

**COURSE DATA****Data Subject**

Code	33471
Name	Pedagogy for the elderly
Cycle	Grade
ECTS Credits	4.5
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. year	Period
1306 - Degree in Social Education	Faculty of Philosophy and Educational Sciences	4	First term

Subject-matter

Degree	Subject-matter	Character
1306 - Degree in Social Education	261 - Socio-educational intervention II	Optional

Coordination

Name	Department
VENDRELL CHIRIVELLA, JOSE TOMAS	335 - Education Theory

SUMMARY

The sector of older persons can be considered a group of special relevance by their high number, needs of health and recognition, social role, capacity to consume and enjoy leisure and free time, as well as his progressive consciousness-raising group. Your new profile presents new demands, interests and possibilities, so it is required of professionals prepared from a multidisciplinary perspective. Social educators should know and educationally intervene in this sector of the population with full impact on other sectors.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

OUTCOMES

1306 - Degree in Social Education

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Have capacity for analysis and synthesis.
- Demonstrate organisational and planning skills.
- Be able to communicate professionally, both orally and in writing, in the Universitat de València's native languages.
- Be able to use ICT in the field of study and in the professional context.
- Have skills for information management.
- Have problem-solving skills and decision-making capacity.
- Have critical and self-critical capacity.
- Be able to work in multi- and inter-disciplinary teams.
- Be able to integrate and communicate with experts in other areas and in different contexts.
- Acknowledge and respect diversity and promote interculturality.
- Be able to develop, promote and revitalise interpersonal communication skills.
- Show active ethical commitment to human rights, gender equality and sustainability.



- Be prepared for independent lifelong learning.
- Be able to adapt to new situations.
- Develop innovation and creativity in professional practice.
- Demonstrate initiative and entrepreneurship.
- Show commitment to professional identity, development and ethics.
- Be able to conduct educational research in different contexts.
- Be able to recognise and value affective processes.
- Understand the theoretical references that constitute the human being as an active player in education.
- Know and understand the processes of teaching and learning and their impact on the comprehensive education and development of people and communities.
- Know the principles and fundamentals of attention to diversity.
- Diagnose needs, complex situations and possibilities of people as a basis for educational actions.
- Be able to identify the degree of development of individuals in all their dimensions.
- Conduct prospective and evaluative studies on educational characteristics, needs and demands.
- Develop tools for gathering and analysing educational information.
- Design educational plans, programmes, projects, actions and resources in different contexts.
- Apply and coordinate educational programmes and methodologies for personal, social and professional development.
- Implement and coordinate educational interventions with persons or groups with special educational needs or in situations of risk, inequality or discrimination based on gender, class, ethnicity, age, disability and/or religion.
- Design and implement processes of social participation and community development.
- Intervene in socio-educational and community projects and services.
- Lead and coordinate socio-educational plans, programmes and projects.
- Design and manage means and resources for socio-educational intervention.
- Promote processes of cultural and social revitalisation.
- Mediate in situations of risk and conflict.
- Train agents and educators in socio-educational and community intervention.
- Teach in different socio-educational contexts.
- Facilitate and manage cooperation in educational and professional processes.
- Advise on the design and implementation of socio-educational plans, programmes, teaching projects, media and activities.
- Advise and accompany individuals and groups in socio-educational development processes.



- Manage and coordinate entities, equipment and groups, according to different contexts and needs.
- Identify and make reasoned judgments about socio-educational problems in order to improve professional practice in non-formal contexts.
- Design and implement processes for the evaluation of socio-educational intervention programmes and strategies in various contexts.
- Supervise and evaluate plans, programmes, projects and schools.
- Prepare and interpret technical, research and evaluation reports on educational actions, processes and results.

LEARNING OUTCOMES

The social educator must be able to overcome this matter contribute to the well-being of the elderly from an integral perspective; develop strategies and most appropriate techniques for working with elderly persons; encourage older persons to achieve its autonomy of personal and social; prevent deterioration through a healthy lifestyle; improve the professional action in this sector; open new horizons to intervene in the elderly; make quality interventions in this sector of the population.

DESCRIPTION OF CONTENTS

1. Older people: a new phase of adaptation.

2. The retirement.

3. Evolution of the Spanish family and the person mayor.

4. Physical development and educational intervention with seniors. Theories.

5. Cognitive development of the largest and educational intervention.

**6. Dementias. Classifications and educational intervention.****7. Guidelines for the preparation of educational intervention with older programs.****WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Classroom practices	15,00	100
Attendance at events and external activities	5,00	0
Development of group work	10,00	0
Development of individual work	10,00	0
Study and independent work	10,00	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	10,50	0
Preparing lectures	10,00	0
Preparation of practical classes and problem	2,00	0
TOTAL	112,50	

TEACHING METHODOLOGY

- Lección magistral participativa
- Discusión en grupo, debate, etc.
- Elaboración de reflexiones
- Prácticas de aula: aplicaciones de la teoría, estudios de casos, solución de problemas, uso de pruebas e instrumentos
- Trabajo en grupo

EVALUATION

Sistema d'avaluació de l'assignatura

The evaluation will consist of four distinct parts:



Initial evaluation: through questionnaire or task in which the basic knowledge on the subjects of matter will be assessed.

Continuous evaluation

- a) Using portfolios to Integrara productions of the student through the process of learning: personal of readings, essays, issues, activities Pra practices, resolution of problems, elaboration of projects and programmes, cooperative work... The part practice, you will perform in group or individually, and its value will be % the final note contained the teaching guide of each teacher.
- b) Exhibition by groups of a service learning program. The originality of the programme, exploration and detection of real needs on which is based the service, clarity in the design of the program and the exhibition in the same class shall be taken into account....

The design of the programme shall consist at least of the following sections:

1. presentation of the programme and justification of it, in accordance with the needs identified in the Community (barrio, population, institution or body...).
2. Exhibition of the objectives of the service and the objectives of learning linked to the service.
- 3 Methods or instruments to evaluate the service and obtained through the same learning

The value of this paragraph will be % of the final grade that figure to the teaching guide of each teacher. The exhibitions will be the last classes of the course.

Final evaluation: using test final oral or written theoretical-practical character in which the students demonstrate mastery of specific skills of matter.

The individual written test is carried out on dates that are officially determined. In this test, the student should answer to a series of theoretical questions about the content explained in class, performed readings, or aspects worked in practical cases. This test assesses the conceptual and technical domain of matter, will take the value of the % of the final mark appearing at the teaching guide of each teacher.

Student self-assessment: evaluation by the student of the process and the learning outcomes, which may serve as a teacher to qualify the qualification, according to the maturity and ability to self-criticism of the student.



Criteria for Evaluacion

Teoria

- Domain-specific terminology and accuracy conceptual.
- Clarity in the written statement and capacity of synthesis exhibition orderly, systematic and documented the content of the discipline
- Personal, critical and informed development of the learned.
- Grammatical and syntactical correction of the expression.

Practical

- Assistance to clase
- Active participation, commitment and quality of the submitted work interes
- Aadaptation to the theoretical concepts explained, elaboration, originality, incorporation of additional information, etc.
- Comply with deadlines established.
- Clarity of Exposition, organization of ideas, capacity of synthesis
- Wealth, originality and relevance of ideas and personal opinions.

Evaluation on conditions of non "assistance": students who are unable to attend regular class should be in contact with the teachers of the subject during the first two weeks of the semester, stating and justifying their choice and their inability to attend the course normally. The aim of the interview with the teacher also specify alternative work schedule (see the teaching guide of each teacher).

Important note: to approve of the subject and be able to apply the averages or percentages of the different exercises, is necessary to overcome or approve each one of them, obtaining at least 50% of the scores assigned to each activity, whether theoretical or practical. This criterion applies both in the face-to-face option as the non Presential option students.



REFERENCES

Basic

- Referència b1: PÉREZ SERRANO, G. (coord.). (2006): Intervención y desarrollo integral en personas mayores. Madrid: Editorial Universitas.
- Referència b2: PÉREZ SERRANO, G. (coord.) (2004): Calidad de vida en personas mayores. Madrid: Dykinson.
- Referència b3: PÉREZ SERRANO, G. (coord.) (2004): Cómo intervenir en personas mayores. Madrid: Dykinson.

Additional

- Referència c1: SARRATE CAPDEVILLA, M. L. (2006): Atención a las personas mayores. Intervención práctica. Madrid: Editorial Universitas.
- Referència c2: MONTOYA SÁENZ, J. M. y FERNÁNDEZ ESCRIBANO, M. (2002): Educación de las personas mayores. Madrid: UNED.
- Referència c3: LAFOREST, J. (1991): Introducción a la gerontología. Barcelona: Herder.