

## Guía docente / *Course Syllabus*

2019-20

### 1. Descripción de la Asignatura / *Course Description*

Asignatura <i>Course</i>	DIDÁCTICA EN LA EDUCACIÓN SOCIAL (docencia en inglés)
Códigos <i>Code</i>	803104; 909059
Facultad <i>Faculty</i>	Facultad de Ciencias Sociales
Grados donde se imparte <i>Degrees it is part of</i>	Grado en Educación Social; Doble Grado en Trabajo Social y Educación Social
Módulo al que pertenece <i>Module it belongs to</i>	Bases conceptuales y contextuales de la educación social
Materia a la que pertenece <i>Subject it belongs to</i>	Educación
Departamento responsable <i>Department</i>	Educación y Psicología Social
Curso <i>Year</i>	4º
Semestre <i>Term</i>	1º
Créditos totales <i>Total credits</i>	6
Carácter <i>Type of course</i>	Básica
Idioma de impartición <i>Course language</i>	Inglés
Modelo de docencia <i>Teaching model</i>	A1

Clases presenciales del modelo de docencia A1 para cada estudiante: 31 horas de enseñanzas básicas (EB), 14 horas de enseñanzas prácticas y de desarrollo (EPD) y 0 horas de actividades dirigidas (AD). Hasta un 10% de la enseñanza presencial puede sustituirse por docencia a distancia (también presencial, pero posiblemente asíncrona), de acuerdo con la programación de la Asignatura publicada antes del comienzo del curso.

*Number of classroom teaching hours of A1 teaching model for each student: 31 hours of general teaching (background), 14 hours of theory-into-practice (practical group tutoring and skill development) and 0 hours of guided academic activities. Up to 10% of face-to-face sessions can be substituted by online teaching, in accordance with the course schedule published before it begins.*

## 2. Responsable de la Asignatura / *Course Coordinator*


Nombre <i>Name</i>	Rosa María Rodríguez Izquierdo
Departamento <i>Department</i>	Educación y Psicología Social
Área de conocimiento <i>Field of knowledge</i>	Didáctica y Organización Escolar
Categoría <i>Category</i>	Profesora Titular de Universidad
Número de despacho <i>Office number</i>	11.2.22
Teléfono <i>Phone</i>	954541851
Página web <i>Webpage</i>	<a href="https://www.upo.es/profesorado/rmrodizq">https://www.upo.es/profesorado/rmrodizq</a>
Correo electrónico <i>E-mail</i>	rmrodizq@upo.es

## 3. Ubicación en el plan formativo / *Academic Context*

Breve descripción de la asignatura <i>Course description</i>	<p>This is a basic subject that forms part of Module 1 of the Verified Memory of the Social Education Grade that is called Conceptual and Contextual Bases of Social Education. Therefore, the subject is located in the first year of the Degree being the first subject of the area of Didactics and Educational Organization studied by students. Therefore, the scientific field of didactics and the curriculum has been given an introductory character. The educational action that often has to be carried out by Social Educators includes the planning, execution and evaluation of actions and tasks linked to context analysis, the detection of needs, the elaboration of projects, the ordering of their execution, the follow-up and the verification of the impact. Many of these actions have to do with didactics and amply justify the fact that this subject has been incorporated into the training of the Social Educator. On line, the subject offers students the theoretical-practical basis for the design and development of teaching.</p>
Objetivos (en términos de resultados del aprendizaje) <i>Learning objectives</i>	<p>1. Learning outcomes for the general competences that are worked on in the subject.</p> <p>The student is able to demonstrate his/her ability to work collaboratively, interpersonal communication, autonomy, search for knowledge and critical capacity.</p> <p>The student is able to make decisions in problematic situations where he must show willingness to learn and unlearn continuously and apply self-evaluation strategies as a desire for personal and professional improvement.</p> <p>2. Learning outcomes for the specific competences that are worked on in the subject.</p> <p>The student is able to identify the theories and models necessary</p>

Se permite la verificación de la integridad de una copia de este documento electrónico en la dirección: <https://portafirmas.upo.es/verificarfirma/>. Este documento incorpora firma electrónica reconocida de acuerdo a la ley 59/2003, de 19 de diciembre, de firma electrónica.

FIRMADO POR	Universidad Pablo de Olavide	FECHA	22/07/2019
ID. FIRMA	firma.upo.es	DP9zjG10F29uIZQJtXOd8TJLYdAU3n8j	PÁGINA 2/10




	<p>for the development of teaching-learning processes, considering the way in which they modify the role of the educator today. As well as the basic principles and concepts related to the field of didactics, the curriculum and training programs, both in the development of projects (curriculum design), as well as their monitoring and evaluation, in order to improve it. And, in short, it will be able to demonstrate an understanding, analysis and assessment of the teaching processes developed in the areas of social education.</p> <p>The student is capable of designing methodological systems that facilitate educational action by trying to identify the most suitable methodologies for the proposed actions. The student will need to justify the theoretical and methodological bases on which to support and justify his action, as well as the pedagogical strategies that will help him to know and approach the groups and people with whom he will work in his training project.</p> <p>3. Learning outcomes for the other competences of the subject.</p> <p>The student is capable of elaborating, with the acquired knowledge of the pedagogical and curricular elements, a curricular design as a strategy of action in the field of social education, taking into account the different situations in which the chosen target group can be found (socio-cultural and institutional context, needs, resources, etc.) and the different psychosocial characteristics of the target group.</p> <p>They must be able to define the most appropriate pedagogical elements and curricular elements (characteristics and needs of the target group, objectives, contents, methodology, resources and didactic strategies, evaluation, modality, time, place, etc.), differentiating the suitability for each specific group to which the curricular design is directed.</p>
Prerrequisitos <i>Prerequisites</i>	
Recomendaciones <i>Recommendations</i>	
Aportaciones al plan formativo <i>Contributions to the educational plan</i>	

#### 4. Competencias / Skills

Competencias básicas de la Titulación que se desarrollan en la Asignatura <i>Basic skills of the Degree that are developed in this Course</i>	CB2 - Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio
Competencias generales de la Titulación que se desarrollan en la Asignatura <i>General skills of the Degree that are developed in this Course</i>	CG4 - Desarrollar apertura hacia al aprendizaje a lo largo de la vida, buscando y compartiendo información con el fin de favorecer su desarrollo personal y profesional, modificando de forma flexible los propios esquemas mentales y pautas de comportamiento para favorecer su mejora permanente, versatilidad y adaptación a situaciones nuevas o cambiantes

Se permite la verificación de la integridad de una copia de este documento electrónico en la dirección: <https://portafirmas.upo.es/verificarfirma/>. Este documento incorpora firma electrónica reconocida de acuerdo a la ley 59/2003, de 19 de diciembre, de firma electrónica.

FIRMADO POR	Universidad Pablo de Olavide	FECHA	22/07/2019
ID. FIRMA	firma.upo.es	DP9zjG10F29uIZQJtXOd8TJLYdAU3n8j	PÁGINA 3/10
			

<p>Competencias transversales de la Titulación que se desarrollan en la Asignatura <i>Transversal skills of the Degree that are developed in this Course</i></p>	<p>CT4 - Competencias en el Campo de las nuevas tecnologías y la gestión de la innovación CT5 - Respeto a los derechos humanos, el acceso para todos y la voluntad de eliminar factores discriminatorios como el género y el origen</p>
<p>Competencias específicas de la Titulación que se desarrollan en la Asignatura <i>Specific competences of the Degree that are developed in the Course</i></p>	<p>CE4 - Diseñar, planificar, gestionar y desarrollar diferentes recursos, así como evaluar planes, programas, proyectos y actividades de intervención socioeducativa, participación social y desarrollo en todos sus ámbitos. CE7 - Adquirir las habilidades, destrezas y actitudes para la intervención socioeducativa.</p>
<p>Competencias particulares de la asignatura, no incluidas en la memoria del título <i>Specific skills of the Course, not included in the Degree's skills</i></p>	<p>1. General competences of the module that are worked on in the subject</p> <p>G3. Have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant social, scientific or ethical issues. G.10. With respect to human rights, access for all and the will to eliminate discriminatory factors such as gender and origin. G.11. Develop problem-solving and decision-making skills, which involves being able to identify, analyse and define the significant elements that constitute a problem, its causes and importance from different points of view; to seek alternative solutions and to resolve it with criteria and in an effective manner. G.12. To develop creative abilities to modify things or think about them from different perspectives, broadening the conventional possibilities of understanding and judgement as well as of application in the resolution of problems and decision making, referring to the areas of study or fields of action themselves. G13. Develop critical and self-critical capacity to examine and judge something or one's own performance with internal and/or external criteria, seeking precise and clear discernment in the adoption and defence of a personal position, taking into consideration other judgments with a reflective attitude of recognition and respect. G14. To develop openness towards lifelong learning, seeking and sharing information in order to favour their personal and professional development, flexibly modifying their own mental schemes and behavioural guidelines in order to favour their permanent improvement, versatility and adaptation to new or changing situations.</p> <p>2. Specific competences of the module that are worked on in the subject</p> <p>E1. To know and understand critically the theoretical and methodological bases that from pedagogical, sociological, psychological perspectives support the processes as well as the legislative frameworks that enable, guide and legitimise the implementation of the the action of the Educator and Social Educator. E4. Design, plan, manage and develop different resources, as well as evaluate plans, programmes, projects and activities of socio-educational intervention, social participation and development in all areas. E8. To confront ethical duties and dilemmas with a critical spirit in</p>

the face of the new demands and forms of social exclusion that the knowledge society poses to the profession of social educator.

3. Other competences of the subject

Cognitive Competences (Knowledge):

A1. To identify the basic principles and concepts related to the field of didactics, the curriculum and training programmes, both in the development of projects (curriculum design) and their monitoring and evaluation, in order to be able to improve and innovate (principles, knowledge and basic technical vocabulary).

A2. Know how to define the most appropriate pedagogical elements and curricular elements (target groups, objectives, contents, methodology, resources and didactic strategies, evaluation, modality, time, place, etc.) differentiating suitability for each specific group to which the curricular design is directed.

4. Procedural/Instrumental Competences (Know-how):

A3. To design methodological systems that facilitate the action of the educators. trying to identify the most suitable methodologies for educational action.

A4. To elaborate, with the acquired knowledge of the pedagogical elements and a curricular design as a strategy for action in the field of education. social education, taking into account the different situations in which it is possible to be (socio-cultural and institutional context, problems, resources, etc.) and the the different characteristics and needs of the target groups for which it is intended the training programme.

Attitudinal (To be and to transfer):

A5. To promote the autonomous and group learning of the students.

A6. Assume the need for continuous professional development through self-evaluation of one's own practice.

A7. Develop critical and interpersonal communication skills.

**5. Contenidos de la Asignatura: temario / Course Content: Topics**

<b>PARTE I</b>	<b>THEORETICAL FOUNDATION OF DIDACTICS AND TEACHING-LEARNING PROCESSES</b>
<b>PARTE II</b>	<b>DIDACTIC PLANNING AND CURRICULUM DESIGN</b>
<b>PARTE III</b>	<b>METODOLOGÍAS Y RECURSOS DIDÁCTICOS EN EDUCACIÓN SOCIAL</b>
<b>PARTE IV</b>	<b>EDUCATIONAL EVALUATION</b>

**6. Metodología y recursos / Methodology and Resources**

Metodología general <i>Methodology</i>	<b>METHODOLOGY AND RESOURCES</b> Methodologies of the module where the subject is located. This year we want to continue an experience of educational innovation in which we are going to work on the methodology of Service-Learning (ApS). This didactic methodology implies a face-to-face teaching of the BE, accompanied by the performance of community service activities, in the form of external activity, outside the university, which will be computed as part of the EPD hours. Of these, some
---	--

Se permite la verificación de la integridad de una copia de este documento electrónico en la dirección: <https://portafirmas.upo.es/verificarfirma/>. Este documento incorpora firma electrónica reconocida de acuerdo a la ley 59/2003, de 19 de diciembre, de firma electrónica.

FIRMADO POR	Universidad Pablo de Olavide	FECHA	22/07/2019
ID. FIRMA	firma.upo.es	DP9zjG10F29uIZQJtXod8TJLYdAU3n8j	PÁGINA 5/10



	<p>will take place in the classroom, and as we say, much of it will be community service.</p> <p>The experience is intended to be shared among several subjects and for this purpose, some common face-to-face sessions will be jointly planned and articulated to give meaning to the experience. Each subject will develop its program of contents in the stipulated EBs. This Theoretical content, according to the objective of this methodology, will be supported in every way. for the external activity that will be being carried out, as they will be articulated in the spaces for discussion-reflection in which theory joins practice. Documents aimed at encouraging this reflection will be provided, as well as the analysis Criticism of the students on the topics dealt with.</p> <p>Distribution of the time dedicated to the subject (1 credit: 25 hours of work of the teacher). student in the following manner)</p> <p>Basic Teachings: 20%.</p> <p>Practical and Developmental Teachings: 15%.</p> <p>Academic activities of directed practices: 5%.</p> <p>Tutorials: 3% Tutoring: 3% Tutoring: 3% Tutoring: 3% Tutoring: 3% Tutoring: 3% Tutoring: 3% Tutoring: 3% Tutoring: 3% Tutoring: 3%</p> <p>Written tests: 2%.</p> <p>Self-tasks of the student: 55%.</p>
Enseñanzas básicas (EB) <i>General teaching</i>	
Enseñanzas prácticas y de desarrollo (EPD) <i>Theory-into-practice</i>	
Actividades académicas dirigidas (AD) <i>Guided academic activities</i>	

### 7. Criterios generales de evaluación / Assessment

Primera convocatoria ordinaria (convocatoria de curso) <i>First session</i>	<p>El 80% de la calificación procede de la evaluación continua. El 20% de la calificación procede del examen o prueba final.</p> <p>INDIVIDUAL TASK (CONTINUOUS EVALUATION)</p> <p>A. Complete a multiple-choice exercise of previous questions based on the 3 main points on which the subject is structured; Objectives, Methodology and Evaluation. (1.5 points).</p> <p>B. Readings related to the content of the subject: (1.5 points).</p> <p>The task of the readings consists of 3 moments:</p> <p>1. First part. INDIVIDUAL READING OF THE INDICATED MATERIAL.</p> <p>2. Second part. To extract two main ideas from the reading and to relate it with the practice of the center. Deliver to class on the agreed day.</p> <p>3. Third part:</p> <p>- 1st part of EB session; Debate on reading in large group - 2ª part of session EB; Realization of personal reflection and delivery.</p> <p>C. Final report of the service (5 points). In an individual way, a global synthesis of the project and the learning of the subject will</p>
---	--

Se permite la verificación de la integridad de una copia de este documento electrónico en la dirección: <https://portafirmas.upo.es/verificarfirma/>. Este documento incorpora firma electrónica reconocida de acuerdo a la ley 59/2003, de 19 de diciembre, de firma electrónica.

FIRMADO POR	Universidad Pablo de Olavide		FECHA	22/07/2019
ID. FIRMA	firma.upo.es	DP9zjG10F29uIZQJtXOd8TJLYdAU3n8j	PÁGINA	6/10



be carried out. This work will be delivered to the professor at the end of the semester to complete the evaluation, through the online campus (WEBCT). For the realization of this report, specific orientations will be given in the EB class. Further information on this report can be found in the document "Didactics Specific Tasks Guide", in the virtual classroom topics section.

Exceptionally, the Final Report may be developed in a group, as long as the theme to be worked on is based on transversal themes and the components of the group carry out their ApS in the same group for which the intervention is designed.

**GROUP TASK (FINAL TEST)**

1. Elaboration of a video about some aspect of the ApS experience (to celebrate, recognize and disseminate (1.5 points). Students prepare advance presentations of their video projects about the ApS experience in advance. They will discuss it with the teachers and their classmates to exchange ideas. Students will participate in a video exhibition during the 5th Festival of Social Education mini videos. In the videos, personal and group reflections are integrated around the lived experience: what has been learned, what has been discovered in the Polígono Sur, social education, etc.


This task also has several moments. We will carry out a specific EPD in a large group to begin the work of this task. Afterwards, there will be a follow-up in small groups and the handing over of several parts of the task.

2. Presentations of the video in the Festival of mini videos (0,5 points). **GROUP TASK.** Effortlessly completed works should be shown to the satisfaction of their authors and to serve as inspiration to others. Students should prepare a brief presentation of their video (before or after viewing the video). It is not a question of telling what is already shown, but of what is behind it, what has been pretended, what is not seen, the process, etc. They must also be willing to hold a debate and hold questions from Festival participants and to ask their colleagues about their work.

Attendance is very important in this learning experience. The dates of delivery of tasks are of obligatory fulfillment. Failure to turn in assignments on time will result in failure to earn the points assigned to you.


<p>Segunda convocatoria ordinaria (convocatoria de recuperación) <i>Second session (to re-sit the exam)</i></p>	<p>OPTION B: The student who has no involvement in the development of the experience. For those students who, for work and/or other reasons, could not follow the normal development of the subject, there is a final evaluation modality. This evaluation considers the realization of a written test type examination (on the totality of the thematic of the theoretical and practical credits on diverse aspects of the program of the subject) and the realization of a theoretical-practical report on an agreed task.</p>
<p>Convocatoria extraordinaria de noviembre <i>Extraordinary November session</i></p>	<p>Se activa a petición del alumno siempre y cuando éste esté matriculado en todas las asignaturas que le resten para finalizar sus estudios de grado, tal y como establece la Normativa de Progreso y Permanencia de la Universidad. Se evaluará del total de los conocimientos y competencias que figuren en la guía docente del curso anterior, mediante el sistema de prueba única. OPTION B: The student who has no involvement in the development of the experience. For those students who, for work and/or other reasons, could not follow the normal development of the subject, there is a final evaluation modality. This evaluation considers the realization of a written test type examination (on the</p>

	<p>totality of the thematic of the theoretical and practical credits on diverse aspects of the program of the subject) and the realization of a theoretical-practical report on an agreed task.</p>
<p>Crterios de evaluaci3n de las ense~anzas b3sicas (EB) <i>General teaching assessment criteria</i></p>	<p>Durante la evaluaci3n continua: OPTION A: The student has a total implication in the development of the experience. The evaluation will be carried out in a continuous way by means of works and tasks: It supposes the accomplishment of service activities and other activities of individual and group type that are carried out in class and out of it.</p> <p>The continuous evaluation will be continued through the delivery in time and form of a series of theoretical-practical activities and the attendance to the sessions programmed in the experience. Some of these tasks are of individual character and others of group character.</p> <p>In order to carry out these tasks, specific orientations will be given that will help the students to understand what they have to do and in which they will receive more specific guidelines on how to carry them out, delivery date and specific characteristics of the same.</p> <p>OPTION B: The student who has no involvement in the development of the experience. For those students who, for work and/or other reasons, could not follow the normal development of the subject, there is a final evaluation modality. This evaluation considers the realization of a written test type examination (on the totality of the thematic of the theoretical and practical credits on diverse aspects of the program of the subject) and the realization of a theoretical-practical report on an agreed task.</p> <p>Durante el examen o prueba final (1ª convocatoria): Durante el examen o prueba final (2ª convocatoria): OPTION B: The student who has no involvement in the development of the experience. For those students who, for work and/or other reasons, could not follow the normal development of the subject, there is a final evaluation modality. This evaluation considers the realization of a written test type examination (on the totality of the thematic of the theoretical and practical credits on diverse aspects of the program of the subject) and the realization of a theoretical-practical report on an agreed task.</p>
<p>Crterios de evaluaci3n de las ense~anzas pr3cticas y de desarrollo (EPD) <i>Theory-into-practice assessment criteria</i></p>	<p>Durante la evaluaci3n continua: OPTION A: The student has a total implication in the development of the experience. The evaluation will be carried out in a continuous way by means of works and tasks: It supposes the accomplishment of service activities and other activities of individual and group type that are carried out in class and out of it.</p> <p>The continuous evaluation will be continued through the delivery in time and form of a series of theoretical-practical activities and the attendance to the sessions programmed in the experience. Some of these tasks are of individual character and others of group character.</p> <p>In order to carry out these tasks, specific orientations will be given that will help the students to understand what they have to do and in which they will receive more specific guidelines on how to carry them out, delivery date and specific characteristics of the same.</p> <p>OPTION B: The student who has no involvement in the development of the experience. For those students who, for work and/or other reasons, could not follow the normal development of the subject, there is a final evaluation modality. This evaluation</p>

Se permite la verificaci3n de la integridad de una copia de este documento electr3nico en la direcci3n: <a href="https://portafirmas.upo.es/verificarfirma/">https://portafirmas.upo.es/verificarfirma/</a> . Este documento incorpora firma electr3nica reconocida de acuerdo a la ley 59/2003, de 19 de diciembre, de firma electr3nica.				
FIRMADO POR	Universidad Pablo de Olavide		FECHA	22/07/2019
ID. FIRMA	firma.upo.es	DP9zjG10F29uIZQJtXOd8TJLYdAU3n8j	P3GINA	8/10
				



	<p>considers the realization of a written test type examination (on the totality of the thematic of the theoretical and practical credits on diverse aspects of the program of the subject) and the realization of a theoretical-practical report on an agreed task.</p> <p>Durante el examen o prueba final (1ª convocatoria):</p> <p>Durante el examen o prueba final (2ª convocatoria): OPTION B:</p> <p>The student who has no involvement in the development of the experience. For those students who, for work and/or other reasons, could not follow the normal development of the subject, there is a final evaluation modality. This evaluation considers the realization of a written test type examination (on the totality of the thematic of the theoretical and practical credits on diverse aspects of the program of the subject) and the realization of a theoretical-practical report on an agreed task.</p>
<p>Crterios de evaluaci3n de las actividades acad3micas dirigidas (AD)</p> <p><i>Criteria of assessment of guided academic activities</i></p>	<p>Durante la evaluaci3n continua:</p> <p>Durante el examen o prueba final (1ª convocatoria):</p> <p>Durante el examen o prueba final (2ª convocatoria):</p>
<p>Puntuaciones m3nimas necesarias para aprobar la Asignatura</p> <p><i>Minimum passing grade</i></p>	<p>1ª convocatoria: 5</p> <p>2ª convocatoria: 5</p>
<p>Material permitido</p> <p><i>Materials allowed</i></p>	
<p>Identificaci3n en los ex3menes</p> <p><i>Identification during exams</i></p>	<p>En cualquier momento de la realizaci3n de una prueba de evaluaci3n los profesores podr3n requerir la acreditaci3n de la identidad de cualquier estudiante, mediante la exhibici3n de su carnet de estudiante, documento nacional de identidad, pasaporte u otro documento v3lido a juicio del examinador. Si no lo hiciese, el estudiante podr3 continuar la prueba, que ser3 calificada solo si la documentaci3n es presentada en el plazo que el examinador establezca.</p>
<p>Observaciones adicionales</p> <p><i>Additional remarks</i></p>	<p>Clarification about the evaluation system:</p> <p>There are two evaluation options in this subject depending on whether or not the student is involved in the development of the service learning experience.</p> <p>OPTION A: The student has a total implication in the development of the experience. The evaluation will be carried out in a continuous way by means of works and tasks: It supposes the accomplishment of service activities and other activities of individual and group type that are carried out in class and out of it. The continuous evaluation will be continued through the delivery in time and form of a series of theoretical-practical activities and the attendance to the sessions programmed in the experience. Some of these tasks are of individual character and others of group character.</p> <p>In order to carry out these tasks, specific orientations will be given that will help the students to understand what they have to do and in which they will receive more specific guidelines on how to carry them out, delivery date and specific characteristics of the same.</p> <p>OPTION B: The student who has no involvement in the development of the experience. For those students who, for work and/or other reasons, could not follow the normal development of</p>

Se permite la verificaci3n de la integridad de una copia de este documento electr3nico en la direcci3n: <a href="https://portafirmas.upo.es/verificarfirma/">https://portafirmas.upo.es/verificarfirma/</a> . Este documento incorpora firma electr3nica reconocida de acuerdo a la ley 59/2003, de 19 de diciembre, de firma electr3nica.				
FIRMADO POR	Universidad Pablo de Olavide		FECHA	22/07/2019
ID. FIRMA	firma.upo.es	DP9zjG10F29uIZQJtXod8TJLYdAU3n8j	P3GINA	9/10
				

the subject, there is a final evaluation modality. This evaluation considers the realization of a written test type examination (on the totality of the thematic of the theoretical and practical credits on diverse aspects of the program of the subject) and the realization of a theoretical-practical report on an agreed task.

Los estudiantes inmersos en un programa de movilidad o en un programa de deportistas de alto nivel, así como los afectados por razones laborales, de salud graves o por causas de fuerza mayor debidamente acreditadas, tendrán derecho a que en la convocatoria de curso se les evalúe mediante un sistema de evaluación de prueba única. Para ello, deberán comunicar la circunstancia al profesor responsable de la asignatura antes del fin del periodo docencia presencial.

*Students enrolled in a mobility program or a program for high-level athletes, as well as students affected by work or serious health problems or reasons of force majeure duly accredited, will have the right to be evaluated during the first session through a single test evaluation system. To do this, they must report changes in their circumstances to the program coordinator before the end of the teaching period.*

## 8. Bibliografía / Bibliography

- Alheit, P. & Hernández-Carrera, R.M. (2018) “La doble visión de la educación permanente: dos perspectivas analíticas”, *Linhas Críticas, Brasília, DF, v.25*
- ESCUDERO, J. M. (Edit.) (1999) “Diseño, desarrollo e innovación del curriculum.”, *Madrid: Síntesis.*
- GIMENO SACRISTÁN, J. y PEREZ GOMEZ, A. I. (1995) “Comprender y transformar la enseñanza.”, *Madrid: Morata*
- GOODSON, I. (2000) “El cambio del curriculum.”, *Barcelona: Octaedro*
- Hernández-Carrera, R. M., Margarida, M. & González-Monteagudo, J. G. ((2018)) “Training of Adult Workers in Europe and Brazil. Between Emancipatory Education and Recycling for the Market”, *International Journal of Educational Research and Innovation (IJERI)*, 9, 297-315. <https://www.upo.es/revistas/index.php/IJERI/article/view/2771>
- Hernández-Carrera, R. M. y Lucio-Villegas, E. (2015) “Vocational Education and Training from the Perspective of Key Informants of Employer Associations in Spain. In: Bohlinger S., Haake U., Jørgensen C.H., Toiviainen H., Wallo A. (eds) Working and Learning in Times of Uncertainty.”, *Research on the Education and Learning of Adults. SensePublishers, Rotterdam. https://doi.org/10.1007/978-94-6300-244-8\_15*, pp. 197-208
- JOYCE, B. y WEIL, M. con CALHOUM, E. (2002) “Modelos de enseñanza. Barcelona: Gedisa.”
- PARCERISA, A. (1999) “Didáctica en la educación social. Enseñar y aprender fuera de la escuela.”, *Barcelona: Graó*
- PÉREZ SERRANO, G. (1990) “Aplicaciones de la Didáctica al campo social y educativo.”, *Dykinson: Barcelona.*

Se permite la verificación de la integridad de una copia de este documento electrónico en la dirección: <https://portafirmas.upo.es/verificarfirma/>. Este documento incorpora firma electrónica reconocida de acuerdo a la ley 59/2003, de 19 de diciembre, de firma electrónica.

FIRMADO POR	Universidad Pablo de Olavide		FECHA	22/07/2019
ID. FIRMA	firma.upo.es	DP9zjG10F29uIZQJtXOd8TJLYdAU3n8j	PÁGINA	10/10
