



Information about the subject

Degree: Master's Degree in Teacher Training for Secondary, Baccalaureate and Language Teaching (MUPS)

Faculty: Faculty of Education Sciences

Code: 1020082

Name: Didactic resources for teaching socio-community intervention

Credits: 6 **ECTS** **Year:** 1º **Semester:** 1º

Module: Specific module for Socio-community Intervention Technician

Subject Matter: Learning and teaching of the corresponding subjects **Type:** Basic formation

Department: General Didactics, Educational Theory and Technological Innovation

Type of learning: Classroom-based learning

Language(s) in which it is taught: Spanish/valencian

Lecturer/s

Name and surname **Dra. Empar Guerrero Valverde**

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Module organization

BASIC THEORETICAL TRAINING

Subject Matter	ECTS	Subject	ECTS	Year/semester
Complements for disciplinary training	6	The socio-community intervention technician curriculum	6	1/1
Learning and teaching of the corresponding subjects	12	Teaching of socio-community intervention technician	6	1/1
		Didactic Resources for Teaching as a socio-community intervention technician	6	1/2
Teaching innovation and initiation to educational research	6	Teaching Innovation and Initiation to Educational Research as a socio-community intervention technician	6	1/2



Recommended Knowledge

Prerequisites: No prerequisites, except those derived from access to the specialty and knowledge of the languages of the Spanish educational system

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

Code	Learning outcomes
R1	Learn about different didactic resources that allow you to promote learning by competencies in FP as a Socio-community Intervention technician
R2	Prepares teaching materials and own educational resources, applying the current curriculum
R3	Design innovative educational proposals adapted to the training needs of 21st century Socio-community Intervention Technician vocational training students.
R4	Knows and uses ICT and knows how to adapt them to the training process to convert them into TAC
R5	Communicate and adequately argue the use of teaching resources adapted to different realities



Competences

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

Code	General	Weighting			
		1	2	3	4
G6	Plan, develop and evaluate the teaching and learning process, promoting educational processes that facilitate the acquisition of the competencies of the respective courses, taking into account the level and previous training of the students, as well as their orientation, both individually and in collaboration with other teachers and professionals of the center.				X
G7	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				X
G8	To specify the curriculum to be implemented in an educational center by participating in its collective planning; to develop and apply didactic methodologies, both group and personalized, adapted to the diversity of students.			X	
G9	Design and develop learning spaces with special attention to equity, emotional and values education, equal rights and opportunities between men and women, citizen education and respect for human rights that facilitate life in society, decision-making of decisions and the construction of a sustainable future.			x	
G12	Design and carry out formal and non-formal activities that contribute to making the center a place of participation and culture in the environment where it is located; develop tutoring and student guidance functions in a collaborative and coordinated manner; participate in the evaluation, research and innovation of teaching and learning processes			x	

Code	Specific	Weighting			
		1	2	3	4
E15	Know the contexts and situations in which the various curricular contents are used or applied.				
E16	To be familiar with the theoretical and practical developments in teaching and learning of the corresponding subjects				X
E17	Transforming curricula into programs of activities and work.				X



E18	Acquire selection criteria and preparation of educational materials.				x
E19	Promote a climate that facilitates learning and values student contributions.			x	
E21	To know evaluation strategies and techniques and to understand evaluation as an instrument for regulating and stimulating effort.			x	
E24	Identify problems related to the teaching and learning of the subjects of the specialization and propose alternatives and solutions.				x

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1. Learn about different teaching resources that allow you to promote learning by competencies in FP as a Socio-community Intervention technician	20%	Individual portfolio with activities in which the basic elements of didactics are identified and recognized
R2. Prepare teaching materials and own educational resources, applying the current curriculum	10%	
R3. Design innovative educational proposals adapted to the training needs of vocational training students as Socio-community Intervention technicians of the 21st century.	30%	Group portfolio with the design of an educational proposal based on teaching resources adapted to the specialty
R4. Knows and uses ICT and knows how to adapt them to the training process to convert them into TAC	30%	
R5. Communicate and adequately argue the use of teaching resources adapted to different realities	10%	Oral presentation

Mention of Distinction: In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded.

Exceptionally, these distinctions may be assigned globally across different groups of the same subject.

Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong.

The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Unique Evaluation: Exceptionally, students who, due to an unforeseen, justified, and accredited reason before



the Specialty Coordinator, have not attended 80% of the classes and, therefore, cannot be subject to the continuous assessment system may opt for this assessment system.

In this case, the assessment will be as follows:

- Creation of an individual portfolio with 10 content-related activities (R1, R2, R3, and R4)
- Examination of 20 multiple-choice questions (R1, R2, R3, R4, R5)
- Design of 3 assessment instruments using ICT resources (R4)

Use of AI: The use of AI is permitted for:

- Study support (generating alternative explanations, concept maps, or self-assessment exercises)
- Receiving feedback on the clarity or coherence of one's own text.

The use of AI is not permitted for:

- Completing assessable tasks, unless required for a specific activity and the instructor so indicates.

If AI is used in any of the activities under permitted conditions, it must be stated in which part of the activity it was used, which AI tool was used, and for what purpose.

Other observations:

A passing the final written exam and submitting 50% of the assessable tasks are essential for passing the course.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1	Presentation of content by the teacher and analysis of competencies.
M2	Group work sessions supervised by the teacher. Study of cases, problems, field study, computer classroom, visits and educational itineraries, search for data in libraries, on the Internet, etc. Activities developed in spaces with specialized equipment. Significant construction of knowledge through student interaction and activity.
M3	Presentation of acquired knowledge. Teacher-small group interaction and small-large group interaction.
M4	Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor with the objective of reviewing and discussing the materials and topics presented in classes, seminars, readings, completion of assignments, etc.
M5	Set of oral and/or written tests used in the initial, formative or summative evaluation of students.
M6	Readings, writing essays, solving problems, papers, reports, preparing seminars, etc. to present or deliver in theoretical classes, practical classes and/or small group tutorials.
M7	Student study of the proposed bibliography. Preparation of required tasks: readings, analysis of texts, preparation of essays, problem solving, writing of reports, etc.



Activity	Learning Outcomes	ECTS
THEORETICAL CLASSES	R1 y R4	1
PRACTICAL CLASSES	R2, R3, R5	1,20
WORK EXHIBITION	R5	0,06
TUTORSHIPS	R1, R2, R3, R4, R5	0,04
EVALUATION TESTS	R1, R2, R3, R4, R5	0,10
Total		2.4

Activity	Learning Outcomes	ECTS
TEAM WORK	R1, R2, R3, R4, R5, R6	1.44
INDIVIDUAL WORK	R1, R2, R3, R4, R5, R6	2.16
Total		3.6

Description of the contents

Description of the necessary contents to acquire the learning outcomes:

CONTENT BLOCK	Contents
1. Didactic Resources: What they are, what they are for and how to apply them in FP, in the Family Cycles of Technician in Socio-Community Intervention	<ul style="list-style-type: none"> - Conceptualization of "Didactic Resource" - The use of teaching resources in FP



2. Type of teaching resources	<ul style="list-style-type: none">- Type of teaching resources- Text book- Innovative teaching resources
3. The use of ICT and its conversion to TAC	<ul style="list-style-type: none">- The mediation of ICT for teaching - The relationship of said curricular elements- Educational App and its application in FP in the Family Cycles of Technician in Socio-Community Intervention
4. Current educational experiences and their relationship with FP	<ul style="list-style-type: none">- Identification of FP experiences in the Family Cycles of Technician in Socio-Community Intervention, in which current and innovative didactic resources are applied



Temporary organization of learning

BLOCK OF CONTENT/DIACCTIC UNIT	Number of sessions	Hours
1. Didactic Resources: What they are, what they are for and how to apply them in FP, in the Family Cycles of Technician in Socio-Community Intervention	4	10
2. Type of teaching resources	4	10
3. The use of ICT and its conversion to TAC	4	10
4. Current educational experiences and their relationship with FP	2	5

References

- Burone, I. (2016). Viaje a la Escuela del Siglo XXI: Así trabajan los colegios más innovadores del mundo, de Alfredo Hernando Calvo. Madrid: Fundación Telefónica, 2015. 199 págs. Páginas de Educación, 9(1), 172-177. doi:10.22235/pe.v9i1.1184
- Butcher, N., Kanwar, A., & Uvalic-Trumbic, S. (2015). *Guía básica de recursos educativos abiertos (REA)*. UNESCO Publishing.
- González García, J. (2015). Criterios para el diseño de materiales multimedia educativos. *Interamerican Journal of Psychology*, 49(2), 139-152. https://www.researchgate.net/publication/311263672_Criterios_para_el_diseño_de_materiales_multimedia_educativos
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- 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, E y Cebrián Cifuentes, S. (2022). Taller didáctico y TIC para el desarrollo de competencias en educación social. *Revista Fuentes*, 24 (2), 282-296. <https://doi.org/10.12795/revistafuentes.2022.20393>
- Guerrero Valverde, E. y Cebrián Cifuentes, S. (2023). *Recursos educativos para la formación de competencias básicas en la universidad*. Octaedro. <https://octaedro.com/libro/recursos-educativos-para-la-formacion-de-competencias-basicas-en-la-universidad/>
- Frutos Frutos, I., Hernández Infante, J. J., Madrid García, M., & Mingorance Cano, I. (2019). Utilización docente de la Metodología de Juegos de Escape en los Ciclos Formativos de Servicios Socioculturales ya la Comunidad. *REIF*, 1, 62-80. <https://digitum.um.es/digitum/bitstream/10201/85083/1/Utilizaci%3%b3n%20docente%20de%20la%20Metodolog%3%ada%20de%20Juegos%20de.pdf>
- Naranjo, C. (2007) Como cambiar la educación para cambiar el mundo. *Cuarto propio*.



http://claudionaranjo.net/pdf_files/education/cambiar_la_educacion_ch_4_spanish.pdf

Martín, J. G., & Martínez, J. E. P. (2018). Aprendizaje basado en proyectos: método para el diseño de actividades. *Revista Tecnología, Ciencia y Educación*, 10, 37-63. <https://doi.org/10.51302/tce.2018.194>

Medina, F. (2020). Instagram como recurso didáctico para desarrollar la escritura creativa: caso microrrelato. *Cuaderno de pedagogía universitaria*, 17(33), 84-93. <https://dialnet.unirioja.es/servlet/articulo?codigo=7341442>

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Sicilia, M. (2007). Más allá de los contenidos: compartiendo el diseño de los recursos educativos abiertos. *RUSC. Universities and Knowledge Society Journal*, 4 (1), 26-35.

Travieso Valdés, D., & Ortiz Cárdenas, T. (2018). Aprendizaje basado en problemas y enseñanza por proyectos: alternativas diferentes para enseñar. *Revista Cubana de Educación Superior*, 37(1), 124-133.

Vargas Yzquierdo, Jorge, & Garrido Amable, Odette. (2015). El Derecho de Autor y los recursos educativos abiertos. *Revista de Ciencias Médicas de Pinar del Río*, 19(6). http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S1561-31942015000600016&lng=es&tlng=es.

Webs de interés:

<https://es.unesco.org/themes/tic-educacion/rea>

<http://recursostic.educacion.es/heda/web/formacion-profesional/847-materiales-didacticos-para-fp>

<https://www.educaciontrespuntocero.com/recursos>

<http://internetaula.ning.com/forum/topics/los-mejores-recursos-3>

Blogs de interés:

<https://coralelizondo.wordpress.com/2016/08/19/repensar-la-educacion-para-avanzar/>

<https://www.goconqr.com/es/blog/12-mejores-blogs-de-educacion-de-este-2017/>

