VNIVERSITAT ⓨ ID VALÈNCIA

COURSE DATA

Data Subject	
Code	33704
Name	Subjects, processes and contexts of learning
Cycle	Grade
ECTS Credits	6.0
Academic year	2022 - 2023

Study (s)			
Degree	**Center**	**Acad. year**	**Period**
1307 - Degree in Pedagogy	Faculty of Philosophy and Educational Sciences	2	First term

Subject-matter		
Degree	**Subject-matter**	**Character**
1307 - Degree in Pedagogy	70 - Didactics I	Obligatory

Coordination	
Name	**Department**
ARBIOL GONZALEZ, CLARA	100 - Education and School Management
MOMPO LOPEZ, EVA	100 - Education and School Management
NAVAS SAURIN, ALMUDENA ADELAIDA	100 - Education and School Management

SUMMARY

Before presenting the subject we want to give an account of the conditions in which this guide is elaborated. This guide is written and presented in attention to: http://www.uv.es/didorg/guiesdocents/escrit_vicerectores.pdf.

We consider that this format refers to a certain way of thinking and conform university teaching, we also consider that teaching is a space of creation, experience and transformation. However this format makes us think of teaching as something that can be foreseen, as something that is imparted and not something that is put in relation.

This subject is obligatory of the second year of the degree of Pedagogy and approaches the study of the accompaniment in The processes of learning, the study and analysis of the conditions in which it takes place.

The subject,-The subjects, the processes and the contexts of learning-, tries to think didactics from the complex relationship that is created between whom they maintain.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

No specific requirement

OUTCOMES

1307 - Degree in Pedagogy

- Skills in analysis and synthesis.

- Develop 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.

- Be able to manage information.

- Develop the capacity to solve problems and make decisions.

- Develop the capacity for criticism and self-criticism.

- 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.

- Develop, promote and revitalise interpersonal communication skills.

- Show active ethical commitment to human rights and sustainability.

- Be prepared for independent lifelong learning.

- Be able to adapt to new situations.

- Develop innovation and creativity in professional practice.

- 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.

- Diagnose needs, complex situations and possibilities of people as a basis for educational actions.

- Know and understand the processes of teaching and learning and their impact on the comprehensive education and development of people and communities.

- Design educational plans, programmes, projects, actions and resources in different contexts.

- Develop tools for gathering and analysing educational information.

- Prepare and interpret technical, research and evaluation reports on educational actions, processes and results.

- Conduct prospective and evaluative studies on educational characteristics, needs and demands.

- Know and analyse educational policies, their legislative development and their impact on socio-educational reforms.

- Facilitate and manage cooperation in educational and professional processes.

- Design training plans for teachers, trainers and other professionals that are suited to new situations, needs and contexts.

- Design programmes, projects and innovative proposals for training and for developing educational resources in work, family and institutional contexts, in both face-to-face and virtual environments.

- Be able to evaluate educational policies, institutions and systems.

- Be able to advise on the pedagogical use and curricular integration of teaching media.

- Be able to analyse, design and evaluate the ICT applications associated with educational and training processes.

LEARNING OUTCOMES

"Cuando el aprendizaje se reduce a la producción de resultados de aprendizaje; cuando la producción de resultados de aprendizaje constituye, simplemente, una manera diferente de nombrar la conversión de las potencialidades en competencias(…)" Maarten Simons y Jan Masschelein (2014) en *Defensa de la escuela. Una cuestión pública.* Buenos Aires. Miño y Dávila (p. 22).

DESCRIPTION OF CONTENTS

VNIVERSITAT ÖID VALÈNCIA

1. Subjects

2. The processes

3. The contexts

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	45,00	100
Classroom practices	15,00	100
Study and independent work	90,00	0
TOTAL	**150,00**	

TEACHING METHODOLOGY

To specify how to work on the subject, refer to the programs of the teachers who hold the subject with each group. Broadly speaking, we can say that the methodology will combine document work, class discussion of the same, the preparation of work by the students, explanations and clarifications by the teachers, among others.

EVALUATION

Class attendance is essential to be able to pass the subject, students and students who cannot attend the subject regularly must establish an alternative work plan with the teacher responsible for the group to which they belong. To know precisely what will be the way to evaluate the subject, you must consult the programs of the teachers responsible for each group. In these programs, the evaluation procedures will be specified, among others: individual and group work, attendance at tutorials, reading of materials. The evaluation criteria will also be found in the teachers' programs.

REFERENCES

Basic

- En aquesta guía recollim a les referències complementàries aquelles que considerem ajuden a situar lassignatura. Tot i això per concretar, tant les referències bàsiques com les complementàries que corresponen a lassignatura caldrà prendre com a referencia els programes elaborats per les prodessores responsables de cada grup.

En esta guía recogemos en las referencias complementarias aquellas que consideramos ayudan a situar la asignatura. Pese a ello por concretar, tanto las referencias básicas como las complementarias que corresponden a la asignatura hay que tomar como referencia los programas elaborados por las profesoras responsables de cada grupo.

Additional

- ARENDT, Hannah (2005). La condición humana. Barcelona. Paidós

BÁRCENA, Fernando i MÈLICH, Joan-Carles (2000). La educación como acontencimiento ético. Natalidad, narración y hospitalidad. Barcelona. Paidós.

DARLING-HAMMOND, L. (2001). El derecho de aprender. Crear buenas escuelas para todos Barcelona: Ariel (pp. 411-419).

FENSTERMACHER, G. D. Y SOLTIS, J. F. (1998). Enfoques de la enseñanza. Buenos Aires: Amorrortu.

JACKSON, P. (1991). La vida en las aulas. Madrid: Morata.

LARROSA, JORGE I PÉREZ DE LARA, NÚRIA (comps) (1997). Imágenes del otro. Barcelona. Virus Editorial.

MEIRIEU, Philippe (2008). Frankenstein Educador. Barcelona. Laertes.

PÉREZ DE LARA FERRÉ, Núria (1998). La capacidad de ser sujeto. Más allá de las técnicas en educación especial. Barcelona. Laertes

TADEU DA SILVA, T. (2001). Espacios de identidad. Barcelona: Octaedro.

VAN MANEN, MAX (2007). El tacto en la enseñanza. El significado de la sensibilidad pedagógica. Barcelona. Paidós.