

**The Teaching and Learning Process**

Code: 101634  
ECTS Credits: 6

Degree	Type	Year	Semester
2500260 Social Education	OB	1	2
2500261 Education Studies	OB	1	2

## Contact

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## Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

## Prerequisites

The basis of teaching and learning process is configured during the first year. Highlights the importance of the subject Theory and History of Education because it provides understanding of the teaching and learning process.

## Objectives and Contextualisation

- 1) To analyze aspects that take part of the educational and institutional realities in formal and non-formal educational contexts
- 2) Analyze educational and training needs to design teaching and learning processes.
- 3) To design, develop and assess processes, projects, programs and activities to take part in educational and training contexts.
- 4) To analyze, from a critical point of view, proposals and alternatives of the profession.
- 5) To base educational practice on the principles that govern the process of teaching and learning from the perspective of General Didactics.

## Competences

Social Education

- Design evaluation plans and processes in accordance with different purposes, techniques and instruments, moments and perspectives of educational evaluation.
- In an articulated manner, design plans, programs, projects, activities and tasks in various socio educational contexts.
- 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.
- Diagnose people's development needs and possibilities to support the development of educational and training activities.
- Evaluate teaching-learning processes and education agents.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Work in teams and with teams (in the same field or interdisciplinary).

## Learning Outcomes

1. Analyse the characteristics of learning groups.
2. Design projects and actions adapted to the education environment and the recipients thereof.
3. Develop learning assessment devices specifying all components (object, instruments, agents, moments).
4. Form teams that are capable of carrying out activities effectively
5. Form teams that are capable of carrying out activities effectively both in person and remotely in different ways.
6. Using ICTs in designing, developing and drawing up practical work.
7. Using virtual platforms as a communication and management tool for directed and supervised activities.

## Content

### I. Substantiation of Teaching and Learning Process (1 ECTS)

1. The Didactic point of view of teaching and learning process: analysis of the "didactic act" taking into account the different components that are involved: teaching, learning, instruction and training; and from the variables involved: nuclear and contextual.

### II. Programming Teaching and Learning Process (3 ECTS)

2. The design of plans, programs and projects: conceptualization and features, models of planning and design, curricular specification and contextualization.
3. Elements of programming: students
4. Elements of programming: aims and goals
5. Elements of programming: contents
6. Elements of programming: methodological strategies, media and resources.

### III. Assessment of Teaching and Learning Process (2 ECTS)

7. Principles of assessment: concept and dimensions.
8. Planning and techniques for the assessment of teaching and learning process.

## Methodology

### CLASS GROUP

Allow the presentation of content and the active participation of all. Although it is an activity carried out by the teacher. Obviously, it should be considered the active participation of students, especially sharing the learning achievements or those who are being achieved. In this moment is when the practical activities that will form part of the subject and to be developed individually or in groups are presented.

### SEMINARS

Allow to work in medium-sized groups (25-30 people approx.) To reinforce individual work and small group work (5 persons approx.). It is also adequate space for discussion and to customize, without losing reference to group learning.

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			
Assessment	0	0	1, 5, 2, 3, 6, 7
Class Group	30	1.2	1, 2, 3, 7
Seminars	15	0.6	1, 2, 3, 6, 7
Type: Supervised			
Group and Individual Supervision	30	1.2	1, 5, 2, 3, 6, 7
Type: Autonomous			
Study, Readings, etc.	75	3	1, 5, 2, 3, 6, 7

## Assessment

### RESOLUTION OF PRACTICAL CASES

Realization of 8 activities based on the resolution of practical cases based on group work. They will be delivered within the established deadlines agreed on the first day of class. Feedback will be done within a maximum period of 2 weeks and in case of obtaining a qualification lower than 5 the task must be reworked.

### EXAMS

Realization of two individual exams. If the exams are failed (less than 5 rating) or not presented, it will enable a specific day at the end of the period to make appropriate treatment. Can not be recovered examinations if the student has not been submitted to any of the planned evaluations. The test scores will be reported within a maximum period of 15 days after its completion.

### INDIVIDUAL REFLECTIVE EXERCISES

Two individual exercises of reflexive character will be carried out during the development of the subject. The qualification will be communicated within a maximum of 2 weeks after delivery.

## GENERAL FEATURES

It is an indispensable condition to overcome all the assessment tests (individual reflexive exercises, exams and solving practical cases) with a rating equal to or greater than 5 to pass the course

Attendance at the different activities will be considered both at the group and individual level. In case plagiarism is detected, the mark of the subject will be FAILED.

## EXAMS DATES

Pedagogy: Exam first part of the subject: 3/21/2024. Exam second part of the subject: 6/20/2024.  
Reassessment: 7/4/2024.

Social Education: Exam first part of the subject: 3/19/2024. Exam second part of the subject: 6/18/2024.  
Reassessment: 7/2/2024.

## SINGLE EVALUATION

Since this subject follows the option of single evaluation, the deadline for submitting the different evaluation activities previously planned will be on the following dates and format:

Theoretical exams: both exams will be conducted on June 20, 2024, for the Pedagogy degree and June 18, 2024, for the Social Education degree.

Practical cases: the 8 planned practical cases will be submitted in portfolio format on June 20, 2024, for the Pedagogy degree and June 18, 2024, for the Social Education degree.

Individual reflective exercises: the 2 reflective exercises will be submitted in portfolio format on June 20, 2024, for the Pedagogy degree and June 18, 2024, for the Social Education degree.

All single evaluation activities can be made up on the following dates: July 4, 2024 (Pedagogy degree) and July 2, 2024 (Social Education degree).

The weighting of the evaluation activities in the case of single evaluation is the same as in continuous assessment.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exams	50%	0	0	1, 2, 3
Reflexive individual exercises	15%	0	0	1, 5, 4, 2, 3, 6, 7
Resolution of practical cases	35%	0	0	1, 5, 4, 2, 3, 6, 7

## Bibliography

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## **Software**

No specific software is used for the development of this subject.