



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: The Socio-Community Intervention Curriculum

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

Lecturer/s

Name and surname **Dr. Marcelo Viera Abelleira**

marcelo.viera@ucv.es



Module organization

BASIC THEORETICAL TRAINING

Subject Matter	ECTS	Subject	ECTS	Year/semester
Complements for disciplinary training	6	The socio-community intervention 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	Identifies the educational value of the subjects of the specialisation and, in relation to this, reflects critically on the development of the curriculum and educational practice.
R2	Uses the main instruments and techniques as well as the concepts and terminology of the subjects of the specialisation in Socio-community Intervention Technician.
R3	Knows how to differentiate the different training itineraries of the educational system, especially those referring to the speciality of Technician in Socio-community Intervention.
R4	Knows and differentiates contexts and situations (educational stage, type of educational offer, etc.) for the application of the curricular contents of the speciality.
R5	Knows the basic aspects related to the subjects of the speciality of Technician in Socio-community Intervention in the different stages of the educational system and adequately handles the corresponding regulations.

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):



Academic year 2024-2025
The Socio-Community Intervention Curriculum

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	Searching for, obtaining, processing and communicating information (oral, printed, audiovisual, digital or multimedia), transforming it into knowledge and applying it in the teaching and learning processes in the subjects of the specialisation studied.				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	

Code	Specific	Weighting			
		1	2	3	4
E13	To know the educational and cultural value of the subjects corresponding to the specialisation and the contents that are studied in the respective courses.			X	
E14	To know the history and recent developments of the subjects and their perspectives in order to be able to convey a dynamic vision of the subjects.			X	
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
E21	To know evaluation strategies and techniques and to understand evaluation as an instrument for regulating and stimulating effort.				X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1. Identifies the educational value of the subjects of the specialisation and, in relation to this, reflects critically on the development of the curriculum and educational practice.	30%	Preparation and digital presentation of an Annual Teaching Programme for a degree belonging to the speciality of Technician in Socio-Community Intervention.
R2. Uses the main instruments and techniques as well as the concepts and terminology of the subjects of the specialisation in Socio-community Intervention Technician.	30%	
R3. Knows how to differentiate the different training itineraries of the educational system, especially those referring to the speciality of Technician in Socio-community Intervention.	10%	Activities in which the different training itineraries, contexts and situations related to the speciality are identified and recognised.
R4. Knows and differentiates contexts and situations (educational stage, type of educational offer, etc.) for the application of the curricular contents of the speciality.	20%	
R5. Knows the basic aspects related to the subjects of the speciality of Technician in Socio-community Intervention in the different stages of the educational system and adequately handles the corresponding regulations	10%	
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: as development of teaching resources, research, analysis of m:

Academic year 2024-2025
Didactics of Socio-community Intervention

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, R2, R3, R4, R5	1,20
PRACTICAL CLASSES	R1, R2, R3, R4, R5	1
WORK EXHIBITION	R2, R3, R4,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	1.44
INDIVIDUAL WORK	R1, R2, R3, R4, R5	2.16
Total		3.6

Description of the contents

Description of the necessary contents to acquire the learning outcomes:

CONTENT BLOCK	Contents
1. The curriculum design in relation to the subjects of the speciality.	<ul style="list-style-type: none"> - Fundamentals of the curriculum. - The curriculum in relation to the subjects of the speciality.



<p>2. Education system and curriculum of the subjects of the specialisation</p>	<ul style="list-style-type: none">- FP at present.- Current regulations and characteristics of the qualifications belonging to the speciality of Socio-Community Intervention Technician.
<p>3. The annual teaching programme: parts and development.</p>	<ul style="list-style-type: none">- The curriculum in the classroom: programmes and materials in FP.- Models of Annual Educational Programmes in FP.
<p>4. Evaluation in Vocational Training: Evaluation Processes; Criteria and evaluation techniques and instruments</p>	<ul style="list-style-type: none">- - How to design assessment in FP, specifically in the speciality of technician in Socio-community Intervention.- Evaluation criteria in FP.



Temporary organization of learning

BLOCK OF CONTENT/DIDACTIC UNIT	Number of sessions	Hours
1. The curriculum design in relation to the subjects of the speciality.	3	7,5
2. Education system and curriculum of the subjects of the specialisation	3	7,5
3. The annual teaching programme: parts and development.	6	15
4. Evaluation in Vocational Training: Evaluation Processes; Criteria and evaluation techniques and instruments	2	5

References

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_Disenyo_Programaci%C3%B3n_Didactica_en_fp.pdf

Decreto 112/2007 de 20 de julio del Consell, por el que se establece el currículo de la Educación Secundaria Obligatoria en la Comunitat Valenciana

Del Pozo, J. A. (2012). Evaluar competencias en formación profesional: Portafolios, pruebas situacionales y rúbricas. *Aula de Innovación Educativa* 215, pp. 61-654

Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

Real Decreto 174/2021, de 23 de marzo, por el que se establece el título de Técnico Superior en Formación para la movilidad segura y sostenible y se fijan los aspectos básicos del currículo.

Resolución de 20 de julio de 2012 de la Subsecretaría, de la Dirección General de Centros Docentes, de la Dirección General de Innovación, Ordenación y Calidad Educativa y de la Dirección General de Formación y Cualificación Profesional, por la que se dictan instrucciones sobre ordenación académica y de organización de la actividad docente de los centros de la Comunitat Valenciana que durante el curso 2012-2013 impartan ciclos formativos de Formación Profesional.

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

National education journals:

- 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.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>

Centro Europeo para el Desarrollo de la Formación Profesional