

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	1
2500261 Education Studies	OT	4	1
2500798 Primary Education	OT	4	0

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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

Other comments on languages

Catalan is the vehicular language, although most of the support materials used, readings, etc. are in Spanish.

Prerequisites

It is recommended to have completed the subject "The teaching-learning process" (GPE-GES) or "Teaching Methods and Curriculum Development" (GEP).

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.
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.

- 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.
- 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.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use ICT to learn, communicate and collaborate in educational contexts.
- Work in teams and with teams (in the same field or interdisciplinary).

Education Studies

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- 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.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Know the processes of interaction and communication in the classroom.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse a situation and identify points for improvement.
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. Contextualize social and educational action in accordance with different models and theories of adult education.
7. Critically analyse and incorporate the most relevant issues of today's society affecting education: social and educational impact of audiovisual languages and screens.

8. Demonstrate a capacity for teamwork, individual and collective commitment to the task to be done.
9. 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.
10. Demonstrate the necessary knowledge about didactics and the principles of programming and planning in Adult Education.
11. Demonstrate theoretical, philosophical, psychological and sociological, applied and didactic knowledge of Adult Education.
12. Design and apply plans, programs, projects, activities and tasks in different socio-educational contexts of vocational training.
13. Develop strategies to foster resilience processes.
14. Encourage independent learning as a facilitator of learning.
15. Establish the methodological principles and basis of teaching and learning processes in adult education.
16. Identify learning needs of the adult population in the information society.
17. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
18. Incorporate information technology and communication in the teaching-learning process, to communicate and collaborate in educational and training contexts.
19. Linking the different socio-educational models and theories in various practices, educational and training actions encompassed within a given context.
20. 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.
21. Manage information on adult education for decision-making.
22. Participate in seminars, workshops, conferences and symposiums.
23. Produce specific teaching materials and adapt them to the different modes and supports: Face-to-face and virtual.
24. Produce teaching materials and resources for specific groups of adults.
25. Propose new experience-based methods or alternative solutions.
26. Propose new methods or well-founded alternative solutions.
27. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
28. Propose projects and actions that incorporate the gender perspective.
29. Understand educational legislation and policies in adult education.
30. Understand the models and systems of adult education.
31. Understand the theories and models of adult learning.
32. Understand, analyse and apply models and methods for learning a second language among adults.
33. Understand, analyse and apply models and methods of adult literacy.
34. 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 search or providing (as deemed) information, 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, academic tutoring become a fundamental part of the work methodology.

Our teaching approach and assessment procedures may be altered if public Health authorities impose new restrictions on public gatherings for COVID-19.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classroom activity in large group. Practices and activities and master class occasionally.	45	1.8	7, 3, 5, 4, 2, 1, 6, 30, 29, 31, 33, 32, 11, 10, 8, 9, 13, 16, 12, 15, 14, 21, 18, 20, 25, 26, 27, 28, 34, 19
Type: Supervised			
Supervised work. Elaboration in group of practices and other activities.	30	1.2	7, 3, 5, 4, 2, 1, 6, 30, 29, 31, 33, 32, 11, 10, 8, 9, 13, 16, 12, 23, 24, 15, 14, 21, 18, 20, 25, 26, 27, 28, 34, 19
Type: Autonomous			
Self-training. Reading of documents, search of information, study and preparation of evaluation tests, etc.	75	3	7, 3, 5, 4, 2, 1, 30, 29, 31, 33, 32, 11, 10, 8, 15, 21, 18, 20, 22, 34, 19

Assessment

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

If this is the case (according to the teacher's choice), the individual exam will be done in the last part of the subject. If necessary and if the ordinary test has been done, the recovery exam can be done after. The grade of the recovery will be a maximum of 5.

If this is the case (according to the teacher's choice), the critical conceptual map will be delivered the second week of November; if necessary, can be modified and repeated only once (obviously only if the ordinary task has been done). The maximum recovery grade will be a 5.

The task/block "Design of a training action for adults" should be aimed at a specific group (variables such as gender, age, social-labor-cultural conditionings, specific educational needs, etc. may be considered), will be delivered in the December-January period. 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 (group assessment, assessments instruments, reflective self-assessment, etc.)" will be developed throughout the course and 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/ critical conceptual map).

Throughout the course, the following will be taken into account for the evaluation of the students:

- their involvement, participation, collaboration, ... in the proposed activities, in the course of the sessions, with the group of colleagues, etc.
- good communicative competence (linguistic correction, fluent and correct expression (oral and written), high comprehension of academic texts, etc), and correct use of sources, notes, textual citations, bibliographic references, etc... following the APA regulations; an activity can be returned (not evaluated) or suspended if the teaching staff considers that it does not meet these requirements.

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.

The methodology and the evaluation can be modified according to the restrictions to the attendance that the health authorities impose.

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	7, 3, 5, 4, 6, 33, 32, 11, 10, 8, 9, 13, 16, 12, 23, 24, 15, 14, 21, 17, 18, 20, 22, 27, 28, 34, 19
Other individual classroom activities (group assessment, assessments instruments, reflective self-assessment, etc.).	15%	0	0	7, 2, 1, 33, 32, 8, 9, 12, 21, 18, 20, 22, 25, 26, 34, 19
Theoretical examination or creation of a conceptual map (critical) of the mandatory reading documents (option according to teaching criteria) (individual)	35%	0	0	3, 5, 4, 30, 29, 31, 33, 32, 11, 10, 8, 15

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Software

No specific software is used.