

SUBJECT TEACHING GUIDE

G1738 - Skills, Values and Transversal Competences

Degree in Energy Resources Engineering

Academic year 2019-2020

1. IDENTIFYING DATA					
Degree	Degree in Energy Resources Engineering			Type and Year	Core. Year 2
Faculty					
Discipline	Linguistic Capacitation in English and Training in Values, Competences and Personal Skills Subject Area: Training in Values, Competences and Personal Skills				
Course unit title and code	G1738 - Skills, Values and Transversal Competences				
Number of ECTS credits allocated	6	Term	Semester based (2)		
Web					
Language of instruction	Spanish	English Friendly	No	Mode of delivery	Face-to-face

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Other lecturers	JULIO MANUEL DE LUIS RUIZ MARIA LUISA RUIZ BEDIA FELISA LAZARO LAFUENTE LUIS JAVIER MARTINEZ RODRIGUEZ FRANCISCO JAVIER MADRUGA SAAVEDRA MARIA DOLORES FRIAS DOMINGUEZ JESUS FERNANDEZ FERNANDEZ CARMEN MARIA SARABIA COBO

3.1 LEARNING OUTCOMES

- Students who have completed the module "Energy and mining social laboratory" should be able to locate and select information relevant for the module, identify in the field cultural evidence from mining and energy related activities, develop a workflow to have their own discourse and know key sociocultural aspects about exhausted industrial activities, propose coherent and innovative solutions for abandoned productive sites and know the current state of European industrial sites reconditioned for sociocultural purposes.
- Students who have completed the module "Free software for University students" should be able to know advantages and drawbacks of free software, locate free software to replace common commercial software and use efficiently: an office suite, vectorial and raster image editors, and PDF management tools.
- Students who have completed the module "Search and use of information" should be able to apply information search techniques, choose and operate information search tools, critically analyze information contents, identify types of documents, collect and manage references and documents and use them efficiently, legally and honestly in academic assignments or professional work.
- In the module "Entrepreneur, is born or is it done?", Students:
 - Practice cooperative work and written and oral communication.
 - Identify the most significant traits and values of entrepreneurs.
 - Identify the key features and values of entrepreneurial societies.
 - Understand the advantages and disadvantages of entrepreneurial societies and individuals.
 - Know the key elements for the achievement of successful ventures.
 - Know and use tools for the development of entrepreneurial activities.
 - Apply critical elements to recognize the ability of an idea to be a business.
 - Access relevant information sources that will allow you to continue developing these skills in the future.
- In the module "Skills and Competencies through Personal Coaching", the student should be able to handle the basic tools of coaching and emotional intelligence. The use of coaching is being developed in several Spanish universities as a help method for teachers in their tutorial and mentoring projects, as well as for students in the development of personal, instrumental and attitude competencies. Its use is widely demonstrated and developed in the United States and numerous European countries, within the cross-curricular development of all students and teachers.
- In the module "Professional Ethics and Deontology, students will acquire:
 - Critical attitude toward the tasks of the engineer and their obligations to society.
 - Dialectical skills to defend professional performances
 - Knowledge of the deontological code.

4. OBJECTIVES

Students should develop these skills:

- Identify different social components of energetic, mining or industrial activities
- Discover possible uses for exhausted productive activities
- Discover cooperation values in productive activities
- Judge social strategies a productive value.
- Basic knowledge of the ethical problems in the professional activity of the engineer.

Option A:

Students should develop these skills:

- Find free software alternatives to commercial software they use in their everyday life and academic activity
- Know the main features and functionality of some of these tools (text processor, presentation software, spreadsheet, image editors, etc.)
- Find scientific & technical information relevant for a student or an engineer
- Assess information sources distinguishing different types, value and adequacy.
- Use the information in an efficient, legitimate, honest and creative way, to learn and innovate.
- Practice active listening and reformulation
- Facilitate behavior changes
- Be focused on the results
- Be based on the reality principle
- Stay at the optimal distance from the problem
- Have assertive ability
- Learn to manage time properly
- Self-management of capabilities
- Learn to develop skills through knowledge
- Know the entrepreneurial spirit and value that spirit individually.
- Apply tools or basic concepts for an entrepreneur
- Discover good practices for entrepreneurship through case studies.
- Distinguish between idea and business.

Option B:

The aim of this option is to reach a B1 level according to the Common European Framework of Reference for Languages in competences of oral and written expression in English

6. COURSE ORGANIZATION

CONTENTS

1	Part 1: Transversal skills
1.1	Option A: Transversal competences A1. Free software for the university student A2. Scientific and technical information for engineering A3. Skills and competences through personal coaching. A4. Entrepreneur, is it born or is it done?
1.2	Option B: Linguistic competence
2	Part 2: Training in values B1. Energy and mining social laboratory B2. Ethics and professional deontology.

7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
Values training (35%) Social Mining and Energy Laboratory: preparation and presentation of a scientific poster. Ethics and Professional Deontology: individual work and exhibition of said work related to a subject set at the beginning of the subject.	Work	No	Yes	35,00
Transversal competences (65%) Individual and group work that will depend on the chosen module.	Others	No	Yes	65,00
TOTAL				100,00
Observations				
<p>If the subject has not been passed in the regular period, in September the practical assignments can be delivered again and the questionnaires of each of the modules can be repeated.</p> <p>The part of the module of communicative skills in English that corresponds to the written expression practices can be recovered in September. The evaluation of the oral communication will not be recoverable in September.</p>				
Observations for part-time students				
<p>Students enrolled part-time must deliver the different jobs and tasks of each of the modules as the rest of the students , although, it will be agreed with them their regime of presence in the classes for the evaluation activities carried out during the same.</p>				

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

Habilidades comunicativas en lengua inglesa:

- Variedad de material docente de distintas fuentes que se entrega a los alumnos.
- Latham-Koenig C. 2013. New English File. Intermediate and Pre-Intermediate student's book. Oxford University Press.
- Reward Pre-intermediate, Intermediate and Upper-intermediate Communicative activities for students of English . Ed. Heinemann.
- Face 2 face Intermediate Student's book. 2013. Cambridge University Press.

Laboratorio Social de Minería y Energía:

- CAÑIZARES, M.C. 2005. Territorio y patrimonio minero-industrial en Castilla La Mancha. Universidad de Castilla La Mancha.
- Carta de El Bierzo para la conservación del patrimonio industrial minero. Ponferrada, 2007
- Gestión del patrimonio industrial en la Europa del siglo XXI. Asociación Vasca de Patrimonio Industrial, 2002
- Marco conceptual y metodológico para los paisajes españoles (2010), Junta de Andalucía, Sevilla
- La industria en el paisaje. Patrimonio en isocronía y memoria. Abaco. Revista de Cultura y Ciencias Sociales, nº 86, 2015 (monográfico)

Software libre para el estudiante universitario:

- SMITH, J.A. y col. 2013. Writer guide. Word processing with style. <<https://wiki.documentfoundation.org/images/3/35/WG40-WriterGuideLO.pdf>>
- SCHOFIELD, P. y col. 2013. Impress guide. Working with presentations. <<https://wiki.documentfoundation.org/images/a/ac/IG40-ImpressGuideLO.pdf>>
- SMITH, J.A. y col. 2013. Calc guide. Working with spreadsheets. <<https://wiki.documentfoundation.org/images/4/47/CG41-CalcGuideLO.pdf>>
- ANTL. I; EQUIPO DE DOCUMENTACIÓN DE GIMP 2013. Programa de manipulación de imágenes de GNU. Manual de usuario. <<http://docs.gimp.org/2.8/es>>

Búsqueda y Uso de Información:

- ARGUDO, S.; PONS, A. 2012. Mejorar las búsquedas de información. Barcelona: Editorial UOC. <<http://catalogo.unican.es/cgi-bin/abnetopac/?TITN=351468>>
- MARTÍNEZ RODRÍGUEZ, L.J. 2016. Cómo buscar y usar información científica: guía para estudiantes universitarios. <http://eprints.rclis.org/29934/7/Como_buscar_usar_informacion_2016.pdf>
- PACIOS LOZANO, A.R. (Coord.). 2013. Técnicas de búsqueda y uso de la información. Madrid: Centro de Estudios Ramón Areces. <<http://catalogo.unican.es/cgi-bin/abnetopac/?TITN=372998>>

Emprendedor, ¿nace o se hace?

- [1] "Engineering a high-tech Bussiness. Entrepreneurial Experiences and insights", Editores: José Miguel López Higuera, Brian Culshaw, SPIE Press 2008.
- [2] "Emprendedores, 25 casos de éxito en el mundo empresarial" Pedro Meyer, Alienta Editorial 2009.
- [3]"Vivir sin jefe: El libro que hará que ames trabajar por tu cuenta. Los 50 errores que comenten todos los emprendedores", Sergio Fernández, Plataforma 2009 (10ª Edición)
- [4]"El libro negro del emprendedor", Fernando Trías de Bes, Empresa Activa, Mayo 2007