



**Course Guide Socio-Community Intervention  
Technician  
PI-02-F-16 ED. 00**

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**COURSE GUIDE**  
**EDUCATIONAL RESOURCES FOR THE TEACHING 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**

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Academic Year 2023/24



## COURSE GUIDE

<b>ECTS</b>	
<b>SUBJECT:</b> Educational resources for the teaching of socio-community intervention	6
<b>FIELD:</b> Learning and teaching of the corresponding subjects	12
<b>MODULE:</b> Community Social Intervention Technical	24
<b>Teacher:</b> Dra. Empar Guerrero Valverde	Department of Psychology, Inclusive Education and Socio-Community Development.
<b>Type of Training:</b> Compulsory	e-mail: <a href="mailto:empar.guerrero@ucv.es">empar.guerrero@ucv.es</a>

## MODULE ORGANISATION

<b>FIELDS AND SUBJECTS</b>				<b>Nº ECTS</b>
<b>FIELD</b>	<b>ECTS</b>	<b>SUBJECT</b>	<b>ECTS</b>	<b>Semester</b>
Supplements for the disciplinary training	6	The Socio-Community Intervention Curriculum	6	1
Learning and teaching of the corresponding subjects	12	Didactics of the specialty of technical in Community Social Intervention	6	1
		Teaching resources for the teaching of Community Social Intervention Technician	6	2
Teaching innovation and initiation to educational research	6	Innovation and research in didactics of Community Social Intervention Technical	6	2



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<b>COURSE GUIDE: Educational resources for the teaching of socio-community intervention</b>				
<b>Prerequisites:</b> none				
<b>GENERAL GOALS</b>				
1. Know different didactic resources that allow promoting learning by competences in FP of Socio-community Intervention technician 2. Design innovative educational proposals adapted to the training needs of 21st century Socio-community Intervention Technician VET students. 3. Know and use ICTs to know how to adapt them to the training process to convert them into TAC				
<b>CROSS-SECTIONAL COMPETENCES</b>				<b>Competence measuring scale</b>
				1    2    3    4
G1 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
G2 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
G3 Knowing how to effectively communicate conclusions (sustaining relative rationale or arguments) to specialized and unspecialized audiences, in a clear and unambiguous manner.				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
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



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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		
G11 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		

<b>Specific competences</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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	
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	
CE23 To identify the problems of teaching and learning certain materials and to propose alternatives and solutions.				X



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<b>LEARNING OUTCOMES</b>	<b>COMPETENCES</b>
R-1 The student knows different teaching resources that allow promoting learning by competencies in VT as a Socio-community Intervention technician	G1-G2-G9-G10- G11-CE16-CE19-CE21 y CE22
R-2 The students design innovative educational proposals adapted to the training needs of the 21st century Socio-community Intervention Technician Vocational Training students	G7-G9-G10-G11- CE16-CE19-CE21 y CE23
R-3 The students know and use ICT and know how to adapt them to the training process to convert them into TAC	G1- G2- G3- G7-G9-CE15-CE16-CE17-CE18-CE20-CE21-CE22

<b>ON-CAMPUS EDUCATIONAL ACTIVITIES</b>			
<b>ACTIVITY</b>	<b>Teaching-Learning Methodology</b>	<b>Relationship With Learning Outcomes for the subject</b>	<b>ECTS</b>
ON CAMPUS- CLASS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.	R1,R2 y R3	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.	R1,R2 y R3	1
WORK GROUP EXHIBITION		R3	0,06



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	Application of multidisciplinary knowledge		
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 y R3	0,04
ASSESSMENT	Set of oral and/or written tests used in initial, formative or additive assessment of the student	R1, R2 y R3	0,10
Total			2,4

<b>INDEPENDENT WORK ACTIVITIES</b>			
<b>ACTIVITY</b>	<b>Teaching-Learning Methodology</b>	<b>Relationship of Course with Learning Outcomes</b>	<b>ECTS</b>
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	R1,R2 Y R3	2,16
INDEPENDENT WORK	Student study: Individual 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.	R1,R2 y R3	1,44



	Work done on the university e-learning platform		
		Total	3,6

**SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM**

Assesment tools	Learning outcomes assessed	Allocated percentage
Task of the student individual	R1, R2 y R3	30%
Tasks of the student Cooperative	R1, R2 y R3	50%
attendance and participation	R1, R2 y R3	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
Educational innovation and new knowledge for the 21st century	G1-G2-G9-G10- G11-CE16-CE19-CE21 y CE22
Active educational methodologies and their adaptation to the competences of the 21st century	G1-G2-G9-G10- G11-CE16-CE19- CE21 y CE22
The use of ICT and its conversion to TAC	G1- G2- G3- G7-G9- CE15-CE16-CE17- CE18-CE20-CE21- CE22



Current educational experiences and their relationship with VET	G1- G2- G3- G7-G9-CE15-CE16-CE17-CE18-CE20-CE21-CE22
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COURSE ORGANISATION	
	<b>Thematic grouping organization</b>
1	Educational innovation and new knowledge for the 21st century
2	Active educational methodologies and their adaptation to the competences of the 21st century
3	The use of ICT and its conversion to TAC
4	Current educational experiences and their relationship with VET

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<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/>



## Addendum to the Course Guide of the Educational resources for the teaching of socio-community intervention

Master of Secondary Education Training,  
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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:



Microsoft Teams



Blackboard Collaborate Ultra



Kaltura

### **Situation 3: 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:**



Microsoft Teams



Blackboard Collaborate Ultra



Kaltura



*Explanation about the practical sessions:*

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

### **ONSITE WORK**

#### **Regarding the Assessment Tools:**

- The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.
- The following changes will be made to adapt the subject's assessment to the online teaching.

<b>Course guide</b>		<b>Adaptation</b>	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

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### Comments to the Assessment System:

## ONLINE WORK

### Regarding the Assessment Tools:

- The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.
- The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.