# COURSE GUIDE
# Didactics of Socio-Community Intervention

**Master of Secondary Education Training,
Professional Training and Teaching of Languages**

**Facultad de Magisterio y Ciencias de La Educación**

**Universidad Católica de Valencia San Vicente Mártir**

Academic Year  2023-2024

## COURSE GUIDE TO Didactics of Sanitary processes

|  | ECTS |
|---|---|
| **SUBJECT:  Didactic of Socio-Community Intervention Technician** | 6 |
| **FIELD:** Learning and teaching of corresponding subjects | 12 |
| **MODULE**: Specific Module of Socio-Community Intervention Technician | 24 |

| **Teachers:** Dra. Empar Guerrero Valverde | **Departament:** Department of Psychology, Inclusive Education and Socio-Community Development. |
|---|---|
|  | **e-mail:** empar.guerrero@ucv.es |

## MODULE ORGANISATION

|  | Nº ECTS 24 | | | |
|---|---|---|---|---|
| **FIELDS AND SUBJECTS** | | | | |
| **FIELD** | **ECTS** | **SUBJECT** | **ECTS** | **Semester** |
| Complements for the disciplinary formation | 6 | The Curriculum of Socio-Community Intervention Technician in Secondary education, Vocational training and High school | 6 | 1 |
| Learning and teaching of Socio-Community Intervention Technician | 12 | Didactics of Socio-Community Intervention Technician in Secondary education, Vocational training and High school | 6 | 1 |
|  |  | Didactic resources for the teaching of Socio-Community Intervention Technician in Secondary education, Vocational training and High school | 6 | 2 |

| Teaching innovation and introduction to educational research | 6 | Teaching Innovation and Introduction to Educational Research in Socio-Community Intervention Technician | 6 | 2 |
|---|---|---|---|---|

| COURSE GUIDE: Didactics of Sanitary Processes |
|---|

**Prerequisites:** none

| GENERAL GOALS |
|---|

- To identify the specific characteristics of the didactics of the Socio-Community Intervention Technician in Secondary education, Vocational training and High school.
- To know different methodological strategies and didactic resources for the education of the Socio-Community Intervention Technician
- To design a teaching unit corresponding to the area of the Socio-Community Intervention Technician
- To promote pupil autonomous learning and cooperative work capacities.

| CROSS-SECTIONAL COMPETENCES | Competence measuring scale | | | |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| G 1 Competence in the application of acquired knowledge and problem solving abilities, encountered in new or unfamiliar environments; and, initiated within broader contexts or multidisciplinary scopes relative to one's field of study. | | X | | |
| G 2 Capability to integrate knowledge and determine complex judgment calls based on information which incorporates, but is not limited to, reflections on social and ethical responsibilities associated with pertinent knowledge and judgments | | X | | |
| G 3 Knowing how to effectively communicate conclusions (sustaining relative rationale or arguments) to specialized and unspecialized audiences, in a clear and unambiguous manner. | | X | | |

| | | | |
|---|---|---|---|
| G4 Having learning skills that enable them to continue studying in a self-directed or autonomous manner within the majority of circumstances | X | | |
| G5 To Know the curriculum related to the specialization and the didactics of teaching and learning, as well as a didactic knowledge of the teaching and learning processes, respectively. A knowledge of the different professions will be included for vocational training. | | | X |
| G 6 To plan, develop and evaluate the teaching and learning process enhancing educational activities to facilitate the acquisition of the different competences, taking into account the level and previous training of students to guide them, both individually and in collaboration with other teachers and school professionals. | | | X |
| G7 To research, obtain, process and communicate information (oral, printed, audiovisual, digital, or multimedia), transforming it into knowledge that will be applied in the teaching and learning process | | | X |
| G8 To set the curriculum that will be established in a school. Develop and implement teaching methodologies, for both groups and individually, taking into account the diversity of students. | X | | |
| G9 To design and develop learning processes with special attention to equity, education and emotional values, equal rights and opportunities between men and women, civic education and respect for human rights that make life easier in our society, making decisions and building a sustainable future. | | X | |
| G10 To acquire strategies to encourage student effort and enhance their capacity to learn by themselves and with others, and develop thinking skills and decision-making abilities to facilitate autonomy, confidence and personal initiative. | X | | |
| G 11 To know the processes of interaction and communication in the classroom, mastering social skills necessary to promote learning and coexistence together in the classroom, dealing with problems of discipline and conflict resolution | X | | |
| G12 To design and carry out formal and informal activities that make the centre a place of participation and culture in the environment where it is located. To perform the functions of mentoring and guiding students in a collaborative and coordinated way. To participate in the evaluation, research and innovation of teaching and learning | X | | |

## SPECIFIC COMPETENCES

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| CE13 To know the cultural and educational value of the specific subjects and the content that is taught | | X | | |
| CE14 To know the history and recent developments of the classroom subjects and their perspectives in order to transmit a dynamic vision. | | X | | |
| CE15 To know different environments to practice curricular contents. | | | | X |
| CE16 To know the theoretical and practical processes in teaching and learning different classroom subjects | | | | X |
| CE17 To transform curricula in activity and work programs | | | | X |
| CE18 To acquire criteria to select and develop educational resources | | | | X |
| CE19 To foster a climate that facilitates learning and values the contributions of the students | | | X | |
| CE20 To integrate training for the use of media studies in the teaching-learning process | | X | | |
| CE21 To learn evaluation strategies and techniques and to understand evaluation as a tool to regulate and encourage the effort | | | | X |
| CE22 To know and apply innovative teaching proposals in the field of specialization | | | X | |
| CE24 To identify the problems of teaching and learning certain materials and to propose alternatives and solutions. | | | | X |

| LEARNING OUTCOMES | COMPETENCES |
|---|---|
| | |

| | |
|---|---|
| R1. Identify the main characteristics of the didactics of the subjects of the specialty of Socio-Community Intervention Technician and know the fundamentals of a constructivist approach to learning. | CE13, CE14, CE15, CE16, CE18, CE19, CE20, CE21, CE22, CE24 |
| R2. Recognizes the importance of contextualization in the analysis and design of teaching proposals, adapting the types of Work Unit to the needs of the context | CE15, CE22, CE24 |
| R3 Know and identify the general and specific elements necessary to develop didactic units. | CE15, CE16, CE17, CE18, CE19, CE20, CE21, CE22, |
| R4 Delve into the value of the evaluation with all its components: Criteria, instruments, techniques, etc. | E18, E21 |
| R5 Design and plan work units adapted to the module and content blocks | CE13, CE14, CE15, CE16, CE17, CE18, CE19, CE20, CE21, CE22, CE24 |

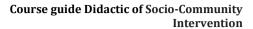| ON-CAMPUS EDUCATIONAL ACTIVITIES | | | |
|---|---|---|---|
| **ACTIVITY** | **Teaching-Learning Methodology** | **Relationship With Learning Outcomes for the subject** | **ECTS** |
| ON CAMPUS-CLASS | Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. | R1, R2, R3, R4, R5 | 1,20 |
| PRACTICAL CLASSES | Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity. | R3, R4, R5 | 1 |

| | | | |
|---|---|---|---|
| WORK GROUP EXHIBITION | Application of multidisciplinary knowledge | R5 | 0,06 |
| OFFICE ASSISTANCE | Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, readings, papers, etc. | R1, R2, R3, R4, R5 | 0,04 |
| ASSESSMENT | Set of oral and/or written tests used in initial, formative or additive assessment of the student | R1, R2, R3, R4, R5 | 0,10 |
| | | Total | 2,4 |

| INDEPENDENT WORD ACTIVITIES | | | |
|---|---|---|---|
| **ACTIVITY** | **Teaching-Learning Methodology** | **Relation with LA** | **ECTS** |
| GROUP WORK | Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform | R3, R4, R5 | 1,44 |
| INDEPENDENT WORK | Student study: Group Individual preparation of | R1, R2, R3, R4, R5 | 2,16 |

| | | | |
|---|---|---|---|
| | readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform. | | |
| | | Total | 3,6 |

| SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM | | |
|---|---|---|
| **Assessment tool** | **Learning outcomes assessed** | **Allocated percentage** |
| group tasks | R1, R2, R3, R4, R5 | 60% |
| Individual | R1, R2, R3, R4, R5 | 20% |
| Attitude, attendance and participation | R1, R2, R3, R4, R5 | 20% |
| The mention of Distinction will be awarded to students who have achieved a score equal to or greater than 9.0. The number of Distinctions granted will not exceed 5% of students enrolled in a subject in the corresponding academic year unless enrollment is under 20, in which case only one Distinction may be granted. (RD 1125/2003). | | |

| DESCRIPTION OF CONTENTS | COMPETENCES |
|---|---|
| 1. Introduction to the Didactics in the subjects of the specialty of Technician in Socio-Community Intervention from a constructivist approach. | CE13, CE14, CE15 |
| 2. Types of didactic Units in Vocational Training | CE13, CE14, CE15, CE16 |
| 3. Elements of the Teaching Unit in FP: Conceptualization and application in the classroom | CE15, CE16, CE18, CE21, CE24 |
| 4. Evaluation in Vocational Training: Evaluation Processes; Criteria and evaluation techniques and instruments | CE13, CE14, CE15, CE16, CE17, CE18, CE19, CE20, CE21, CE22, CE24 |

| COURSE ORGANISATION | |
|---|---|
| | **Thematic grouping organization** |
| 1 | Introduction to the Didactics in the subjects of the specialty of Technician in Socio-Community Intervention from a constructivist approach. |
| 2 | Types of didactic Units in Vocational Training |
| 3 | Elements of the Teaching Unit in FP: Conceptualization and application in the classroom |
| 4 | Evaluation in Vocational Training: Evaluation Processes; Criteria and evaluation techniques and instruments |

## BIBLIOGRAPHY

**Basic Bibliography**

Blas, F.A. (2007). *Competencias profesionales en la formación profesional*. Alianza Editorial.

Beromann, J. y Sams A. (2014). *Dale la vuelta a la clase*. SM

Cabrera, J.F. y Rodríguez, A.J. *El Diseño de la Programación Didáctica en las Enseñanzas de Formación Profesional*. Gobierno de Canarias. Consejería de Educación y Universidades

http://www3.gobiernodecanarias.org/medusa/campus/doc/htmls/metodologias/pdfs/El_Disenyo_Programaci%C3%B3n_Didactica_en_fp.pdf

De Miguel, M. (Coord.) (2005). *Modalidades de enseñanza centradas en el desarrollo competencias. Orientaciones para promover el cambio metodológico en el Espacio Europeo de Educación Superior*. Ediciones de la Universidad de Oviedo. https://www2.ulpgc.es/hege/almacen/download/42/42376/modalidades_ensenanza_competencias_mario_miguel2_documento.pdf

Del Pozo, J. A. (2012). Evaluar competencias en formación profesional: Portafolios, pruebas situacionales y rúbricas. *Aula de Innovación Educativa* 215, pp. 61-65

Espinós, J. Ll. (Coord.) (2014). Una propuesta para atender a la diversidad en los ciclos formativos de Grado medio. *Aula de Secundaria* 8, pp. 20-24

Guerrero, E. (2019). La experiencia de Flipped Classroom en la formación del profesorado de Servicios Socioculturales y a la Comunidad. En N. Ibarra y B. Salinas (Coords). *En torno a la innovación en Educación Superior. Estudios, perspectivas e innovaciones. València*. Universitat de València (141-148) https://dialnet.unirioja.es/servlet/articulo?codigo=7431429

Guerrero Valverde, E. y Fuentes Martínez, L. (2020). Aprender Habilidades Sociales a través del Taller didáctico y técnicas grupales en un aula de integración social. En G. Gómez M. Ramos, Rodríguez-Jiménez, C. y De la Cruz, J.C. *Teoría y práctica en investigación educativa: Una perspectiva internacional*. Dyckinson (654-667) https://roderic.uv.es/bitstream/handle/10550/79005/2020_CL_Dykinson_Blogosfera_Evaluaci%C3%B3n_ES.pdf?sequence=1&isAllowed=y

Lozano Luzón, J. (2018). *Cómo realizar la programación didáctica en Formación profesional.* Editorial Síntesis

Lozano Luzón, J. (2019). *La evaluación criterial diferenciada en Formación profesional.* Editorial Síntesis

Muro, J.M. (2008). *Programación y unidades didácticas en formación profesional*. MAD

Quintero, L. D. Metodología Gobierno de Canarias. Consejería de Educación y Universidades

(http://www3.gobiernodecanarias.org/medusa/campus/doc/htmls/metodologias/pdfs/unidad03.pdf?v=1)

Solbes, R. (2014). *Programaciones Didácticas para FP*. Nau Llibres (Edicions Culturals Valencianes)

Vázquez, L.M.; Cabeza, J. (2007) *Programaciones didácticas en la formación profesional específica: legislación, ejemplificaciones, actuación ante el tribunal, plantillas*. Fundación ECOEM

Vázquez, L.M.; Cabeza, J. (2008) *La programación didáctica en la FP*. Fundación ECOEM

## National Magazines

- Edetania (https://revistas.ucv.es/index.php/Edetania)
- Revistas de Graó (http://www.grao.com/es/productos/revistas)
- Eureka (www.apac-eureka.org.revista/Consejo_revista.htm)
- Investigación en la Escuela (www.diadaeditora.com)
- Revista Teoría de la Educación (http://revistas.usal.es/index.php/1130-3743/index)
- Revista de Educación (http://www.educacionyfp.gob.es/revista-de-educacion/inicio.html)

## Useful internet addresses

http://www.ite.educacion.es/index.php
"Instituto de Tecnologías Educativas. Ministerio de Educación. Recursos educativos clasificados".
http://www.ceice.gva.es/web/formacion-profesional
Page corresponding to the FP of the Consellería D'Educació, Investigació, Cultura i Esport
http://todofp.es/inicio.html  Home about VET of the Ministry of Education, Culture and Sport
http://www.eduforics.com/es/juanjo-vergara-recomienda-10-las-mejores-paginas-metodologias-activas/
Blog of interest on active methodologies
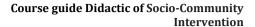http://www.cedefop.europa.eu/es
European Center for the Development of Vocational Training

## Annotated basic bibliography

**Chiva Bartol, O. y Martí Puig M. (Coord.) (2016).** *Métodos pedagógicos activos y globalizadores.* **Graó.**

This book describes the theoretical-practical bases to implement some pedagogical methods such as Flipped Classroom, Project Learning or Service Learning. It is a book

that places the reader and the reader in practical aspects in the handling of these methods

**Escudero, J. M. (2000).** *Diseño, desarrollo e innovación del currículum***. Síntesis Editorial.**

This book details the basic lines that the curriculum should have, providing an innovative vision in its design and development. One of the questions that arises is the design of the curriculum based on the competences using new and complementary materials to the textbook.

**Finkel, D. (2000).** *Dar clase con la boca cerrada***. Valencia. PUV. UV**

This book brings us closer to proposals that allow us to reflect on teaching practice, placing the student at the center of the teaching-learning process. It provokes the reader by suggesting that classes can be taught with a "shut mouth" through techniques in which the participation of the student is basic.

**Sevillano García, M.L (2004).** *Estrategias innovadoras para una enseñanza de calidad.* **Pearson.**

This book provides the latest trends in educational innovation and is aimed primarily at Pedagogy or Teaching students who wish to incorporate them for their professional future and also for active teachers who wish to improve their classes

## Addendum to the Course Guide of
## Didactics of Socio-Community Intervention

Master of Secondary Education Training,
Professional Training and Teaching of Languages

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject:

## Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

## Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

## 1. Educational Activities of Onsite Work:

**All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching.**

Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

| X | Microsoft Teams |

**Situation3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

**1.** Educational Activities of Onsite Work:

**All the foreseen onsite activities described in this section of the Course Guide,** as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

| X | Microsoft Teams |

*Explanation about the practical sessions:*

**2.** System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

**Regarding the Assessment Tools:**

X The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

ONLINE WORK

**Regarding the Assessment Tools:**

X The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.