

Education of Adults

Code: 101673
ECTS Credits: 6

| Degree | Type | Year | Semester |
|--------------------------|------|------|----------|
| 2500260 Social Education | OB | 3 | 2 |

Contact

Name: Sonia Fajardo Martínez
Email: sonia.fajardo@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

Prerequisites

This is a compulsory course of the third year, and it is the base of the Adult Education Itinerary of the fourth year

Objectives and Contextualisation

1. To acquire a theoretical specific and to analyze the context in which the educator will realize his professional activity as well as to attend, to interpret and to value critically the existing relations between the education of the adult persons, the current of a social perspective.
2. To acquire the competitions and specific contents across the subject to obtain the sufficient skills for the development of the profile professional of the educational future and social educator.
3. To analyze and to think about the own professional task and to relate and to link the most relevant social facts with the area social and educational des of a critical and normative perspective.

Competences

- 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.
- 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.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning Outcomes

1. Analyse a situation and identify points for improvement.
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. Demonstrate a capacity for teamwork, individual and collective commitment to the task to be done.
6. Demonstrate the necessary knowledge about didactics and the principles of programming and planning in Adult Education.
7. Demonstrate theoretical, philosophical, psychological and sociological, applied and didactic knowledge of Adult Education.
8. Establish the methodological principles and basis of teaching and learning processes in adult education.
9. Identify learning needs of the adult population in the information society.
10. Identify situations in which a change or improvement is needed.
11. 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.
12. Manage information on adult education for decision-making.
13. Participate in seminars, workshops, conferences and symposiums.
14. Produce specific teaching materials and adapt them to the different modes and supports: Face-to-face and virtual.
15. Produce teaching materials and resources for specific groups of adults.
16. Understand educational legislation and policies in adult education.
17. Understand the models and systems of adult education.
18. Understand the theories and models of adult learning.

Content

1. Historical, philosophical and sociological foundations of the adult education.
2. Theories and models of education and learning of the adult persons.
3. Educational legislation in formation of adult persons. Educational political.
4. Models and systems of adult education: School, environment and social networks.
5. Formative needs of the adult population in the company of the information. New collective, new profiles, young women, women, minorities ...
6. Formative offer: plans and programs of formation of adult education.

Methodology

The protagonist in the process of education learning is the student and is under this premise it is necessary to plan the next methodology: 35 hours whit all group, and 15 hours in format seminar linked in the following blocks of contents.

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

| | | | |
|------------------|----|------|---|
| Seminars | 15 | 0.6 | 3, 2, 4, 17, 16, 18, 7, 6, 9, 14, 15, 8, 12 |
| Work group | 30 | 1.2 | 3, 2, 4, 16, 18, 7, 6, 5, 9, 15, 8, 12, 11, 13 |
| Type: Supervised | | | |
| Evaluation | 8 | 0.32 | 3, 2, 4, 17, 16, 18, 7, 6, 5, 9, 14, 15, 12, 11 |
| Tutorials | 22 | 0.88 | 3, 2, 4, 17, 16, 18, 7, 6, 9, 15, 8 |
| Type: Autonomous | | | |
| Autonomous | 75 | 3 | 3, 2, 4, 17, 16, 18, 6, 9, 14, 15 |

Assessment

The evaluation is continuous. The attendance is mandatory of a minimum of 80 %.

Exam date: 25-05-23, second exam 15-06-2023

Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|--|------------------|-------|------|---|
| Group work. Project training program adults. | 40% | 0 | 0 | 3, 2, 1, 4, 17, 16, 18, 7, 6, 9, 14, 15, 8, 12, 10, 13 |
| Individual work. Written practice | 20% | 0 | 0 | 3, 2, 4, 17, 16, 18, 7 |
| Individual written exam | 40% | 0 | 0 | 3, 2, 1, 4, 17, 16, 18, 7, 6, 5, 9, 14, 15, 8, 12, 10, 11, 13 |
| Second avaluaci? individual | Second avaluaci? | 0 | 0 | 3, 2, 1, 4, 17, 16, 18, 7, 6, 5, 9, 14, 15, 8, 12, 10, 11, 13 |

Bibliography

1. Lesson 1

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2. Lesson 2

Astete, Gladys (2014) ¿Cómo facilitar el desarrollo de competencias? Tesis doctoral. Universitat Autònoma de Barcelona. Barcelona.

Freire, P. (1970) Pedagogía del oprimido. S. XXI. Madrid

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Lesson 3

Coll, C. i Albaigés, B. (2021) L'estat de l'educació a Catalunya. Anuari 2020. Fundació Jaume Bofill. Barcelona. <https://fundaciobofill.cat/uploads/docs/r/q/o/quw-eec20-anuari2020.pdf>

Lesson 4

Dalmau, O. (2018). Formación y desarrollo del talento. Una experiencia innovadora en organizaciones de salud. Fundació Universitària del Bages. Manresa. ISBN 978-84-09-00277-1

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Perez, Mª Paz (2014) Cómo detectar las necesidades de intervención socieducativa. Nercea. Madrid.

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Software

No needed