

Degree programme	Type	Course
Psychopedagogy	OP	1

Contact lecturer

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Teaching staff

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Group languages

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

Prerequisites

No prerequisites are required.

Objectives

This module seeks to present a context sufficiently broad enough to access tools and mechanisms in order to transfer the functions of psycho-pedagogy into lifelong and lifewide learning. This involves two main aspects:

1. Networking online with all stakeholders in the field of psycho-pedagogy
2. Making an integrated use of digital networks in order to establish synergies and real practices in the globalized world in which we live in order to optimize available resources among the different institutions.

Beyond the practical applications, there also exists the need to apply basic theoretical conceptions in order to develop projects with solid theoretical frameworks.

Learning outcomes

- CA13 (Plan, produce, implement and evaluate guidance and counselling programmes that allow for the optimisation of personal, academic, professional and employment development processes.) Plan, produce, implement and evaluate guidance and counselling programmes that allow for the optimisation of personal, academic, professional and employment development processes.
- CA14 (Develop lifelong learning in the framework of the Knowledge Society and socio-digital inclusion processes by making effective and integrated use of information and communication technologies.) Develop lifelong learning in the framework of the Knowledge Society and socio-digital inclusion processes by making effective and integrated use of information and communication technologies.

- KA11 (Describe approaches to socio-educational inclusion, identifying its limitations but optimising its potential for action for lifelong learning.) Describe approaches to socio-educational inclusion, identifying its limitations but optimising its potential for action for lifelong learning.
- KA12 (Suggest viable psychopedagogical projects, plans and actions that enhance social and community benefits.) Suggest viable psychopedagogical projects, plans and actions that enhance social and community benefits.
- SA18 (Design strategies for managing life projects in dynamic contexts, through collaborative work.) Design strategies for managing life projects in dynamic contexts, through collaborative work.
- SA19 (Develop an attitude of participation and cooperation as an active member of the community through work in teams and with teams (in the same field or interdisciplinary) to promote lifelong and life-wide learning.) Develop an attitude of participation and cooperation as an active member of the community through work in teams and with teams (in the same field or interdisciplinary) to promote lifelong and life-wide learning.
- SA20 (To design actions that make socio-educational teams in training institutions more dynamic in order to promote networking between multidisciplinary teams.) To design actions that make socio-educational teams in training institutions more dynamic in order to promote networking between multidisciplinary teams.

Contents

1. Psycho-pedagogy with respect to lifelong learning both in academic terms and in the workplace.
2. Theories and models of teaching and learning.
3. Management of life projects: Coordination and project management strategies for dynamic life contexts.
4. Life project management: Self-help and lifelong learning.
5. Psycho-pedagogy of learning in the Knowledge Society; educational needs of citizens in the Information Society: new target groups, new profiles, young people, women, minorities.
6. Training programs and plans offered for the various groups.
7. Learning and networking within multi-disciplinary teams.
8. Psycho-pedagogy of learning and socio-digital inclusion.
9. Opening and exploring new networks and ways of coordinating psycho-pedagogical action in a dynamic way are conducive to the creation of new networks and synergies within the field of study so that innovative practices and training can be promoted.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Individual analysis of the readings	40	1.6	KA11, KA12, SA18, SA19
Organizing the readings	25	1	CA13, SA19
Face to face, lecturing	60	2.4	KA11, KA12, SA19, SA20
Checking and reading the references given	40	1.6	CA13, KA11
Working in cooperative groups	20	0.8	KA12, SA18, SA19
Specialized follow-up tutorial	10	0.4	SA19, SA20
Getting theory and practice done	20	0.8	CA13, CA14
Reading analysis	35	1.4	CA13, KA11

The methodology developed in this module is structured around a variety of training activities designed to enhance students' comprehensive learning. These activities include:

- Exhibitions and multi-media lectures.
- Analysis of documents and video material.

- Classroom practices through case studies and simulations of professional situations.
- Work in cooperative groups.
- Specialized on-site tutorials in groups or individually
- Review of classroom work and exercises.
- Recommended bibliography.

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	Weight	Hours	ECTS	Learning outcomes
Attendance and active participation (readings, discussions)	10%	0	0	KA11, SA19
Tests theoretical and practical (submissions in class/visits)	40%	0	0	KA12, SA18, SA19
Submitting reports	45%	0	0	CA13, CA14, SA18, SA19, SA20
Self-assessment	5%	0	0	KA12

Continuous Assessment

The continuous assessment for this course is based on the following evidence:

- Attendance and active participation in sessions (readings, discussions, etc.) (10%, Individual). During the module.
- Submission of reports/assignments (45%, Individual). During the module.
- Theoretical-practical tests (classroom assignments/visits) (40%, Group). At the end of the module.
- Self-assessment 5%

Completion of all classroom practical tests and theoretical-practical tests is a prerequisite for passing the course. A minimum grade of 5 is required on each piece of evidence to be included in the average.

Students who do not submit a minimum of evidence equivalent to 33% of the overall course grade, in accordance with UAB academic regulations, will be considered "Not Submitted / Not Assessable".

The results of each assessment piece of evidence will be published on the Virtual Campus within a maximum of 20 business days after its completion. A review will be offered within 10 days of publication.

Single Assessment: The single assessment will consist of the submission of the following evidence by April 29th: Theoretical-practical tests (40%), Participation in debates (10%), Submission of reports (45%), Self-assessment (5%).

Retake Opportunities:

- Students who have passed at least 66% of the course will be eligible for a retake.
- The retakeable activities are: Theoretical-practical test
- Submission of reports and assignments (if they were not passed)

- The retake will consist of repeating the test and/or resubmitting the failed assignments.
- The exam is scheduled for April 29th.

Others:

- In accordance with UAB regulations, plagiarism or copying in any assessment activity will result in a grade of 0 for that assignment, with no right to a retake. In the case of group work, all group members will receive a grade of 0.
- The use of plagiarism detection tools may be applied to verify the originality of the work.
- The use of Artificial Intelligence (AI) technologies is permitted as an integral part of the development of the activities, provided that the final result reflects a significant contribution from the student in the analysis and personal reflection. The student must clearly identify which parts were generated with these tools, specify the tools used, and include a critical reflection on their influence on the process and the final result. Lack of transparency in the use of AI will be considered a breach of academic honesty and may result in a penalty in the activity grade or more severe sanctions in serious cases. Non-compliance will be penalized with a grade of 0.
- To pass the course, the student must demonstrate attitudes compatible with the teaching profession: active listening, respect, participation, cooperation, empathy, kindness, punctuality, argumentation, appropriate use of mobile phones and other technological devices, etc.

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Software

We don't use it

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TEm) Theory (master)	1	Catalan	annual	afternoon