

63138 - Trainer skills

Syllabus Information

Academic Year: 2019/20

Subject: 63138 - Trainer skills

Faculty / School: 107 - Facultad de Educación

Degree: 330 - Complementos de formación Máster/Doctorado
573 - Master's in Lifelong Learning: Introduction to Research

ECTS: 3.0

Year: XX

Semester: 330 - First semester

573 - First semester

Subject Type: 573 - Optional

330 - ENG/Complementos de Formación

Module: ---

1.General information

1.1.Aims of the course

The purpose of this subject is to know, analyze and reflect on the main topics of research on the competencies that characterize, in general, a good trainer, both the so-called specific and the personal and transversal. In addition, the contents and activities included in the subject favor the self-knowledge of the participating student as a supposed (or real) trainer. Topics: training models, teacher thinking, mental representations, attitudes, beliefs, personal competencies, cross-cutting competencies, ethics, social responsibility, resilience, stress and conflict.

1.2.Context and importance of this course in the degree

The meaning of this subject in the master's degree is primarily introductory, since the content of it refers to the professional and personal competence profile that, in general, the trainer of the 21st century is demanded and on which it has already been generated a considerable amount of research, but which, in order to enrich and realize, will require other more specific inputs. However, this is a subject in our ordeal in a future researcher on lifelong learning. If life is learning, the trainer is the catalyst for it; consequently, knowledge and study of it will lead to more appropriate and optimal learning.

The introductory nature is also due to the use of a subject offered in the first semester, when the participating student has not yet had the opportunity to acquire the skills that he is expected to achieve in compulsory subjects, including in the "Research Foundations" module. The apprenticeships acquired in the said module will greatly promote the design and implementation of research processes that at the time of the present subject, "Trainer's Competencies" are still in the process of being acquired. For this reason, the approximation of the design of an investigation will be made only as regards justification and objective of the investigation.

1.3.Recommendations to take this course

Be interested in the relevance of training and education in general (formal or non-formal) and to know and investigate the many professional and personal competences that a person who intends to dedicate himself, or already does, to training must possess. Optimal skills as a trainer will result in a greater and better achievement of the best learnings by people who benefit from this teaching-learning process, regardless of age, situation and other personal characteristics and Sociocultural.

2.Learning goals

2.1.Competences

CG 04 Collect information and analyze it with scientific tools and guarantees.

E5 Analyze the most common problems in the field of Learning throughout life, recognizing and assessing the theoretical and empirical foundation of them and the solutions provided.

CG 06 Plan processes for the analysis of current educational reality characterized by the complexity derived from the diverse sources of the apprentices, the new learning objectives or the incorporation of technologies.

EC 01 - Use theoretical knowledge related to research in Social Sciences to analyze different research, identifying the relevant elements related to the methodology used in them.

EC 02 - Start in the design of investigations, raising a research problem and addressing the most relevant tasks within it: delimiting the objectives, the hypotheses (if necessary), the participants, the variables, the instruments and the procedure.

2.2.Learning goals

- Know the training models of trainers, as well as the differential characteristics of each of them. Analyze them reflexively and critically.
- Identify the most appropriate personal and professional skills in different training contexts and adequately justify their rationale.
- Know the profile of personal competences in the role of trainer, as well as the relevance of them in different contexts.
- Communicate and defend to others your strengths as a trainer.
- Reflect on the social and ethical responsibilities associated with being a trainer
- Identify the main topics related to research in the field of the trainer's competencies, and can be studied in a specific research.
- To argue the use of various general conflict resolution strategies in different training contexts.
- Justify and propose the objectives of a research paper on a topic related to the competencies of the trainer.

2.3.Importance of learning goals

3.Assessment (1st and 2nd call)

3.1.Assessment tasks (description of tasks, marking system and assessment criteria)

The evaluation of the subject matter will include a number of activities that will be carried out throughout the development of the matter.

The activities on which the final rating will be based, as well as the percentage of each of them, are as follows:

Reading of texts (at least one reading per teacher with teaching in the subject), of which will be presented in writing, in paper format or through Moodle, a summary and reflective-critical comment on its contents, relating, in each case, to the previously presented in-person session or through the digital platform. 30% ?

Elaboration and defense, oral or written, of own thinking about any of the readings or contents presented in session presence. 50%

* The presentation of readings or any task submitted orally or in writing shall take into account the following aspects: well-structured personal discourse, use of professional and scientific terminology, presentation, spelling and clear and grammatically correct wording; quotations, references and bibliography, if applicable, in line with spelling standards. ·

Attendance and participation in discussions generated in class or at Moodle. 20%

Attendance at sessions or participation in tasks shall not be considered sufficient to obtain the qualification of approval, and all the evaluation activities envisaged and demonstrating in each of them an achievement of the at least enough goals.

- If the subject is taught by more than one teacher, each of them will assess their part of the subject, with percentage in the final grade equivalent to their teaching responsibility in number of credits / hours.

- Overall evaluation (according to current regulations, for people who do not attend the sessions and have not submitted in a timely manner the activities listed in Moodle and that are specified as mandatory for attendees, as well as those listed as compulsory persons also for persons who have not been able to attend any session on each side)

It will consist of an assembly test divided into three parts:

a written test on knowledge of key terms and/or topics in the subject and on which the student will reflect in relation to the readings of the subject.

Elaboration and a general research approach on a topic covered by the matter, justifying the choice and delining purpose and objectives.

**The overall evaluation test would be conducted on the official exam call date to be made public from The Faculty of Education.

4.Methodology, learning tasks, syllabus and resources

4.1.Methodological overview

- Exhibition of contents by the teacher/ Lecture
- Review/analysis of reports and materials
- Elaboration of brief work
- Discussion groups
- Collaborative/cooperative learning
- Guided discovery

4.2.Learning tasks

Training activity

A01 - Lecture, 8 h.

A02 - Troubleshooting problems and cases, 4 h.

A03 - Individual or group teaching papers, 4 h.

A04 - Exhibition of content by students, 2 h

A05 - Discussion/exchange and information contrast groups ----- 0 h.

A06 - Study/ Supplementary Readings, 20 h

A07 - Discussion/follow-up of jobs, 35 h

A08 -. Evaluation tests, 2 h

4.3.Syllabus

1. The personal and professional competencies of the trainer.
2. Social responsibility.
3. Implicit beliefs and theories of the formator and his reflection in practice.
4. Socio-emotional dimensions of the trainer's profile. Present and future: Motivation, teacher satisfaction, assertiveness
5. Personal professional ethics
6. Resilience building
7. Stress and conflict

4.4.Course planning and calendar

The academic calendar of the master's degree can be found on the website of the Faculty of Education dedicated to this degree:

http://educacion.unizar.es/calendario_Master_aprendizaje.html

For subjects that contain final test tests and for students who fail continuous evaluation, the dates and locations of the final exams are on the following page:

http://educacion.unizar.es/inf_academica_Master_aprendizaje.html

The subject has a website in Moodle, which can be accessed with the official student keys.

<https://moodle.unizar.es/>

The schedules of the face-to-face sessions are published on the web.

Key activity dates will be provided in the first face-to-face session of the course.

4.5.Bibliography and recommended resources

[BB: Basic Bibliography / BC: Complementary Bibliography]

- [BB] Arranz, P. (2003) La formación inicial del profesorado: modelos, demandas y prescripciones. Anuario de pedagogía, 5, 75-101 [Publicación periódica]
- [BB] Cano, Elena. Cómo mejorar las competencias de los docentes : guía para la autoevaluación y desarrollo de las competencias del profesorado / Elena Cano . - 1a. ed. Barcelona : Graó, 2005
- [BB] Castillo Arredondo, Santiago.. Formación del profesorado en educación superior [recurso electrónico] / Santiago Castillo Arredondo, Jesús Cabrerizo Diago. [Libro electrónico] Madrid : McGraw-Hill Interamericana de España, 2006.
- [BB] Orientación profesional : nuevos escenarios y perspectivas / Luis Sobrado Fernández, Alejandra Cortés Pascual (coords.) . - [1ª ed.] Madrid : Biblioteca Nueva, 2009
- [BB] Perrenoud, P.(2000). Construir competencias. En El Arte de Construir Competencias. 19-31
- [BB] Perrenoud, Philippe. Diez nuevas competencias para enseñar : invitación al viaje / Philippe Perronoud ; [traducción Judit Andreu] . - 1a ed. Barcelona : Graó, 2004
- [BB] Zabala, Antoni. 11 ideas clave : Cómo aprender y enseñar competencias / Antoni Zabala, Laia Arnau Belmonte. - 1ª ed. Barcelona : Graó, 2007
- [BC] Aprendizaje basado en competencias : una propuesta para la evaluación de las competencias genéricas / directores, Aurelio Villa Sánchez y Manuel Poblete Ruiz ; equipo de investigación, Ana García Olalla ... [et al.] . - [1ª ed.] Bilbao : Mensajero, 2007
- [BC] Arranz, P. y García, E. (2006). El nuevo rol del profesor: de enseñante a catalizador del aprendizaje. Innovación docente, tecnologías de la información y la comunicación e investigación educativa en la Universidad de Zaragoza : caminando hacia Europa, 2007

- [BC] Bain, Ken. Lo que hacen los mejores profesores de universidad / Ken Bain ; traducción Óscar Barberá. - 2ª ed. Valencia : Publicacions de la Universitat de València, 2007
- [BC] Desarrollo profesional del docente : política, investigación y práctica / editores, J.F. Angulo Rasco, J. Barquín Ruiz, A.I. Pérez Gómez Tres Cantos (Madrid) : Akal, D.L. 1999
- [BC] Educar por competencias : ¿qué hay de nuevo? / por José Gimeno Sacristán (comp.) ; Ángel I. Pérez Gómez ... [et al.] . [1ª ed.] Madrid : Morata, D. L. 2008
- [BC] Escudero, J.M. (2008). La formación del profesorado y el derecho de la ciudadanía a la educación. En V.V.A.A., Actas del XIV Congreso Nacional y III Iberoamericano de Pedagogía : Educación, ciudadanía y convivencia : diversidad y sentido social de la educación. 187-202
- [BC] Torres, B. y otros (1997). Burnout profesional: ¿un problema nuevo?. Reflexiones sobre el concepto y su evaluación. Revista de Psicología del trabajo y organizaciones, 13 (1), 23-50 [Publicación periódica]
- [BC] Zabala, Antoni. 11 ideas clave : Cómo aprender y enseñar competencias / Antoni Zabala, Laia Arnau Belmonte. - 1ª ed. Barcelona : Graó, 2007

Listado de URL

- Arranz, P. y García, E. (2006). El nuevo rol del profesor: de enseñante a catalizador del aprendizaje. Innovación docente, tecnologías de la información y la comunicación e investigación educativa en la Universidad de Zaragoza [http://www.unizar.es/eees/innovacion06/COMUNIC_PUBLI/BLOQUE_IV/CAP_IV_18.pdf]
- Perrenoud, P.(2000). Construir competencias. En El Arte de Construir Competencias. 19-31 [http://www.unige.ch/fapse/SSE/teachers/perrenoud/php_main/php_2000/2000_31.html]