

**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: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: No  
Some groups entirely in Spanish: No

**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

**Competences**

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. Analyse the biosociological peculiarities of adults that determine specific teaching strategies.
2. Analyse the psychosocial peculiarities of adults that influence specific teaching strategies.
3. Analyse the psychosocial peculiarities of adults that influence the objectives and methods of adult education programs.
4. Contextualize social and educational action in accordance with different models and theories of adult education.
5. Critically analyse and incorporate the most relevant issues of today's society affecting education: social and educational impact of audiovisual languages and screens.
6. Deliver proposed activities on time and in the right way.
7. Demonstrate a capacity for teamwork, individual and collective commitment to the task to be done.
8. 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.
9. Demonstrate the necessary knowledge about didactics and the principles of programming and planning in Adult Education.
10. Demonstrate theoretical, philosophical, psychological and sociological, applied and didactic knowledge of Adult Education.
11. Design and apply plans, programs, projects, activities and tasks in different socio-educational contexts of vocational training.
12. Develop strategies to foster resilience processes.
13. Encourage independent learning as a facilitator of learning.
14. Establish the methodological principles and basis of teaching and learning processes in adult education.
15. Identify learning needs of the adult population in the information society.
16. Incorporate information technology and communication in the teaching-learning process, to communicate and collaborate in educational and training contexts.
17. Linking the different socio-educational models and theories in various practices, educational and training actions encompassed within a given context.

18. 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.
19. Manage information on adult education for decision-making.
20. Organising the work in a structured way in terms of the demands.
21. Participate in seminars, workshops, conferences and symposiums.
22. Produce specific teaching materials and adapt them to the different modes and supports: Face-to-face and virtual.
23. Produce teaching materials and resources for specific groups of adults.
24. Understand and apply effective and efficient innovative experiences to facilitate learning processes and knowledge construction among pupils.
25. Understand educational legislation and policies in adult education.
26. Understand the models and systems of adult education.
27. Understand the theories and models of adult learning.
28. Understand, analyse and apply models and methods for learning a second language among adults.
29. Understand, analyse and apply models and methods of adult literacy.
30. 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 methodological approach of the subject starts by focusing the process activity on the student's learning. For this, the student must be responsible, active and autonomous throughout the process, being the teacher's mission to help and guide him in this task.

The teaching staff:

- 1) will orient and/or provide the theoretical reference;
- 2) support and guide the student at all times, guiding for research or providing (as deemed) information, resources, resources, ... necessary to facilitate learning;
- 3) ensure the autonomous learning of the student, proposing different teaching / learning activities, under the principle of methodological multivariance.

All this should facilitate the essential involvement and active participation by the student in their learning process. In this context, tutorials become a fundamental part of the work methodology.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classroom activity in large group. Master classes, practices and activities.	45	1.8	5, 1, 3, 2, 4, 26, 24, 25, 27, 29, 28, 10, 9, 7, 8, 12, 15, 11, 14, 13, 19, 16, 6, 18, 20, 30, 17
Type: Supervised			
Supervised work. Elaboration in group of practices and other activities.	30	1.2	5, 1, 3, 2, 4, 26, 24, 25, 27, 29, 28, 10, 9, 7, 8, 12, 15, 11, 22, 23, 14, 13, 19, 16, 6, 18, 20, 30, 17

Type: Autonomous

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Self-training. Reading of documents, search of information, study and preparation of evaluation tests, etc.	75	3	5, 1, 3, 2, 26, 24, 25, 27, 29, 28, 10, 9, 7, 14, 19, 16, 18, 20, 21, 30, 17
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## Assessment

The evaluation will be carried out throughout the course, through the activities shown in the evaluation activities grid.

The individual exam will be on December 16, 2019. The recovery exam, if necessary and if the ordinary test has been done, will be on January 27, 2020. The grade of the recovery will be a maximum of 5.

The task/block "Design of a training action for adults", if necessary, can be modified and repeated only once (obviously only if the ordinary practice has been done). The maximum recovery grade will be a 5.

The blocks/tasks "development of a formative action for adults" in the classroom and "other classroom activities (evaluations, etc.)" are NOT recoverable.

In order to pass the subject, each one of the 4 blocks of evaluative activities that structure the subject must be approved (minimum of 5) (design of formative action, development of formative action, other activities, examination).

Class attendance is mandatory. The student must reach a minimum of 80% attendance in order to be evaluated, otherwise it will be considered as "not evaluable".

Non-realization, non-presentation, etc. of the assigned activities will be considered as "not evaluable", with the consequences that this implies in the final qualification of the subject.

If copy or plagiarism is detected in work, practices, activities, exams, etc. a 0 will be obtained in the final qualification of the subject (whether it is individual or group, in the latter case all the members of the group will have a 0), not being able to recover.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Design and development of a training action for adults (group work).	50% (30% design + 20% development)	0	0	5, 1, 3, 2, 4, 24, 29, 28, 10, 9, 7, 8, 12, 15, 11, 22, 23, 14, 13, 19, 16, 6, 18, 20, 21, 30, 17
Individual theoretical examination	35%	0	0	1, 3, 2, 26, 25, 27, 29, 28, 10, 9, 7, 14
Other classroom activities (assessments, etc).	15%	0	0	5, 29, 28, 7, 8, 11, 19, 16, 6, 18, 20, 21, 30, 17

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