IDENTIFYING DATA

Learning and Teaching of Modules of Professional Families within the Service Sectors

Subject	Learning and Teaching of Modules of Professional Families within the Service Sectors
Code	V02M066V06226
Study programme	(*)Máster Universitario en Profesorado en Educación Secundaria Obrigatoria, Bacharelato, Formación Profesional e Ensino de Idiomas. Especialidade: Formación Profesional. Sector Servizos

Descriptors	ECTS Credits	Choose	Year	Quadmester
	12	Mandatory	1st	2nd

Teaching language	
Department	
Coordinator	Meruéndano Cardeñosa, Miguel Angel Martínez Méndez, Manuel
Lecturers	Martínez Méndez, Manuel Meruéndano Cardeñosa, Miguel Angel
E-mail	mmeruendano@edu.xunta.es elmanu@uvigo.es
Web	
General description	The transmission of the culture is one of the most important aspects and more worrying stop a society. Of the that speak is of the task to spend, of some generations it another, the knowledge accumulated: know and technical, values and beliefs, knowledges, ways, ways, habits, etc. It fulfils this task a double mission: socialize to the new members of a community and guarantee that the knowledges no lose and contribute to the maintenance of the society in the future. What more complex was a society more complicates , in turn, the way to transmit the culture. Although the societies have crowd of mechanisms to educate, need to structure, order, schedule in definitive, the suitable formulas to do really effective this task. In a society how our, exist managers, in distinct levels, of the educational system. These owe to take a series of decisions, owe to decide that knowledges transmit, that way, in that places and moments, the one who are prepared to communicate them, etc. They owe to decide also as if it accredits the acquisition gave knowledges and as if it attends to the differences between it subject object of the education. All this in the his field of performance: The government of the Been, the Autonomous Communities in the his competitions, the educational centres and the teaching staff. Them and the @docente need, how any another professional, schedule his activity. This planning results indispensable, on the one hand, to fulfil with the stipulated by upper instances and *contextualizalo in the our surroundings, and, by another, to move away of the *intuicionismo and of the activism. It IS what term didactic planning, that would include the didactic programming and the programming of didactic units, pole teaching staff stop his daily task.

Competencies

Code

B1	(*)Coñecer os contidos curriculares das materias relativas á especialización docente correspondente.
B3	(*)Planificar, desenvolver e avaliar o proceso de ensino e aprendizaxe potenciando procesos educativos que faciliten a adquisición das competencias propias dos respectivos ensinos, atendendo ao nivel e formación previa dos estudantes, así como á orientación dos mesmos, tanto individualmente como en colaboración con outros docentes e profesionais do centro.
B4	(*)Buscar, obter, procesar e comunicar información (oral, impresa, audiovisual, dixital ou multimedia), transformala en coñecemento e aplicala aos procesos de ensino e aprendizaxe nas materias propias da especialización cursada.
B5	
B6	
B7	
B10	
C1	(*)Coñecer as características dos estudantes, os seus contextos sociais e motivacións.
C2	(*)Comprender o desenvolvemento da personalidade destes estudantes e as posibles disfuncións que afectan a aprendizaxe.
C4	(*)Identificar e planificar a resolución de situacións educativas que afectan a estudantes con diferentes capacidades e ritmos de aprendizaxes.
C5	(*)Coñecer os procesos de interacción e comunicación na aula e no centro, abordar e resolver posibles problemas.
C6	(*)Coñecer a evolución histórica do sistema educativo no noso país.
C7	(*)Coñecer e aplicar recursos e estratexias de información, titoría e orientación académica e profesional.
C8	(*)Promover accións de educación emocional, en valores e formación cidadá
C9	(*)Participar na definición do proxecto educativo e nas actividades xerais do centro atendendo a criterios de mellora da calidade, atención á diversidade, prevención de problemas de aprendizaxe e convivencia.
C10	(*)Relacionar a educación co medio e comprender a función educadora da familia e a comunidade, tanto na adquisición de competencias e aprendizaxe como na educación no respecto dos dereitos e liberdades, na igualdade de dereitos e oportunidades entre homes e mulleres e na igualdade de trato e non discriminación das persoas con discapacidade.
C19	(*)Transformar os currículos en programas de actividades e de traballo.
C29	(*)Acreditar un bo dominio da expresión oral e escrita na práctica docente.
D1	(*)Utilizar bibliografía e ferramentas de procura de recursos bibliográficos xenerais e específicos, incluíndo o acceso por Internet.
D2	(*)Xestionar de forma óptima o tempo de traballo e organizar os recursos dispoñibles, establecendo prioridades, camiños alternativos e identificando erros lóxicos na toma de decisións.
D3	(*)Potenciar a capacidade para o traballo en contornas cooperativas e pluridisciplinarios

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Learning outcomes

Expected results from this subject	Training and Learning Results
Know the formative cycles related with the professional families of the primary sector, secondary and sector services.	B1 C6 D1 D2 D3
#Analyze the curricula of the formative titles of the primary sectors, secondary and sector services	B1 B3 C7
Develop the different *apartados that compose a didactic programming	B1 B3 B4 B5 B6 B7 B10 C1 C2 C4 C5 C8 C9 C10 C19 D1 D2 D3
Defend a didactic programming with the modules of the primary sectors, secondary and services	C29 D1 D2 D3

Elaborate several didactic units and defend one of them related with the modules of the primary sectors, secondary and services.	B1
	B3
	B4
	B5
	B6
	B7
	B10
	C1
	C2
	C4
	C5
	C6
	C7
	C8
	C9
	C10
	C19
	C29
	D1
	D2
	D3

Contents

Topic	
The formative cycles related with the different professional families.	Formative cycles of the families of the primary and secondary sector and of the sector services
The curricular documents how starting point of the teaching activity	*Estructura Of the titles of FP
The didactic programmings: *estructura, design and *confección.	Legal frame socioeconomic Context. Methodology Evaluation Attention to the diversity. Education in values.
*Estructura, design and *confección of the didactic units	Planning of objectives and tasks. Criteria and instruments of evaluation. Minima Tasks of the teaching staff and students associated it each activity

Planning

	Class hours	Hours outside the classroom	Total hours
Introductory activities	1	0	1
Master Session	15	35	50
Troubleshooting and / or exercises	6	20	26
Projects	35	170	205
Presentations / exhibitions	3	15	18

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

	Description
Introductory activities	Presentation of the teaching guide of the subject
Master Session	Explanation of the contained of the subject in base to available material in FAITI*C.
Troubleshooting and / or exercises	They Will realize in small group and low the supervision of the professors.
Projects	Manufacture of a didactic programming, developing altogether a minimum of 5 didactic units.
Presentations / exhibitions	Exhibition and defence of the didactic programming elaborated and of one of the his didactic units

Personalized attention

Methodologies	Description
Introductory activities	Resolution of doubts. Help in the work of the students through the different tools of the platform FAITI*C.
Master Session	Resolution of doubts. Help in the work of the students through the different tools of the platform FAITI*C.

Troubleshooting and / or exercises	Resolution of doubts. Help in the work of the students through the different tools of the platform FAITI*C.				
Projects	Resolution of doubts. Help in the work of the students through the different tools of the platform FAITI*C.				
Presentations / exhibitions	Resolution of doubts. Help in the work of the students through the different tools of the platform FAITI*C.				

Assessment

	Description	Qualification	Training and Learning Results		
Introductory activities	Presentation of the didactic guide of the module.	0	B1 B3 B4 B5 B6 B7 B10	C1 C2 C4 C5 C6 C7 C8 C9 C10 C19 C29	D1 D2 D3
Master Session	Explanation of the contained of the subject in base to available material in FAITI*C.	0	B1 B3	C6	
Troubleshooting and / or exercises	They Will realize in small group and low the supervision of the professors.	20	B1 B3		D1 D2 D3
Projects	Manufacture of a didactic programming, developing altogether a minimum of 5 didactic units.	50	B4 B5 B6 B7 B10	C1 C2 C4 C5 C6 C7 C8 C9 C10 C19	D1 D2 D3
Presentations / exhibitions	Exhibition and defence of the didactic programming elaborated and of one of the his didactic units	30		C29	D1 D2 D3

Other comments on the Evaluation

&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp;To receive to the continuous evaluation previously detailed will be
necessary to assist to the kinds *alomenos a 80% of the time *presencial. This
continuous evaluation will realize in base to the following
criteria:&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp
;*amp;*lt;*p&*amp;*amp;*gt;1.&*amp;*amp;*lt;*strong&*amp;*amp;*gt;Participation in the
oral activities and realization written of questions and exercises proposed in the classroom (2)&*amp;*amp;*lt;*br
/&*amp;*amp;*gt;&*amp;*amp;*lt;/*strong&*amp;*amp;*gt;&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*
amp;*gt;2.&*amp;*amp;*lt;*strong&*amp;*amp;*gt;Quality of the didactic programming
elaborated (3)&*amp;*amp;*lt;*br
/&*amp;*amp;*gt;&*amp;*amp;*lt;/*strong&*amp;*amp;*gt;&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*
amp;*gt;&*amp;*amp;*amp;*nbsp; it Values in this
*apartado:&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;it)
&*amp;*amp;*amp;*nbsp;Identification
and *contextualización.
&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp;&*amp;*amp;*lt;/*p&*am
p;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;b) *Adecuación Of the
curriculum to the characteristics of the field *productivo.
&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp;&*amp;*amp;*lt;/*p&*am
p;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;c) Table of one minimum
of 15 UD with indication of the FROG or CT associated as well as a brief description
and
*temporalización.&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp;&*amp;

*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;*d) Number of UD
*desenvoltas the seniors of the minimum established of 5
&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp;&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;and) Indication of the
minimum and of the criteria of coherent qualification with the UD
&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp;
&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;*f) Definition of the
activities of recovery of the students that does not surpass the evaluations *paciais
and/or the final evaluation
&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp;&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;*g) Definition of the
proof of the students that loses the right to the continuous
evaluation.&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp;&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;*h) Tracking and
evaluation of the PD
&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp;&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;*i) initial
Evaluation
&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp;&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;*j) Measured of
educational
reinforcement.&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp;&*amp;*a mp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;*k) Education in
values
&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp;&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;*l) *Actividaes
complementary and *extraescolares&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;*m) it Bear of
the
programming and correction of the format
&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;3.&*amp;*amp;*lt;*strong&*amp;*amp;*gt;Quality
of the didactic units elaborated (2)&*amp;*amp;*lt;*br
/&*amp;*amp;*gt;&*amp;*amp;*lt;/*strong&*amp;*amp;*gt;&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp; it Values in this
*apartado:&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;it) specific Objectives and activities
associated
&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp;&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;*b) Contents
detailed of the UD*s
&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp;&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;*c) Criteria and
instruments of evaluation
&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp;&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;*d) Methodology
*explicitada through the table of tasks associated it each activity
&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp;&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;4.&*amp;*amp;*lt;*strong&*amp;*amp;*gt;Oral exhibition of the
programming and didactic
unit (3)&*amp;*amp;*lt;*br
/&*amp;*amp;*gt;&*amp;*amp;*lt;/*strong&*amp;*amp;*gt;&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp; it Values in this
*apartado:&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;it)
*Concrección and adaptation to the available time
&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;*b)
Exhibition of *tódolos *apartados of the work exposed
&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;*c)
Coherence, *fluídez and dominance of the work exposed
&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;*d) Half
and TIC*s employees &*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp;
&*amp;*amp;*lt;*i&*amp;*amp;*gt;it Will be indispensable to achieve a 40% of the maximum qualification
in the *apartados 3,4,5 previously exposed for power opt the
a positive evaluation.&*amp;*amp;*lt;*br
/&*amp;*amp;*gt;&*amp;*amp;*lt;/*i&*amp;*amp;*gt;&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*

gt;Those students that do not explain with the quoted percentage of assistance *p&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*b&*amp;*amp;*gt;*erde the right to the continuous evaluation &*amp;*amp;*lt;/*b&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;and it will be evaluated in base to the following criteria:&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*lt;*strong&*amp;*amp;*gt;main Criteria of qualification&*amp;*amp;*lt;/*strong&*amp;*amp;*gt;&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*lt;*strong&*amp;*amp;*gt;Type of instrument/proof and&*amp;*amp;*amp;*nbsp; (Weighting)&*amp;*amp;*lt;/*strong&*amp;*amp;*gt;&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;*&*amp;*amp;*lt;*strong&*amp;*amp;*gt;Quality of the didactic programming elaborated (3)&*amp;*amp;*lt;*br /&*amp;*amp;*gt;&*amp;*amp;*lt;/*strong&*amp;*amp;*gt;&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp; it Values in this *apartado:&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;it) &*amp;*amp;*amp;*nbsp;Identification and *contextualización. &*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp;&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;*b) *Adecuación Of the curriculum to the characteristics of the field *productivo.&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp;&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;*c) Table of one minimum of 15 UD with indication of the FROG or CT associated as well as a brief description and *temporalización.&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;*d) Number of UD *desenvoltas the seniors of the minimum established of 5 &*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp;&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;and) Indication of the minimum and of the criteria of coherent qualification with the UD&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp;&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;*f) Definition of the activities of recovery of the students that does not surpass the evaluations *paciais and/or the final evaluation &*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp;&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;*g) Definition of the proof of the students that loses the right to the continuous evaluation.&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp;&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;*h) Tracking and evaluation of the PD &*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp;&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;*i) initial Evaluation &*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp;&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;*j) Measured of educational reinforcement.&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp;&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;*k) Education in values &*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp;&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;*l) *Actividaes complementary and *extraescolares&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp;&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;*m) it Bear of the programming and correction of the format &*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;*&*amp;*amp;*lt;*strong&*amp;*amp;*gt;Quality of the didactic units elaborated (1)&*amp;*amp;*lt;*br /&*amp;*amp;*gt;&*amp;*amp;*lt;/*strong&*amp;*amp;*gt;&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp; it Values in this *apartado:&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;it) specific Objectives and activities associated &*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp;&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;*b) Contents detailed of the UD*s &*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp;&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;*c) Criteria and

instruments of
evaluation&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp;&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;*d) Methodology
*explicitada through the table of tasks associated it each activity
&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp;&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;*&*amp;*amp;*lt;*strong&*amp;*amp;*gt;oral Exhibition of the
programming and didactic
unit (3)&*amp;*amp;*lt;*br
/&*amp;*amp;*gt;&*amp;*amp;*lt;/*strong&*amp;*amp;*gt;&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp; it Values in this
*apartado:&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;it)
*Concrección and adaptation to the available time
&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;*b)
Exhibition of *tódolos *apartados of the work exposed
&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;*c)
Coherence, *fluídez and dominance of the work exposed
&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;*d) Half
and TIC*s employees
&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*lt;*strong&*amp;*amp;*gt;*Examina
tion type test of 30 questions related with the
contained *desenvoltos in the sessions *lectivas
(3)&*amp;*amp;*lt;/*strong&*amp;*amp;*gt;&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*am
p;*amp;*amp;*nbsp;&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;correct
Question....Qualification
&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;0......................................0&*amp;*amp;*lt;/*p&*a
mp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;1 to
4................................1&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;5 to
8................................2&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;9 to 12
..............................3&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;13 to
17................................4&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;18 to
20..............................5&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;21 to
22..............................6&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;23 to
24..............................7&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;25 to
26..............................8&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;27 to
29..............................9&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp;3
0....................................10&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbs
p;&*amp;*amp;*lt;*i&*amp;*amp;*gt; it Will be indispensable to achieve a 40% of the maximum qualification
in each of the *apartados previously exposed for power opt the
a positive evaluation.&*amp;*amp;*lt;*br
/&*amp;*amp;*gt;&*amp;*amp;*lt;/*i&*amp;*amp;*gt;&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*
gt;&*amp;*amp;*amp;*nbsp; The students that could receive to the system
of continuous evaluation in the first announcement and owe *acudir to the second
announcement, will owe to realize the pending activities of overrun.&*amp;*amp;*lt;*br
/&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp;
In the case of students that lost the right to the continuous evaluation and owe
*acudir to the second announcement, this will have the same *estructra that in the case
of loss of the right to the continuous evaluation and will owe to realized the pending
parts of overrun.&*amp;*amp;*lt;/*p&*amp;*amp;*gt;&*amp;*amp;*lt;*p&*amp;*amp;*gt;&*amp;*amp;*amp;*nbsp; They
Will save the positive qualifications
achieved in the first announcement that *promediarán with the obtained in this
second, in accordance with the percentages described previously. &*amp;*amp;*lt;/*p&*amp;*amp;*gt;

Sources of information
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Recommendations