

## Education

Code: 100433  
ECTS Credits: 6

**2025/2026**

Degree	Type	Year
Criminology	FB	1

## Contact

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## Teachers

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## Teaching groups languages

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

## Prerequisites

The master classes will be held in the Catalan language. Practical seminars 11 and 12 will also be held in Catalan. Seminar 13 will be held in Spanish.

## Objectives and Contextualisation

The general objectives to be achieved within the subject of Pedagogy are formulated in the following terms:

Criminology degree students will be able to:

Apply your knowledge of criminological theories to existing experiences of conflict and crime, and come up with appropriate responses that are in line with the existing legal framework. Understand the need for socio-educational intervention in the face of criminological phenomena, through the acquisition of the basic elements of teaching and learning. Transmit to the specialized public and society in general answers to the problems of crime and social conflict that take into account the rights and interests of all parties involved, and that are based on the values of social pacification, social integration and prevention of new conflicts.

In this context, the subject of Pedagogy has the following specific objectives:

1. Analyze the bases and general foundations of didactics to plan, develop, evaluate, research and innovate educational and training processes.

2. Understand the basic elements of the entire teaching-learning process.
3. Analyze educational and training needs in order to design teaching-learning processes in the criminological field.
4. Reflect on the relationships between socio-educational activity and the role of educational agents in relation to conflicts and crime problems.
5. Design, develop and evaluate processes, projects, programs and activities to intervene in contexts related to criminological practice.

On the other hand, it must be borne in mind that this subject serves as a basis for deepening and achieving objectives established in the subjects of crime prevention and evaluation of public programs and policies.

## Learning Outcomes

1. CM07 (Competence) Work as a team to address complex problems in a comprehensive way, generating alliances based on ethical values and respecting gender equality.
2. KM04 (Knowledge) Distinguish the mechanisms of learning, identifying their importance in the implementation of prevention programs.
3. SM09 (Skill) Implement a pedagogical program applied to offenders.

## Content

1. The socio-educational activity today. Characteristics of our society that influence education. Globalization and educational change. key concepts
2. What is didactic? The teaching-learning process. Socio-educational paradigms, characteristics of the teaching and learning process. Dimensions of didactic relationships.
3. Socio-educational intervention in criminology. The teaching and learning process in the context of exclusion and social maladaptation. Fundamentals and conditions of teaching and learning processes. Psychological, social and cultural factors that condition the teaching-learning process in contexts of exclusion and social maladaptation.
4. The criminologist before the processes of inadaptation. Principles of educational intervention. Organization and management of institutions. Plans, programs and projects.
5. Education planning and programming. Analysis of needs and planning of educational actions. Design and project in the criminological context.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
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Type: Directed			
Lectures.	19.5	0.78	
Seminars. Cooperative learning (small group work) and mixed methodology (bi-directional).	19.5	0.78	

Type: Autonomous			
Planification, elaboration and presentation of the project	50	2	
Individual and group monitoring	30	1.2	
preparation of material, readings	12	0.48	
preparation seminars	19	0.76	

The methodological characterization of the subject follows the principles of methodical multivariate, flexibility and interrelation, and is characterized by:

- a) Progressive sliding of the explanatory intervention from the teacher to the students.
- b) Group and individual activities by the students.
- c) Learning based on reading, self-discovery, exchange of experiences and reflection on practice.

The teaching and learning methods are student centred

#### Activities

1. *Classroom activities*. They are activities in which both the teacher and the student individually or in group assume an active role. These activities are presented in the program
2. *Autonomous*. They consist of readings out of class that complement the lectures given by the professor.
3. *Evaluation*

The calendar will set weekly all the activities of the course and will be available in Moodle before the start of teaching.

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
Exam 1	15 %	0	0	KM04
Exam 2	15 %	0	0	KM04
Oral defense of the project	20	0	0	CM07, KM04
project development	40	0	0	CM07, KM04, SM09
self evaluation	10%	0	0	KM04

Assessment system:

The evaluation of the subject is carried out at the end of all the academic courses involving the activities (evaluative evidence) that is shown below. The evidències evaluatives of the subject are the following:

Project	work	( 60 % )
Theoretical	exam 1	( 15 % )
Theoretical	exam 2	( 15 % )
Self-assessment		( 10 % )

The seminar practices imply, therefore, the prior reading of lectures and the viewing of documentaries, audiovisual material that will be discussed and worked on in small and large groups at the seminar.

Assistance:

The attendance to the theory classes with the seminars of the subject is compulsory. It will carry a control d'assistència of all the sessions. The minimum attendance is 80% in the set of the subject. The student who does not complete this minimum will not be able to be assessed.

Absences can only be justified for reasons of illness or other major forces and for academic reasons previously authorized by the professor.

It is not allowed to enter the classroom once the class has started or the departure before its completion, except reasonable justification.

Requirements to be appraised

In order to pass the subject, it is necessary that in each of the assessment activities, a 5 is obtained. The student will have to review the final grade of fer-ho in the 15 calendar days after its publication in the time of tutorials that the professor will establish for this subject and which is the instruction in the mateixa program.

All assessable activities will be subject to formal criteria, including spelling, writing and presentation. Regardless of the language of the group (Catalan, Spanish) the student must be capable of expressing himself fluently and correctly and of reaching a high level of comprehension of extensive texts.

Plagiarism:

Copying and plagiarism are intellectual robberies and, therefore, constitute reprehensible conduct that will be penalized with a zero in all the block where the work is located. In the case of copying between two students, if it is not possible to know who has copied who, the sanction will be applied to all two students.

Please remember that a work that reproduces all or a large part of the work of another company is considered a "copy". "Plagiarism" is the act of presenting all or part of a text by an author as his own, it is to direct, without citing the sources, still published on paper or in digital form on the Internet. See documentation on plagiarism [http://wuster.uab.es/web\\_argumenta\\_obert/unit\\_20/sot\\_2\\_01.html](http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html) To pass this subject, as the student showed, in the activities that were proposed, a good general communicative competence, both orally com per escrito, and a good mastery of the language or vehicular languages that appear in the teaching guide.

In case that during an exam the presence of copying students is detected, they will automatically be left with no possibility of access to recovery. A student who presented a practice in which I made signs of plagiarism or who could not justify the arguments of the seva practice of it will get a 0 and receive a warning. In case of reiteration of the behavior, the student will suspend the subject (0) and will lose the right to recovery.

Other important aspects of the appraisal

The practical/work cap will not be accepted outside of terminus or form, excepting situations of major strength and previously agreed with the teaching team.

Single assessment:

As established by the Faculty of Law's Academic Affairs Committee, this subject provides for a single assessment. To request the single assessment, students must submit a reasoned request to the center within the set deadlines and specify the subjects for which they are requesting it. The application submission deadline is set by the UAB's administrative academic calendar.

The unique assessment of this subject will take place throughout the academic year through the activities (evaluative evidence) shown below. The evaluative evidence of the subject is as follows:

Theory test 1 (35%)

Theory test 2 (35%)

Project work (30%)

Regarding the theoretical exams, students will be able to consult the material deposited in the virtual classroom, as well as the compulsory and complementary readings for their preparation and subsequent completion. These readings correspond in turn to the bibliography of the teaching guide as well as material that can be incorporated during the course in the virtual classroom.

Regarding the work of the project, the students who take advantage of the single evaluation will carry out a minimum of two tutorials for their development. An initial one, where the content of the project will be explained in detail, and a follow-up one to verify its correct development. The project will consist of carrying out a training program or project on a criminological phenomenon and containing all the parts that a project contains in the criminological field (needs, objectives, contents, actions, etc.). The single assessment student will therefore have the documentary support of the bibliography of the subject as well as the individualized tutorials required.

## Bibliography

### Required bibliography

Galvis, H. S. (2011). Los objetivos y su importancia para el proceso de enseñanza-aprendizaje. *Revista de pedagogía*, 32(91), 113-130.

González, A. J., & Zepeda, F. J. R. (2016). Las estrategias didácticas y su papel en el desarrollo del proceso de enseñanza aprendizaje. *Educateconciencia*, 9(10), 106-113.

Hennig, B. (2023). La pedagogía de la cárcel y las posibilidades de la educación emancipatoria en contexto de encierro. *Revista de la Escuela de Ciencias de la Educación*, 2(18), 66-83.

Lorenzo, M., Aroca, L. & Alba, J. (2013). La pedagogía penitenciaria en España: luces y sombras. *Revista de Educación*, 360, 119-139.

Mallart, J. (2001). Didáctica: concepto, objeto y finalidades. Dins F. Sepúlveda, Félix & N. Rajadell (Eds.), *Didactica general para psicopedagogos* (pp. 23-57). UNED.

Narezo, M. R., Gruber, R. S., & del Castillo, R. A. (2022). La educación social y los centros penitenciarios: nuevos horizontes. *Zerbitzuan: Gizarte zerbitzuetarako aldizkaria= Revista de servicios sociales*, (76), 87-97.

Navío, A. (2022). El proceso de enseñanza aprendizaje. Proyecto docente. Universitat Autònoma de Barcelona. Document inèdit (69-91)

### Recommended bibliography:

Bolívar, A. (2000). Globalización y cambio educativo. La sociedad del conocimiento y las claves del cambio. En A. Estebaranz (Ed.), *Construyendo el cambio: Perspectivas y propuestas de innovación educativa* (pp. 17-36). Publicaciones de la Universidad de Sevilla.

Collet, J. (2013). *¿Cómo y para qué educan las familias hoy?. Los nuevos procesos de socialización familiar.* Icaria.

Fandos, M., Jiménez, J. M. & González, A. P. (2008). Los medios y recursos en la formación. En V. Giménez & J. Tejada (Eds.), *Formación de Formadores, Tomo I* (pp. 271-369). Thomsom.

Hikal, W. (1986). Hacia una pedagogía criminológica: diagnóstico y propuesta (teoría del caos). *Internacional e-Journal of Criminal Sciences*, 6, 1-28.

Mille, J. M. (2015). *Útil pràctic 25. Manual d'elaboració i evaluació de projectes.* Ajuntament de Barcelona (6<sup>a</sup> ed, por Equip Tècnic Torre Jusana). [http://tjussana.cat/doc/publicacions/UP\\_25.pdf](http://tjussana.cat/doc/publicacions/UP_25.pdf) (Ed. Original, 2002).

Jiménez, J. M., González, A., & Pi-Fandos, M. (2008). La programación en proceso de enseñanza-aprendizaje. En V. Giménez & J. Tejada (Eds.) *Formación de Formadores. Tomo I.* (pp .209-265). Thomsom.

Jurado, P. (2008). Condicionantes en el proceso de Enseñanza-Aprendizaje. En V. Giménez & J. Tejada (Eds.), *Formación de Formadores. Tomo I.* (pp. 429-481). Thomsom.

Montanero, M. (2019). *Didáctica General. Planificación y práctica de la enseñanza primaria.* Universidad de Extremadura.

## Software

It is not required

## Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(SEM30) Seminaris (30 estudiants per grup)	11	Catalan	second semester	morning-mixed
(SEM30) Seminaris (30 estudiants per grup)	12	Catalan	second semester	morning-mixed
(SEM30) Seminaris (30 estudiants per grup)	13	Spanish	second semester	morning-mixed
(TE) Theory	1	Catalan	second semester	morning-mixed