

Degree	Type	Year
2500261 Education Studies	OB	3

Contact

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Teaching groups languages

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

Prerequisites

It is recommended to have passed the subjects Education and Educational Contexts -1st year-, Design, monitoring and evaluation of plans and programs -2n year-

Objectives and Contextualisation

The course aims to develop in future professionals the skills needed for pedagogical intervention in organizational and work settings. The skills to develop in students are to analyze, manage and evaluate educational processes in work contexts, and specifically to perform the functions of professional initial and continuing training.

The aims of the course are:

- Identify the current work environment and the types of organizations.
- To analyze international and national policies on training and work
- Design Training processes for different work contexts.
- Select the most appropriate type of training for specific work situations.
- To value the role of professional training in different work settings

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Advise on the pedagogical use and curricular integration of didactic media.
- Apply educational counselling, guidance, consultation and mediation strategies and techniques in professional fields and educational and training institutions and services.

- Design innovative programs, projects and proposals for training in and development of training resources in labour contexts, whether face-to-face or virtual.
- Develop quality management processes and models in educational and training contexts.
- Foster improvement process on the basis of the results of research or needs assessment processes.
- 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 account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- 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 the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
3. Apply a quality model that is consistent with the institution or its characteristics, to the proposed intervention.
4. Apply advisory techniques and strategies to innovation projects in educational institutions and services.
5. Communicate using language that is not sexist or discriminatory.
6. Consider how gender stereotypes and roles impinge on the exercise of the profession.
7. Critically analyse the principles, values and procedures that govern the exercise of the profession.
8. Design projects and actions adapted to the education environment and the recipients thereof.
9. Form teams that are capable of carrying out activities effectively both in person and remotely in different ways.
10. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
11. Promoting improvement processes based on the results obtained from evaluating innovation projects.
12. Propose new methods or well-founded alternative solutions.
13. 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.
14. Propose projects and actions that incorporate the gender perspective.
15. Propose viable projects and actions to boost social, economic and environmental benefits.
16. Selecting the most relevant educational means of carrying out the intervention.
17. Using ICTs in designing, developing and drawing up practical work.
18. Using virtual platforms as a communication and management tool for directed and supervised activities.
19. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.
20. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

Content

1. Training in organizations today

- Labor market in a globalized context
- Conceptual delimitation of initial and continuing training in organizations
- Organizations: structure, departments and functions

2. Policies and training bodies in organizations

- Legal framework for training in organizations
- European training policy for work

- Foundation for Employment Training
- Consortium for Continuing Education in Catalonia -CONFORCAT-

3. Organizations and HR development

- Organizational structure: organizational chart, departments and functions
- HR development policies and strategies

4. Organizational training planning

- Analysis of training needs
- Training plans
- Effectiveness and results of the training
- Quality processes in organizations and training

5. Training contexts: training in different types of organization

- The company (construction sectors, finance, insurance, trade unions and professional associations,)
- Public administration (teachers, health professionals, Schools of Public Administration)
- The unions
- Training consultancies

6. Training models in organizations

- General characteristics of the models and training strategies
- Models depending on the target audience (basic staff, technicians, managers - coaching, mentoring...-)
- Models depending on the organization's strategy (reception training, for promotion, corporate universities)
- Models depending on the training spaces (training in the workplace, in the classroom, online, out-door-training, ...)

7. The pedagogue as a training professional in organizations

- The functions of the training professional
- The initial and continuous training of the pedagogue

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lessons	30	1.2	4, 3, 8, 11, 18
Seminar	15	0.6	9, 8, 11, 16
Type: Supervised			
Supervised	30	1.2	4, 3, 9, 8, 11, 16, 17, 18
Type: Autonomous			
Autonomous work	75	3	4, 3, 8, 11, 16

The center in the teaching-learning process is the student; the methodology is planned from this view:

-Presentation of the main contents by the lecturer. It is done with the whole group class and allows the presentation of the main content through an open participation of students. The active participation of students will be encouraged, as a way of sharing the learnings that are being achieved

-Spaces of work in small groups (25 students) , supervised by teachers. The activities will be a way to practice the contents worked in the large group. The activities will be document analysis, data interpretation and reporting, case resolution and training tools

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
Essays	40%	0	0	7, 2, 1, 4, 3, 5, 9, 8, 10, 11, 20, 12, 13, 14, 15, 16, 17, 18, 6, 19
Exam	50%	0	0	4, 3, 8, 11, 18
Presentations	10%	0	0	9, 11

CONTINUOUS ASSESMENT

The evaluation of the course will take place throughout the academic year through the activities shown below. Evaluation activities are organized in blocks, which are linked to training activities: block 1 evaluates classroom activities, and block 2 evaluates the seminars.

Block 1: Individual exam, 50%

Block 2: Group works to be developed along the academic year, in relation to the main themes of the course, 40%

Presentations: 10%

Plagiarism is not permitted; will be a fail.

The individual test will be 20 of January 2025. 3 of February 2025 will be the recovery

UNIQUE ASSESSMENT

Individual theoretical-practical, written and oral test.

Note weight:prova written test 50%, oral test 50%

Recovery: the same as for continuous evaluation

Revision: the same as for continuous evaluation

The individual test will be 20 of January 2025. 3 of February 2025 will be the recovery

GENERAL CONSIDERATIONS

The marks of the group work will be returned in a period of about 3 weeks and the test scores in a period of about 2 weeks. To pass the course must be approved with 5 each of the two blocks of evaluation activities. In the case of students who have properly followed the whole subject, not overcoming the block 1 may lead to a second test at the end of the course.

Marks of the activities of the second blocks can be compensated including from 4. The student will receive feedback on the performance of the activities of the 2nd block and if that learning achieved is insufficient, may be improved within a defined period of time. The group work is presented in class, which will also be evaluated.

To pass this subject it is necessary, as a requirement, to show an attitude compatible with the educational profession. It is also necessary for the student to show good general communicative competence, both orally and in writing, and a good command of the vehicular language or languages that appear in the teaching guide. Therefore, in all the activities (individual and in group), linguistic correctness, writing and formal aspects of presentation will be taken into account. Students must be able to express themselves fluently and correctly and show a high degree of understanding of academic texts. An activity can be returned (not evaluated) or failed if the teacher considers that it does not meet these requirements.

Bibliography

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2. Casamayor (coord) (2007) Los trucos del formador. Graó, Barcelona
3. Cabrera, F.; Millan, D.; Romans, M. (coords.) (2001): Formació a les organitzacions: un camp obert als professionals de la pedagogia. Publicacions Universitat de Barcelona. Barcelona.
4. Epise (2001) Necesidades de formación en la empresa. Ed Gestión 2000. Barcelona.
5. Foxon, M. i altres (2005) Competencias del director de formación. Epise-Gestión 2000. Barcelona.
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7. Le Boterf, G. (2000): Ingeniería de las competencias. Ediciones Gestión 2000. Barcelona.
8. Mager, R. (2005) Evaluar el resultado de la formación. Epise-Gestión 2000. Barcelona.
9. Pedler, M; Burgoyne, J; Boydell, T. (1997): The learning company. A strategy for sustainable development. Mc Graw Hill, London.
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12. Soto, E; Dolan, S; Johansen, O. (2005): Decisiones en ambientes de incertidumbre. Ediciones Deusto, Barcelona.

Enllaços web:

<http://www.fundae.org/>

<http://www.cedefop.europa.eu/>

<http://www20.gencat.cat/portal/site/empresaocupacio/>

<http://www.conforcat.cat/principal.asp>

http://ec.europa.eu/education/llp/doc1943_en.htm

<http://www.trainersineurope.org/>

Software

No needed

Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	311	Catalan	first semester	morning-mixed
(SEM) Seminars	312	Catalan	first semester	morning-mixed
(TE) Theory	3	Catalan	first semester	morning-mixed