



COURSE DATA

DATA SUBJECT

Code: 33484
Name: Education for adults
Cycle: Undergraduate Studies
ECTS Credits: 4.5
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1306 - Degree in Social Education	Facultat de Filosofia i Ciències de l'Educació	4	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1306 - Degree in Social Education	Subject, educational experience and creation of the public spheres II	ELECTIVES

COORDINATION

GIMENEZ URRACO MARIA ELENA

PALOMARES MONTERO DAVINIA

SUMMARY

The Adult Education module is presented as an optional subject for the Bachelor's Degree in Social Education.

The purpose of this module is to gain an understanding of the field of Adult Education (AE): discourses, historical references, concepts, terminology, curricula, teaching experiences, key authors, and more. The educational rights and needs of adults in today's society will allow us to analyze lifelong education policies, as well as training demands and offerings. Through the areas, agents, and teaching and learning processes for adult education, we will explore literacy skills and the concept of AE as a socio-educational, cultural, and professional project. In addition to the aforementioned knowledge, this module also aims to prepare students to be active, reflective, and critical agents in the realities of these centers and in this educational field in general

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE



There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

They have not been described for this matter.

COMPETENCES / LEARNING OUTCOMES

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Apply and coordinate educational programmes and methodologies for personal, social and professional development.

Be able to conduct educational research in different contexts.

Demonstrate organisational and planning skills.

Desarrollar y coordinar intervenciones educativas con personas o grupos, con necesidades educativas especiales, en situaciones de riesgo, de desigualdad o discriminación por razón de género, clase, etnia, edad, discapacidad y/o religión.

Design and implement processes of social participation and community development.

Design educational plans, programmes, projects, actions and resources in different contexts.

Develop innovation and creativity in professional practice.

Have capacity for analysis and synthesis.

Have critical and self-critical capacity.

Have problem-solving skills and decision-making capacity.

Identify and make reasoned judgments about socio-educational problems in order to improve professional practice in non-formal contexts.

Intervene in socio-educational and community projects and services.

Know and understand the processes of teaching and learning and their impact on the comprehensive education and development of people and communities.

Know the principles and fundamentals of attention to diversity.

Lead and coordinate socio-educational plans, programmes and projects.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay



audiences.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

DESCRIPTION OF CONTENTS

1. Conceptualization, terminology and authors of Adult Education.

o Conceptualization of the EPA.
o Terminology and basic bibliography.
o Reference authors.

2. Adults in today's society: redefining the concept

o Analysis of the main psychological theories of adult learning.
o Pedagogical importance of the concept of adulthood.

3. The rights, needs, interests, motivations and aspirations of adults: dilemmas according to the purpose, nature and modality of the EPA

o The educational rights and needs of citizens in today's society.
o The dilemmas of educational demands, motivations, opportunities and offers.

4. The importance of knowledge of the socioeconomic, political and cultural context for reflection and analysis of the production of knowledge, its valuation, selection, distribution and transmission in our society.

o The participation and responsibility of adults in the learning process: aims, selection, assessment, distribution and structuring of knowledge, teaching and learning activities, assessment, etc.
o Adult education centres as cultural spaces for communication, personal and professional development.

5. The areas, the agents, the teaching and learning processes and the literacies.



o Social functions, spheres, agents and agencies of decision and action in the teaching and learning processes.
o Sociocultural and educational literacies.

6. Socio-historical perspective and analysis of EPA policies in different contexts.

o The institutionalisation of the EPA Current situation of the EPA in Spain and the Valencian Community: organisation in the educational system and current legislative framework.
o International policies of the EPA.

7. EpA as an ethical and political project: elements to design a project.

o Relations of the school with the educational community and the social environment.
o Projects as the basis of work for the EPA.
o Elements for designing a project.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	30,00
Classroom practices	15,00
Total hours	45,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	12,50
Individual or group project	10,00
Independent study and work	45,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	67,50

TEACHING METHODOLOGY



To specify the way to work in the subject, refer to the programs of the teacher who teaches the subject. Broadly speaking, we can say that the methodology will combine the work of documents, the class discussion of them, the elaboration of works by the students, the explanations and clarifications by the teachers, among others

EVALUATION

Class attendance is highly recommended in order to be able to pass the subject, students who cannot attend

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

REFERENCES

- Referència b1:ALHEIT, P. y DAUSIEN, B. (2007). En el curso de la vida. Educación, formación, biograficidad y género. Xàtiva: Ediciones del Crec i Denes editorial.
- Referència b2:ALLEN, M. i TORRES, C.A. (2003). Llegint Freire i Habermas. Xàtiva: Edicions del Crec Denes Editorial.
- Referència b3:BELTRÁN, F. y BELTRÁN, J. (1996). Política y prácticas de la educación de personas adultas. València: Universitat de València.
- Referència b4:BELTRÁN J. (1990). El sueño de la alfabetización. España, 1939–¿1989. València: Generalitat Valenciana. Conselleria de Cultura, Educació i Ciència.
- Referència b5:BELTRÁN, J. (2002). Ciudadanía y educación. Valencia: Germania.
- Referència b6:CABELLO, M^a J. (2002). Educación Permanente y Educación Social. Málaga: Aljibe. CLEMENTE, A. (1996). Psicología del desarrollo adulto. Madrid: Narcea.
- Referència b7:DARDER, A. (2010). Reinventant Paulo Freire: una pedagogia de l'amor. Xàtiva: Edicions del Crec i Denes Editorial.
- Referència c1:FEJES. A. i NICOLL, K. (2010). Foucault i l'aprenentatge permanent. Governant el subjecte. Xàtiva: Edicions del Crec i Denes Editorial.
- Referència c2: FREIRE, P. (1984). La importancia de leer y el proceso de liberación. Madrid: S. XXI. FREIRE, P. (1988). Pedagogía del oprimido. Madrid: S. XXI. 11a. Edición.
- Referència c3:GUIMARAES, P. LIMA, L. (2010). Estratègies europees d'aprenentatge al llarg de la vida. Xàtiva: Edicions Crec.
- Referència c4:HERMOSO, T. (1999). Necesidades y motivos de participación de las personas adultas en educación. Tesis Doctoral. Universitat de València.
- Referència c5:LANKSHEAR, C.; KNOBEL, M. (2007). Les noves alfabetitzacions: el coneixement canviant i l'aprenentatge a l'aula. Xàtiva: Edicions Crec.
- Referència c6: McLLROY, J. i WESTWOOD, J. (2004). Raymond Williams en l'educació i formació de persones adultes. Xàtiva: Edicions Crec.



- Referencia c7:PASCUAL, A. (2000). Hacia una sociología curricular en Educación de Personas Adultas. Barcelona: Editorial Octaedro.
- Referencia c8:TORRES, C.A.; OCADIZ, M.P.; LINDQUIST, P. (2004). Educació i democràcia. Paulo Freire, moviments socials i reforma educativa. Edicions del Crec Xàtiva: Denes Editorial.