UAB
Universitat Autònoma de Barcelona

Education of Adults

Code: 101673
ECTS Credits: 6

2025/2026

Degree	Type	Year
Social Education	OB	3

Contact

Name: Josep Lluis Rodríguez Bosch

Email: joseplluis.rodriguez@uab.cat

Teaching groups languages

You can view this information at the end of this document.

Prerequisites

It's recommended to review the subject *Anthropology and Philosophy of Education* (2nd course).

Objectives and Contextualisation

1. To acquire a theoretical specific and to analyze the context in which the social 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 reach 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; as well as to relate and to link the most relevant social facts with the area social and educational des of a critical and normative approach.

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, biological, psychological 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 political.
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 collectives, new profiles, young persons, women and minorities.
6. Formative offer: plans and programs of formation of adult education.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classroom activity in Large group	30	1.2	3, 2, 16, 18, 4, 7, 6, 5, 9, 15, 8, 12, 11, 13
Classroom activity in Seminars	15	0.6	3, 2, 17, 16, 18, 4, 7, 6, 9, 14, 15, 8, 12
Type: Supervised			
Supervised activity	30	1.2	3, 2, 17, 16, 18, 4, 7, 6, 5, 9, 14, 15, 12, 11
Type: Autonomous			

Autonomous activity	75	3	3, 2, 17, 16, 18, 4, 6, 9, 14, 15

All the tasks of the subject follow 3 parts: autonomous activity, directed activity (Large group and Seminars) and supervised activity. All these parts, knowing of the changes that may be appropriate, want to make the gender perspective explicit.

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

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Continuous assessment based on evidence in practical tasks (1st part: individual and/or group)	30%	0	0	3, 2, 1, 17, 16, 18, 4, 7, 6, 9, 14, 15, 8, 12, 10, 13
Continuous assessment based on evidence in practical tasks (2nd part: individual and/or group)	20%	0	0	3, 2, 1, 17, 16, 18, 4, 7, 6, 9, 14, 15, 8, 12, 10, 13
Individual exercise	50%	0	0	3, 2, 1, 17, 16, 18, 4, 7, 6, 5, 9, 14, 15, 8, 12, 10, 11, 13

CONTINUOUS ASSESSMENT

This evaluation will be conducted, during the semester, through the evaluative activities contained in this table.

To pass the subject, you must have a minimum arithmetic mean of 5. A score that comes from the calculation between the three sections. However, this calculation previously requires a minimum grade of 4 in the individual exercise (written test). In case of failing the subject, there is the possibility of recovering it, with the condition that a minimum arithmetic mean of 3.5 and have delivered 66% of total activities, through a new individual exercise. If successful, the maximum mark of this recovery can only be an approved (from 5 to 6,9). Finally, repeating the subject implies accepting a single final synthesis test.

Next, in a provisional way, the evalutation dates are mentioned: individual exercise (18/06/2026) and retake (02/07/2026).

SINGLE ASSESSMENT

This evaluation implies that the students concentrate the delivery of all the evidences on the date of the individual exercise, previously mentioned. In fact, the weight and requirement of each evidence is identical to continuous assessment. Refering to the improvement, recovery, revision and repetition of the subject, they also follow the same procedure as in the continuous assessment.

For more clarity, again, the indicative evaluation dates are mentioned: individual exercise and deliveries (18/06/2026) and retake (02/07/2026).

NOT ASSESSABLE

As indicated in the *UAB Academic Regulations* (approved by agreement of the *Governing Council* on July 7, 2022; and amended twice on February 1, 2023 and July 12, 2023), assigning a grade of *Not Assessable* means that students have not been able to provide sufficient assessment evidence to grade the subject.

RETURN

The marks obtained in each of the activities, in up to 20 business days of the academic calendar, will be delivered to students by publishing the results in the classroom or in the *Virtual Campus*.

GENERATIVE ARTIFICIAL INTELLIGENCE

It is permitted.

LANGUAGE DOMAINS

In this section, it also takes value: the linguistic correction, the writing and the formal aspects of presentation in all the activities (individual and/or group). In addition, it's necessary to express fluently, correctly and show aptitude in the comprehension of the academic texts. In this sense, an activity can be returned (not evaluated) or suspended, if the teacher considers that it doesn'tfulfill these requirements. In turn, you must write the sources, notes, textual citations and bibliographic references correctly in accordance with the *APA* format.

PROHIBITIONS

Remember that it's not allowed to copy or plagiarize in the writing of any activity (regulation approved by the Comissió d'Ordenació Acadèmica de Graus i Màsters: criteris i pautes generals d'avaluació de la Facultat de Ciències de l'Educació, May 28, 2015; and modified by the Junta de Facultat, April 6, 2017). For more information (http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html). Therefore, any attempt (*URKUND* will be used as an anti-plagiarism tool) will mean failing the subject without the option of recovery. An attitudes that are not compatible with the deontological code of the educational profession: active listening, respect, participation, cooperation, empathy, kindness, punctuality, argumentation, correct use of the mobile phone and other technological gadgets, etc.

Bibliography

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Nussbaum, M. C. (2005). *El cultivo de la humanidad*. Barcelona: Paidós.

Pérez, M. P. (2014). *Cómo detectar las necesidades de intervención socioeducativa*. Madrid: Narcea.

Reig, D. & Vílchez, L. F. (2013). *Los jóvenes en la era de la hiperconectividad: tendencias, claves y miradas*. Madrid: Fundación Telefónica & Fundación Encuentro.

Santoni, A. (1981). *Historia social de la educación*. Barcelona: Reforma de la escuela.

Steiner, G. & Ladjali, C. (2005). *Elogio de la transmisión. Maestro y alumno*. Madrid: Siruela.

Van Manen, M. (1998). *El tacto en la enseñanza. Hacia una pedagogía de la sensibilidad*. Barcelona: Paidós.

Interest websites

-Col·legi d'Educadores i Educadors Socials de Catalunya (www.ceesc.cat).

-Els reptes de l'educació permanent de persones adultes al segle XXI (https://dialnet.unirioja.es/servlet/articulo?codigo=6820705).

-Informe sobre exclusión y desarollo social en España. FOESSA (https://www.foessa.es/main-files/uploads/sites/16/2019/06/Informe-FOESSA-2019_web-completo.pdf).

-Libro blanco del e-learning (https://librosblancos.es/docs/libro_blanco_web.pdf).

Software

This subject doesn't use any type of technological software.

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
(SEM) Seminars	311	Catalan	second semester	morning-mixed
(SEM) Seminars	312	Catalan	second semester	morning-mixed
(TE) Theory	3	Catalan	second semester	morning-mixed