



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: Didactics of 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

Academic year 2024-2025
Literary and Linguistic Education

At the end of the course, the student must be able to prove that
outcomes:

earning

Code	Learning outcomes
R1	Identify the main characteristics of the didactics of the subjects of the Socio-community Intervention Technician specialty and know the foundations of a constructivist approach to learning.
R2	Recognizes the importance of contextualization in the analysis and design of didactic proposals, adapting the types of Work Unit to the needs of the context
R3	Know and identify the general and specific elements necessary to develop Work Units
R4	Design and properly plan Work Units adapted to the Module and Content Blocks
R5	It delves into the value of evaluation with all its components: Evaluation criteria, instruments, techniques, etc.
R6	Duly communicates the fundamental bases that characterize the didactics of the Socio-Community Intervention Technician specialty



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
G5	Knowledge of the curricular contents of the subjects related to the corresponding teaching specialization, as well as the body of didactic knowledge regarding the respective teaching and learning processes. For professional training, knowledge of the respective professions will be included.		X		
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	
G10	Acquire strategies to stimulate student effort and promote their ability to learn by themselves and with others, and develop thinking and decision skills that facilitate personal autonomy, confidence and initiative.			x	
G11	Know the interaction and communication processes in the classroom, master the skills and social abilities necessary to promote learning and coexistence in the classroom, and address discipline and conflict resolution problems.		x		

Code	Specific	Weighting			
		1	2	3	4
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



E20	Integrate training in audiovisual and multimedia communication in the teaching-learning process.		x		
E21	To know evaluation strategies and techniques and to understand evaluation as an instrument for regulating and stimulating effort.				x
E23	Know evaluation strategies and techniques and understand evaluation as an instrument for regulation and encouragement of 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. Identify the main characteristics of the didactics of the subjects of the Socio-community Intervention Technician specialty and know the foundations of a constructivist approach to learning	10%	Individual portfolio with activities in which the basic elements of didactics are identified and recognized
R2. Recognizes the importance of contextualization in the analysis and design of didactic proposals, adapting the types of Work Unit to the needs of the context	10%	
R3. Know and identify the general and specific elements necessary to develop Work Units	10%	
R4. Design and properly plan Work Units adapted to the Module and Content Blocks	40%	Preparation of Work Units adapted to the corresponding Title with the fundamental elements of the UT including the evaluation system
R5. Delve into the value of evaluation with all its components: Evaluation criteria, instruments, techniques, etc.	20%	
R6. Duly communicates the fundamental bases that characterize the teaching of the Socio-Community Intervention Technician specialty	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 a justified and accredited unforeseen circumstance, are unable to participate in the continuous assessment system and request it from the Coordination of the specialty within the first month of instruction may opt for this evaluation system.*

In such cases, the evaluation will consist of the following: assignments involving didactic proposals, the development of teaching resources, research, analysis of materials/resources, and reflections.

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.
M/	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, R2, R3, R4, R5	1,20
PRACTICAL CLASSES	R1, R2, R3, R4, R5	1
WORK EXHIBITION	R2, R3, R4	0,06
TUTORSHIPS	R1, R2, R3, R4, R5	0,04
EVALUATION TESTS	R1, R2, R3, R4, R5, R6	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. Introduction to Didactics in the subjects of the Socio-community Intervention Technician specialty from a constructivist approach.	<ul style="list-style-type: none">- General and specific didactics and its application in the educational field- Fundamental elements of didactics: Curricular elements and didactic methodologies



<p>2. Types of Didactic Units in Vocational Training</p>	<ul style="list-style-type: none">- Legislation and administrative instructions for its design- From work units to learning sequences
<p>3. Curricular elements of the Vocational Training Unit: Conceptualization and application in the classroom</p>	<ul style="list-style-type: none">- Curricular elements specific to the training cycles of the Socio-community Intervention Technician specialty- The relationship of said curricular elements- How to design work units
<p>4. Evaluation in Vocational Training: Evaluation Processes; Criteria and evaluation techniques and instruments</p>	<ul style="list-style-type: none">- Fundamental bases of evaluation- How to design the evaluation in FP, specifically in the specialty of socio-community intervention technician



Temporary organization of learning

BLOCK OF CONTENT/DIDACTIC UNIT	Number of sessions	Hours
1. Introduction to Didactics in the subjects of the Socio-community Intervention Technician specialty from a constructivist approach.	3	7,5
2. Types of Didactic Units in Vocational Training	2	5
3. Curricular elements of the Vocational Training Unit: Conceptualization and application in the classroom	6	15
4. Evaluation in Vocational Training: Evaluation Processes; Criteria and evaluation techniques and instruments	3	7,5

References

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- Cabrera, J.F. y Rodríguez, A.J. (2018) *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_Diseño_Programaci%C3%B3n_Didactica_en_fp.pdf
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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>
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Jiménez, C. y De la Cruz, J.C. *Teoría y práctica en investigación educativa: Una perspectiva internacional*. Dyckinson (654-667)
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Revistas sobre educación nacionales

- 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>)

Direcciones útiles de Internet

<http://www.ceice.gva.es/web/formacion-profesional>

Página correspondiente a la FP de la Consellería D'Educació, Investigació, Cultura i Esport

<http://todofp.es/inicio.html>

Portada sobre FP del Ministerio de Educación, Cultura y Deporte

<http://www.eduforics.com/es/juanjo-vergara-recomienda-10-las-mejores-paginas-metodologias-activas/>

Blog de interés sobre metodologías activas

<http://www.cedefop.europa.eu/es>

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