

Education of Adults

Code: 101673
ECTS Credits: 6

Degree	Type	Year	Semester
2500260 Social Education	OB	3	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

They do not exist.

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 politycal.
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

CONTINUOUS AVALUATION

In order to pass the subject, each of the blocks of evaluation activities consisting of the subject must be passed. The marks of the activities of each block can be compensated if each one obtains a minimum score of 5.

The evaluation model is the continuous evaluation, which implies the regularity in the delivery and return of the works. The works will be returned within approximately two weeks after delivery.

In the continuous assessment model, class attendance is mandatory: the student must attend a minimum of 80% of classes, otherwise it will be considered non-evaluable.

The recovery can be done by students who do not exceed 5 in the exam mark, individual and group work. The recovery will be done two weeks after the date of the first official exam, and consists of a second test. And the works can be recovered by presenting the corrected parts, two weeks after the date of the first exam.

The positive attitude towards the learner, participation in the classroom, analysis and constructive criticism will be evaluated.

To pass this subject, the student must show a good general communicative competence, both orally and in writing, and a good command of the language or vehicular languages that appear in the teaching guide.

In all activities (individual and group), linguistic correction, writing and formal aspects of presentation will be taken into account. Students must be able to express themselves fluently and correctly and must show a high degree of understanding of academic texts. An activity can be returned (not evaluated) or suspended if the teacher considers that it does not meet these requirements.

UNIQUE AVALUATION

To pass the single assessment, students must submit the following assignments, in addition to taking a written test. The date of delivery of the works and the written test is 05/23/2023, and the recovery of both the works and the written test is on 06/13/2023. You must have all the evidences and tests must be approved with a 5.

The evidences to be delivered by the student are: Monographic works: 8 readings associated with the content blocks, with their critical analysis, complementation of new bibliography and concretion of the practical application. A transversal work throughout the subject, which includes theoretical framework, analysis of an adult education program, and design of an own program (A script will be delivered to follow the work as well as the evaluation rubric). And finally, a written approval. If any of these activities is suspended, they can be recovered.

The weight of the evaluation activities are: the monographic works have a weight of 20%, the transversal work of the subject 30%; and the written test 50%.

OTHER INDICATIONS

The copying or plagiarism of material, both in the works, practices or exams implies a final grade of the subject.

Explicit work will be done to ensure the gender perspective, both in language and in the activities of learner and content addressed.

To record the class sessions, permission must be requested from attendees.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Group work. Project training program adults.	50%	0	0	3, 2, 1, 4, 17, 16, 18, 7, 6, 9, 14, 15, 8, 12, 10, 13
Individual work. Written practice	10%	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 individual evaluation	Second avaluation	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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Fernández, G. (Coord) et alt. (2019) Informe sobre exclusión y desarrollo social en España. Fundación Fomento de estudios sociales y de sociología aplicada (FOESSA) [Informe-FOESSA-2019-completo.pdf](https://caritas-web.s3.amazonaws.com/Informe-FOESSA-2019-completo.pdf)

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

Fajardo, S. (2020). La qualitat de la formació a les organitzacions del tercer sector social. Situació actual i propostes de millora. Revista Educació social. Numer 76. 2020, P- 150-170.

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

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<https://doaj.org/article/e6af21e7e78f40b69bd1d3206f66c4b8>

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Software

No needed