

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

Code	40548
Name	Learning and teaching subjects in the specialty of socio-cultural and community services
Cycle	Master's degree
ECTS Credits	16.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
2024 - M.U. en Profesor/a de Educación Secundaria 09-V.1	Faculty of Teacher Training	1	Annual

Subject-matter

Degree	Subject-matter	Character
2024 - M.U. en Profesor/a de Educación Secundaria 09-V.1	56 - Learning and teaching subjects in the specialty of socio-cultural and community services	Optional

Coordination

Name	Department
CAMPOS SANCHIS, MARIA LLUM	350 - Social Work and Social Services
DE RAMON FELGUERA, DAVINIA	120 - Comparative Education and History of Education
MARTINEZ AGUT, MARIA DEL PILAR	335 - Education Theory

SUMMARY

The subject *Learning and Teaching of the subjects of the Sociocultural Services and Community specialty* aims to introduce students to the knowledge of all those methodological and didactic aspects related to the teaching-learning processes of each of the different Training Cycles that they integrate the different Titles and curricula of the specialty of the Professional Family of Sociocultural Services and the Community, familiarizing the students with the skills, abilities, competencies, knowledge, attitudes and aptitudes that all teaching-learning process requires.



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

2024 - M.U. en Profesor/a de Educación Secundaria 09-V.1

- Saber aplicar los conocimientos adquiridos y ser capaces de resolver problemas en entornos nuevos, o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con su área de estudio.
- Saber comunicar sus conclusiones y los conocimientos y razones últimas que las sustentan a públicos especializados y no especializados de un modo claro y sin ambigüedades.
- Poseer las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo.
- Be able to integrate knowledge and handle the complexity of formulating judgments based on information that, while being incomplete or limited, includes reflection on social and ethical responsibilities linked to the application of knowledge and judgments.
- Planificar, desarrollar y evaluar el proceso de enseñanza y aprendizaje potenciando procesos educativos que faciliten la adquisición de las competencias propias de las respectivas enseñanzas, atendiendo al nivel y formación previa de los/as estudiantes así como la orientación de los mismos, tanto individualmente como en colaboración con otros docentes y profesionales del centro.
- Diseñar y desarrollar espacios de aprendizaje con especial atención a la equidad, la educación emocional y en valores, la igualdad de derechos y oportunidades entre hombres y mujeres, la formación ciudadana y el respeto de los derechos humanos que faciliten la vida en sociedad, la toma de decisiones y la construcción de un futuro sostenible
- Conocer los procesos de interacción y comunicación en el aula, dominar destrezas y habilidades sociales necesarias para fomentar el aprendizaje y la convivencia en el aula, y abordar problemas de disciplina y resolución de conflictos
- Conocer la normativa y organización institucional del sistema educativo y modelos de mejora de la calidad con aplicación a los centros de enseñanza.
- Buscar, obtener, procesar y comunicar información (oral, impresa, audiovisual, digital o multimedia), transformarla en conocimiento y aplicarla en los procesos de enseñanza y aprendizaje en las materias propias de la especialización cursada. Adquirir los conocimientos y las estrategias para poder programar las áreas, materias y módulos propios de su responsabilidad docente.



- Adquirir estrategias para estimular el esfuerzo del alumnado de la etapa o área correspondiente y promover su capacidad para aprender por sí mismo y con otros, y desarrollar habilidades de pensamiento y de decisión que faciliten la autonomía, la confianza e iniciativa personales.
- Diseñar y realizar actividades formales y no formales que contribuyan a hacer del centro un lugar de participación y cultura en el entorno donde esté ubicado.
- Desarrollar las funciones de tutoría y de orientación del alumnado de la etapa o área correspondiente, de manera colaborativa y coordinada; informar y asesorar a las familias acerca del proceso de enseñanza y aprendizaje y sobre la orientación personal, académica y profesional de sus hijos.
- Participar en la evaluación, investigación y la innovación de los procesos de enseñanza y aprendizaje. Dominar estrategias y procedimientos de evaluación de los procesos de aprendizaje del alumnado, así como los propios para la evaluación de los procesos de enseñanza.
- Adquirir criterios de selección y elaboración de materiales educativos.
- Fomentar un clima que facilite el aprendizaje y ponga en valor las aportaciones del alumnado de la etapa o área correspondiente.
- Integrar la formación en comunicación audiovisual y multimedia en los procesos de enseñanza y de aprendizaje.
- Conocer estrategias y técnicas de evaluación y entender la evaluación como un instrumento de regulación y estímulo al esfuerzo.
- Concretar el currículo que se vaya a implantar en un centro docente participando en la planificación colectiva del mismo; desarrollar y aplicar metodologías didácticas tanto grupales como personalizadas, adaptadas a la diversidad de los estudiantes
- Conocer los desarrollos teórico-prácticos de los procesos de enseñanza y aprendizaje de la especialidades bio-sanitarias.
- Conocer los currículos de los módulos de la especialidad, así como el cuerpo de conocimientos didácticos en torno a los procesos de enseñanza y aprendizaje correspondientes. Saber convertir los contenidos de los currículos en herramientas programas de actividades y de trabajo al servicio de los objetivos educativos y formativos de los módulos. Identificar los problemas de aprendizaje básicos y comunes de los módulos e idear estrategias para superarlos.



LEARNING OUTCOMES

Develop an adequate classroom climate that favors the involvement of students and generates learning spaces with special attention to equity, inclusion, emotional and values education, equal rights and opportunities between men and women, citizen training and respect for human rights that facilitate life in society, decision-making and the construction of a sustainable future. Know the professional profiles of each of the Titles / Training Cycles of the Professional Family of Sociocultural Services and the Community: Attention to People in Situations of Dependency (Middle Level Training Cycle), Early Childhood Education, Social Integration, Sociocultural and Tourist Animation, Communicative Mediation and Promotion of Gender Equality (Higher Level Training Cycles). Holistic vision of problems and challenges that humanity must face. Obstacles that we have to overcome to contribute to citizen involvement in the construction of a sustainable future and the achievement of the Sustainable Development Goals (SDGs). Tools and materials for working in the classroom on the issue of Sustainability and the necessary measures to move towards the transition to sustainability.

WORKLOAD

ACTIVITY	Hours	% To be attended
Classroom practices	50,00	100
Theory classes	50,00	100
Tutorials	20,00	100
Group work	20,00	100
Other activities	8,00	100
Development of group work	40,00	0
Development of individual work	80,00	0
Study and independent work	60,00	0
Readings supplementary material	30,00	0
Preparation of evaluation activities	10,00	0
Preparing lectures	20,00	0
Resolution of case studies	32,00	0
TOTAL	420,00	

TEACHING METHODOLOGY



Depending on the learning objectives, the contents and the competences, different methods will be used: expository methodology, cooperative work, group discussion, text commentary, individual and group practical and application activities, etc. A participatory and dynamic methodology will be used in order to promote the involvement and participation of the students in the classes, including explanations by the teachers to clarify the theoretical assumptions. The debate will be used when appropriate and practical work, exhibitions and projects of various kinds related to the teaching profession and the theme of the subject will be developed.

EVALUATION

The regulations of the master determines its face-to-face character, so attendance at classes and other teaching activities scheduled in this area is mandatory. In the final grade in the two annual exam sessions, participation in class dynamics and the works presented throughout the course will be valued. The evaluation of the acquisition of the competences by the students will be carried out by combining different types of information, linked to the different activities that the students will develop in the module. The evaluation procedures will be: a) Participation in the face-to-face sessions and delivery of the individual and group work proposed in them, as well as exhibitions and other activities. The activities and works will grant 50% of the final grade. b) Participation in the exam, which will consist of taking an oral and / or written test that will incorporate the fundamental knowledge of the subject. The value of this test will be 50% of the final grade. To pass the subject it will be necessary to pass each of the two components, a) and b).

REFERENCES

Additional

- Aznar-Minguet, P. y Ull, M. A. (2012). La responsabilidad por un mundo sostenible: propuestas educativas a padres y profesores. Bilbao: Desclee des Brower.
- Murga, M. A. (2013). Desarrollo sostenible. Problemáticas, agentes y estrategias. Madrid: UNED y Mc Graw Hill.
- Novo, M. (2003). Bases éticas, conceptuales y metodológicas. Madrid: Universitas.
- Novo, M. (2009). El desarrollo sostenible. Su dimensión ambiental y educativa. Madrid: Editorial Humanitas.
- Novo, M. (2010). Despacio, despacio 20 razones para ir más lentos por la vida. Barcelona: Obelisco.
- Novo, M. (2017). El éxito vital. Apuntes sobre el arte del buen vivir. Barcelona: Kairós.
- UNESCO (2015). Replantear la Educación. Hacia un bien común mundial. París: UNESCO. Disponible en: <https://unesdoc.unesco.org/ark:/48223/pf0000232697>
- UNESCO (2017a). Educación para los Objetivos de Desarrollo Sostenible. Objetivos de aprendizaje. París: UNESCO.
- UNESCO (2017b). Orientaciones sobre la ciencia de la sostenibilidad en la investigación y la



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https://en.unesco.org/sites/default/files/sus_guidelines_spanish_f_0.pdf
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ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

Anglès

1.- Contents

All the contents initially programmed in the teaching guide are maintained.

2.- Volume of work and temporary planning of teaching

The teaching guide foresaw 45 hours of face-to-face theoretical / practical classes, as well as 60 non-contact hours of attendance at external events and activities, group work, individual work, autonomous study, readings, class preparation and assessment preparation. The face-to-face activities are reorganized taking advantage of various virtual formats in which the quality of the content and the interaction between the students and the teachers take precedence. Thus, synchronous, asynchronous videoconferences and presentations will be used. The tutorials are maintained through telematic communication with the students through email and virtual classroom. On the other hand, it will be possible to open debate forums on the readings and content of the topics and will set up tasks scheduled in the virtual classroom. Therefore, the volume of work is distributed as follows:

Classroom practice 50

Theory classes 50

Regulated tutoring 20

Group work 20

Other activities 8

Preparation of group work 40

Preparation of individual works 80

Study and self-employment 60

Supplementary Material Readings 30



Preparation of evaluation activities 10

Preparation of theory classes 20

Resolution of practical cases 32

3.- Teaching methodology

- Materials to understand each of the contents will be uploaded to the Virtual Classroom, the same ones already foreseen in the original guide for face-to-face teaching and completing them with more documents.
- Activities will be proposed by Virtual Classroom by creating tasks that must be completed according to the agreed times.
- Synchronous and asynchronous videoconferences will be held in the virtual classroom using Blackboard Collaborate as the main support.
- Transparencies may be uploaded to the Virtual Classroom.
- It will be possible to promote the use of the virtual classroom forum to debate the contents of the subject.
- Virtual tutorials will be maintained via email, supplemented by videoconferences if necessary.
- Emails will be exchanged with the class delegate to find out the general vision of the group, as well as doubts and / or reflections.
- It will be verified that all the students have the means to work virtually and if any difficulty is detected it can be solved individually.

4.- Evaluation

The evaluation of the exhibitions, face-to-face participation in class activities and the exam will be adapted to the virtual format.

The preparation of the activities carried out by the students autonomously will be increased from the reading of materials, exhibitions and debates in the virtual classroom, as well as from the written test online. Both in the practices and in the test, the students have to demonstrate the mastery and synthesis capacity of the theoretical-practical contents on the subject from the materials uploaded to the virtual classroom and that are considered relevant in a limited time for it. Collaborative work between students will be favored at all times, so that during the class period there is a relationship with classmates and with teachers.