world in which we live in order to optimize available resources among the different institutions. Beyond the practical applications, there also exists the need to apply basic theoretical conceptions in order to develop projects with solid theoretical frameworks.

Skills

- Advise teaching professionals on measures for attention to diversity in the organisation and the design, implementation and evaluation of teaching and learning processes.
- Assess the educational psychology needs of pupils, groups and organisations by applying different methodologies, instruments and techniques.
- Continue the learning process, to a large extent autonomously
- Critically analyse one's own work and use resources for professional development.
- Make effective, integrated use of information and communication technologies.
- Manage and engage educational teams to provide an appropriate response to the educational psychology needs of pupils, groups and organisations.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
- Work in and with unidisciplinary or multidisciplinary teams and participate actively as a member of the community.

Learning outcomes

1. Apply the standpoints of social and educational inclusion, identifying its possibilities and limitations in lifelong learning.

2. Continue the learning process, to a large extent autonomously
3. Critically analyse one's own work and use resources for professional development.
4. Design actions that help to engage social and educational teams in schools so as to promote networking between multidisciplinary teams.
5. Design life-project management strategies in dynamic contexts, through collaboration.
6. Develop lifelong learning within the framework of the knowledge society and social and digital inclusion processes.
7. Make effective, integrated use of information and communication technologies.
8. Plan, set up, implement and evaluate guidance and counselling programmes with the aim of optimising personal, academic and professional development processes.
9. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
10. Work in and with unidisciplinary or multidisciplinary teams and participate actively as a member of the community.

Content

The contents to be developed are the following: 1) Psycho-pedagogy with respect to lifelong learning both in academic terms and in the workplace; theories and models of teaching and learning. 2) Management of life projects: Coordination and project management strategies for dynamic life contexts. 3) Life project management: Self-help and lifelong learning. 4) Psycho-pedagogy of learning in the Knowledge Society; educational needs of citizens in the Information Society: new target groups, new profiles, young people, women, minorities; training programs and plans offered for the various groups. 5) Learning and networking within multi-disciplinary teams. Psycho-pedagogy of learning and socio-digital inclusion. 6) Opening and exploring new networks and ways of coordinating psycho-pedagogical action in a dynamic way which is conducive to the creation of new networks and synergies within the field of study so that innovative practices and training can be promoted.

Methodology

The methodology developed in this module will take into account the following training activities: - Exhibitions and multi-media lectures. - Analysis of documents and video material - Classroom practices through case studies and simulations of professional situations. - Work in cooperative groups. - Specialized on-site tutorials in groups or individually - Review of classroom work and exercises. - Recommended bibliography.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Face to face, lecturing	60	2.4	3, 7, 8, 1
Type: Supervised			
Reading analysis	35	1.4	3, 5, 1, 10
Specialized follow-up tutorial	10	0.4	6, 4, 5, 10
Working in cooperative groups	20	0.8	6, 4, 5, 2, 9
Type: Autonomous			
Checking and reading the references given	40	1.6	3, 1
Getting theory and practice done	20	0.8	7, 5, 9
Individual analysis of the readings	40	1.6	3, 7, 5

Evaluation

Continuous assessment for the module will consist of the following criteria: - Attendance and active participation in all sessions (lectures, tutorials, workshops etc.) (10%) - Self-assessment (5%) Submission of reports / assignments (45%) - Theoretical and practical tests (including classroom visits / practical classes) (40%) The completion of all theoretical and practical tests is compulsory in order to pass the course. The definition of "unsatisfactory" for any given component of the course will mean participation in an activity has been insufficient (passing requirements can be found in the syllabus). The results of the evaluation for each theoretical and practical assignment will be published in "campus virtual" within a maximum of one month after completion of the assignment. In order to pass the module all components of the module must be passed. If the student fails the module, the student will have to re-register for the module in the next edition of the master's degree. In that case, the entire module will have to be repeated from scratch. Throughout the evaluation process the student will be informed of his/her progress with respect to assignments that need to be submitted. In accordance with the regulations of the UAB, individual or group plagiarism or copying of any work or written test will be penalized with a zero score ("0") which means the student(s) will forfeit the possibility of repeating the assignment or test in the future (in the case of group plagiarism each student of the group will receive a zero score ("0") for the assignment or test). Attendance at all sessions is compulsory. The student must attend at least 80% of all sessions; otherwise the assessment will correspond to "unsatisfactory".

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Attendance and active participation (readings, discussions)	10%	0	0	6, 4, 7, 8, 5, 1
Self-assessment	5%	0	0	2
Submitting reports	45%	0	0	8, 5, 1
Tests theoretical and practical (submissions in class/visits)	40%	0	0	3, 4, 7, 2, 9, 10

Bibliography

Ivarez Rojo, Víctor; Romero Rodríguez, Soledad (2007) Formación basada en competencias para los profesionales de la orientación (competence-based education and training for guidance professionals) Educación XX1. 10, 2007, pp. 15-37. Universidad de Sevilla. Asensio, Alvarez, Vega, Rodriguez (2012). Las competencias de los profesionales de la Educación hoy: la transformación de la práctica educativa, en García Aretio, L., Sociedad del Conocimiento. Madrid, UNED. Berrocal Berrocal, Francisca; pereda marín, santiago (2001) Formación y gestión del conocimiento. Revista Complutense de Educación Vol. 12 Núm. 2 (2001) 639-656 Broquett, G. Hiemstra, R. (1993) El aprendizaje autodirigido en la educación de adultos. Paidós educador. Barcelona Carme Bosch i Matilde López (2007) Guia metodològica de l'Aprenentatge Servei Cobo Cristóbal; Moravec John (2011) Aprendizaje invisible hacia una nueva ecología de la educación. Publicacions UB. Coll, C. y Monereo, C (Eds.) (2008). Psicología de la educación virtual. Aprender y enseñar con las Tecnologías de la Información y la Comunicación. Madrid, Morata. Comisión de las Comunidades Europeas (2006) Aprendizaje de adultos: Nunca es demasiado tarde para aprender. Disponible en: <http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2006:0614:FIN:ES:PDF> Conferencia de educación, 28 de septiembre de 2010. MEC. Madrid Diálogos», EFORA Revista Electrónica de Educación y Formación Continua de Adultos (<http://campus.usal.es/~efora/indice.htm>) y «Notas». Flecha, R., González, F., Guiu, J., López Palma, F., I Recasens, J.(1993). Estudi sobre l'analfabetisme funcional a Catalunya. Generalitat de Catalunya. Departament de Benestar Social Freire, P (2004). Pedagogía de l'autonomía. Siblo XXI. Sao Paulo. Brasil Garcia Magruga, J.A., Carretero, M. (1985). Lainteligencia en la vida adulta, en Carretero, Palacios, Marchesi, Psicología evolutiva-3. Adolescencia, madurez y senectud. Alianza psicología. Madrid. Gee, James P. (2005). La ideología en los discursos. Madrid, Morata. 4

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