

| Degree                    | Type | Year |
|---------------------------|------|------|
| 2500260 Social Education  | OB   | 2    |
| 2500261 Education Studies | OB   | 2    |

## Contact

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## Teachers

Oscar Mas Torello

## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

In order to course this subject we recommend to have previously taken the "El procés ensenyament-aprenentatge" (The teaching-learning process) subject.

## Objectives and Contextualisation

- Analyse the concepts related to the Planning elaboration process and formative programme.
- Analyse the educational design models testing their positive and negative aspects. Identify the elements or components that intervene in the Planning process.
- Analyse the educational and formative needs with the purpose of design Planning and formative programme.
- Design planning, programmes, projects and activities to interfere with the educational and formative contexts.
- Analyse educational evaluation models that can be applied to diverse situations.
- Design distinctive evaluation processes (from the diagnostic evaluation to the impact evaluation).

## Competences

Social Education

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Design evaluation plans and processes in accordance with different purposes, techniques and instruments, moments and perspectives of educational evaluation.
- Develop processes to obtain, record, analyse and make decisions for educational action.
- In an articulated manner, design plans, programs, projects, activities and tasks in various socio educational contexts.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- 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.
- Diagnose people's development needs and possibilities to support the development of educational and training activities.
- Evaluate plans, programs, projects, activities and educational and training resources.
- 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.
- Make prospective and evaluation studies of the characteristics, needs and demands of training and education.
- Supervise education and training plans, programs, centres and professionals.
- Work in teams and with teams (in the same field or interdisciplinary).

### Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse a situation and identify points for improvement.
3. Analyse the impact of an assessment by verifying how needs have been met and specifying new educational demands.
4. Assess needs when founding training plans and programs.
5. Critically analyse the principles, values and procedures that govern the exercise of the profession.
6. Design plans and programs that are adapted to the educational and training contexts in face-to-face and virtual form.
7. Explain the explicit or implicit code of practice of one's own area of knowledge.
8. Form teams that are capable of carrying out activities effectively
9. Form teams that are capable of carrying out activities effectively both in person and remotely in different ways.
10. Identify situations in which a change or improvement is needed.
11. Prepare a training assessment plan specifying all of its components (object, instruments, agents, moments).
12. Produce evaluation reports.
13. Produce monitoring reports.
14. Propose new experience-based methods or alternative solutions.
15. Propose new methods or well-founded alternative solutions.
16. Using ICTs in designing, developing and drawing up practical work.
17. Using virtual platforms as a communication and management tool for directed and supervised activities.

### Content

1. Curricular Design and Theory: theoretical and applied aspects.

- Conceptualisation and characteristics of the curricular design.

- Curricular and design components.

- Planning models and curricular design.

2. Planning elaboration and formative programme.

- Curricular concreteness and contextualization.

- Identify the educational and formative needs.

2. Planning and formative programme follow-up and evaluation.

- Evaluation planning and programme dimensions.

- Evaluation programme models.

- Design a distinctive evaluation of planning and programmes (evaluation of needs until impact evaluation).

- Evaluation strategies, methods, techniques and tools.

## Activities and Methodology

| Title   | Hours | ECTS | Learning Outcomes                               |
|---|-------|------|---|
| Type: Directed  |       |      |   |
| Face to Face Seminars   | 30    | 1.2  | 5, 3, 2, 8, 4, 6, 11, 12, 13, 7, 10, 14, 16, 17 |
| Whole group, on-line  | 60    | 2.4  | 5, 3, 1, 4, 6, 11, 12, 13, 7, 10                |
| Type: Supervised  |       |      |   |
| Collective evaluation and hand in via Virtual Platform, the 3 practical tasks         | 60    | 2.4  | 13, 17  |
| Type: Autonomous  |       |      |   |
| Reading the dossier: didactical units, study and preparation for the exam evaluations | 150   | 6    | 5, 3, 4, 6, 11, 12, 13, 10, 16, 17              |

The methodology of the subject begins with the learning process of the Student. In order to understand this principle, the Student will have to remain active and self-sufficient during the whole process, being the professor's mission to be helpful with this task. In this sense the professor's tasks will be:

1) To give support to the Student providing him at all time with all the information and the resources needed for a good learning process.

2) To assure the autonomous Student knowledge proposing different teaching-learning activities (individuals and collective, theoretical and practical) under the principle of methodical varieties.

Priority will be given to project-based learning methodologies, case studies, flipped classroom, and cooperative work techniques (puzzle).

Throughout the course, case analyses focusing on education and gender will be proposed to address the gender perspective within the realms of pedagogy and social education.

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.

## Assessment

### Continuous Assessment Activities

| Title  | Weighting | Hours | ECTS | Learning Outcomes                                     |
|--|-----------|-------|------|---|
| 1 exam Block 1 (individual evaluation)                     | 15%       | 0     | 0    | 3, 2, 4, 6, 11, 12, 13, 10, 14                        |
| 1 exam block 2 (individual evaluation)                     | 15%       | 0     | 0    | 3, 1, 4, 6, 11, 12, 13, 7, 10, 15                     |
| 1 exam block 3 (Individual evaluation)                     | 15%       | 0     | 0    | 3, 1, 4, 6, 11, 12, 13, 7, 10, 14                     |
| Group project presentation of everything learned           | 10%       | 0     | 0    | 5, 8, 13, 14, 16                                      |
| Hand in 3 practical evaluation tasks.<br>(peer-evaluation) | 45%       | 0     | 0    | 5, 3, 2, 9, 8, 4, 6, 11, 12, 13, 7, 10,<br>14, 16, 17 |

### CONTINUOUS AND FORMATIVE ASSESSMENT

The student will have to submit three types of evidence: 3 practical tests of a group nature (1 from the first block, 1 from the second block and 1 from the third block), 3 individual written tests and presentation of group achievements. The practical tests have a formative purpose from the point of view of their evaluation, since they can be reviewed by the group depending on the task given. The theoretical tests, separated in each of the blocks of content considered, have a summative purpose and must be an individual synthesis of the realization, discussion and reflection of the group work.

Due to its nature, when a test is suspended it can be recovered at the end of the subject in the month of June. It should be considered that the fee-back and return of the activities and tests carried out will be done within a maximum of 20 working days.

Carrying out and passing all the practical tests, individual written tests and presentation of group achievements is essential to pass the subject. In the event that students do not present any of this evidence, it will not be assessed.

Competence in communication, both written and oral, as well as involvement, initiative, and autonomy in carrying out various activities will be evaluated

The first practice will be given at the end of block 1 and the first individual test will be held on 11/20/2024 for the Pedagogy degree and on 12/10/2024 for the Social Education degree. The second practice will be given at the end of block 2 and the second individual test will be held on 03/05/2025 for the Pedagogy degree and on 03/25/2025 for the Social Education degree. The third practice will be given at the end of block 3 and the third individual test will be done on 05/21/2025 for the Pedagogy degree and on 05/27/2025 for the Social Education degree.

The practices and remedial exams corresponding to Block I, II and III will be held/delivered on 06/18/2025 for the Pedagogy degree and on 06/17/2025 for the Social Education degree.

In all situations where it is evident that plagiarism has been carried out, the subject will be considered suspended for all purposes.

**SINGLE EVALUATION** Students will have to produce and deliver three types of evidence:

- Taking an individual written test in the classroom, on 05/21/2025 for the Pedagogy Degree and on 06/10/2025 for the Social Education degree (45% of the grade).

- Realization, in time and form, and delivery in moodle of 3 individual practices-projects on 05/21/2025 for the Pedagogy Degree and on 06/10/2025 for the Social Education degree (45% of the note of the note).

- Realization and delivery in moodle of a portfolio that integrates classroom activities, contributions from group activities, reflective activities on ad-hoc material, audiovisual presentations of the projects, on 05/21/2025 for the Degree in Pedagogy and on 06/10/2025 for the Social Education degree (10% of the grade).

The same recovery system will be applied as for the continuous assessment. The recovery of the written test, the 3 internships-projects and the portfolio will take place on the same day as the recovery of the continuous and formative assessment studentship, on 06/18/2025 for the Pedagogy degree and on 06/17/2025 for the Social Education degree. The review of the final grade follows the same procedure as for the continuous assessment.

In all situations where it is evident that plagiarism has been committed, the subject will be considered suspended for all purposes.

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## Software

No software required

## Language list

| Name           | Group | Language | Semester | Turn          |
|----------------|-------|----------|----------|---------------|
| (SEM) Seminars | 111   | Catalan  | annual   | morning-mixed |
| (SEM) Seminars | 112   | Catalan  | annual   | morning-mixed |
| (SEM) Seminars | 211   | Catalan  | annual   | morning-mixed |
| (SEM) Seminars | 212   | Catalan  | annual   | morning-mixed |
| (TE) Theory    | 1     | Catalan  | annual   | morning-mixed |
| (TE) Theory    | 2     | Catalan  | annual   | morning-mixed |