

**COURSE DATA****DATA SUBJECT****Code:** 33704**Name:** Subjects, processes and contexts of learning**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1307 - Degree in Pedagogy	Facultat de Filosofia i Ciències de l'Educació	2	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	Didactics I	COMPULSORY

COORDINATION

ARBIOL GONZALEZ CLARA

JODAR RICO FRANCISCO

MERI CRESPO ESPERANZA

SUMMARY**PREVIOUS KNOWLEDGE****RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

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

COMPETENCES / LEARNING OUTCOMES**1307 - Degree in Pedagogy**

Acknowledge and respect diversity and promote interculturality.

Be able to adapt to new situations.

Be able to advise on the pedagogical use and curricular integration of teaching media.



Be able to analyse, design and evaluate the ICT applications associated with educational and training processes.

Be able to communicate professionally, both orally and in writing, in the Universitat de València's native languages.

Be able to conduct educational research in different contexts.

Be able to evaluate educational policies, institutions and systems.

Be able to integrate and communicate with experts in other areas and in different contexts.

Be able to manage information.

Be able to recognise and value affective processes.

Be able to use ICT in the field of study and in the professional context.

Be able to work in multi- and inter-disciplinary teams.

Be prepared for independent lifelong learning.

Conduct prospective and evaluative studies on educational characteristics, needs and demands.

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

Design programmes, projects and innovative proposals for training and for developing educational resources in work, family and institutional contexts, in both face-to-face and virtual environments.

Design training plans for teachers, trainers and other professionals that are suited to new situations, needs and contexts.

Develop, promote and revitalise interpersonal communication skills.

Develop innovation and creativity in professional practice.

Develop organisational and planning skills.

Develop the capacity for criticism and self-criticism.

Develop the capacity to solve problems and make decisions.

Develop tools for gathering and analysing educational information.

Diagnose needs, complex situations and possibilities of people as a basis for educational actions.

Facilitate and manage cooperation in educational and professional processes.

Know and analyse educational policies, their legislative development and their impact on socio-educational reforms.

Know and understand the processes of teaching and learning and their impact on the comprehensive



education and development of people and communities.

Prepare and interpret technical, research and evaluation reports on educational actions, processes and results.

Show active ethical commitment to human rights and sustainability.

Show commitment to professional identity, development and ethics.

Skills in analysis and synthesis.

Understand the theoretical references that constitute the human being as an active player in education.

DESCRIPTION OF CONTENTS

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	90,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY

EVALUATION

REGULATIONS FRAUDULENT ACTS AND USE OF THE IAG

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

BÁRCENA, Fernando i MÈLICH, Joan-Carles (2000). *La educación como acontecimiento ético. Natalidad, narración y hospitalidad*. Barcelona. Paidós.

GARCÉS, Marina (2020). *Escola d'aprenents*. Barcelona. Galaxia Guttmeberg.

hooks, bell (2021). *Enseñar a transgredir. La educación como práctica de la libertad*. Madrid. Capitan Swing.

JACKSON, P. (1991). *La vida en las aulas*. Madrid: Morata.

LARROSA, JORGE I PÉREZ DE LARA, NÚRIA (comps) (1997). *Imágenes del otro*. Barcelona. Virus Editorial.

MEIRIEU, Philippe (2008). *Frankenstein Educador*. Barcelona. Laertes.

PÉREZ DE LARA FERRÉ, Núria (1998). *La capacidad de ser sujeto. Más allá de las técnicas en educación especial*. Barcelona. Laertes.

TADEU DA SILVA, T. (2001). *Espacios de identidad*. Barcelona: Octaedro.

VAN MANEN, MAX (2007). *El tacto en la enseñanza. El significado de la sensibilidad pedagógica*. Barcelona. Paidós.