

Degree	Type	Year	Semester
2500260 Social Education	OB	3	1

Contact

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Use of languages

Principal working language: catalan (cat)

Some groups entirely in English: No

Some groups entirely in Catalan: Yes

Some groups entirely in Spanish: No

Prerequisites

There is not

Objectives and Contextualisation

1. Know and reflect on individual and group history, current conceptualization, interpretation and intervention paradigms and the current situation in the world of Social Pedagogy and Social Education
2. Know the technologies, professional methodologies and areas of intervention of the Social Pedagogy and Social Education
3. Analyse and know in depth a specific area of intervention in the field of Social Pedagogy and Social Education

Skills

- Contextualize educational action based on the different theoretical paradigms that have developed in science and education in accordance with the socio-historical context of individuals, groups and institutions.
- Develop critical thought and reasoning and be able to communicate them effectively, both in your own language and second or third languages.
- Generate innovative and competitive proposals in research and professional activity.
- In an articulated manner, design plans, programs, projects, activities and tasks in various socio educational contexts.
- Master the theoretical and applied knowledge of Educational Sciences to develop the capacity for analysis and observation of the social and educational reality.
- Participate in the theoretical debates that affect the profession and affect different policy areas.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning outcomes

1. Analyse the complexity of the social function of social education.
2. Analyse the complexity of the value of training as a decisive factor of social inclusion.
3. Analyse the development of professionalisation in social education.
4. Analyse the different possibilities for employing social education professionals.

5. Analyse the relationship between ideologies and socio-educational action.
6. Analyse the training-progress-happiness relationship in today's society.
7. Develop the capacity of analysis and scientific thinking to improve professional action.
8. Produce social and educational reports in multidisciplinary contexts
9. Properly formulate aspects of planning in schools.
10. Understand and develop critical thinking and reasoning to analyse the complexity of the challenges of social education.
11. Understand the main social and educational models of action and intervention.
12. Understand the professionalization process of social education.
13. Understand the roles that social workers can play in different types of multidisciplinary teams.
14. Using the basic conceptualisation of Pedagogy and Social Education.
15. Working with other professions in the social area (social workers, psychologists, social anthropologists, sociologists, etc.).

Content

1. Social pedagogy and social education: conceptualization and relationships
 - 1.1. Basic conceptual tools
 - 1.1.1. Social Pedagogy; Social education; Social work;
 - 1.1.2. Social and educational intervention; social praxis; awareness; emancipation; maladjustment; exclusion; animation; etc.
 - 1.2. Historical development of social pedagogy and Social Education in Europe and Spain. Most important authors.
 - 1.3. Current problems and challenges of Social Pedagogy and Social Education.
2. Pedagogical bases of socialization and social learning
 - 2.1. Education, socialization and social learning
 - 2.2. Models and theories of social learning
3. Education and social empowerment processes
 - 3.1. Pedagogy, education and social policy
 - 3.2. Educational intervention, ideology and power
 - 3.3. Empowerment and educational intervention
 - 3.4. Type of empowerment
4. Models of action of social and educational intervention
 - 4.1. Models of social educational intervention
 - 4.2. The universe of actions and interventions Social Pedagogy and Social Education
 - 4.3. Normative pedagogy and social education
 - 4.4. Methodology of educational intervention
5. Professionalism in social education and professions of the social
 - 5.1. The social and cultural professions
 - 5.2. The profiles of historical social education

5.2. Professional spheres of social educators

5.3. Social education, and interdisciplinary interprofesionalitat

Methodology

The protagonist in the process of learning and the student is under this premise is planned methodology of the subject as shown in the table below:

Activitie	Hours	Methodology
Presential in great group	30	Exposicions by the professor of the contents and basic issues of the agenda. It is done with the whole group class and allows exposure of the main content through an open and active participation by students.
Seminars	15	Workspaces in small groups supervised by the teacher. Below is the list of activities to be developed in the classroom

Activities

- A) Working journal articles or book chapters (individual and group)
- B) Work on films (individual and group)
- C) Preparation of a poster of a level of intervention or a specific topic of social pedagogy. (Group)
- D) Presentation and defense of the poster in the classroom (Group)
- E) 2 proofs (individual)

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Lecturer class	30	1.2	
Seminars	15	0.6	
Type: Supervised			
Supervised	30	1.2	
Type: Autonomous			
Autonomous	40	1.6	

Evaluation

It is mandatory to access to the final evaluation of the subject have made at least one group presentation in the classroom of an paper or film; have presented the poster and have done also the public defense . Attendance at classes (lecture / seminar) for the course is required. Students must attend at least 80% of the classes, otherwise it will be considered "Not evaluable".

There are two exams in this course. Students must pass both to pass the course. The marks obtained in the second partial when both are approved will mean for the final. There is a recovery of the subject but can be accessed only if approved at least one of the two semesters.

	Activitats d'Avaluació	% de la nota
Group	Making a poster about a specific topic	20%
	Public presentation of the poster	5%
individual	Participation and involvement in classroom dynamics	2%
	Self-Assessment	3%
	2 partial exams (eliminary of matter)	70%

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Making a poster about a specific topic	20%	25	1	3, 1, 4, 12, 11, 13, 14
Participation and involvement in classroom dynamics	2%	2	0.08	3, 1, 2, 6, 4, 5, 12, 11, 10, 13, 7, 8, 9, 15, 14
Public presentation of the poster	5%	2	0.08	3, 5, 12, 10, 13, 7, 8, 9, 14
Self-assesment	3%	3	0.12	3, 1, 2, 6, 4, 5, 12, 11, 10, 13, 7, 8, 9, 15, 14
2 partial exams	70%	3	0.12	3, 1, 2, 6, 4, 5, 12, 11, 10, 13, 7, 8, 9, 15, 14

Bibliography

A - General and specific handbooks

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2. CAMERON, C.; MOSS, P. (Eds.) (2011) **Social Pedagogy and working with children and young people. Where care and education meet.** Jessica Kingsley Publishers: London and Philadelphia.
3. ERIKSSON, L.; WINMAN, T. (Eds.) (2010) **Learning to fly. Social Pedagogy in a contemporary society.** Daidalos: Göteborg
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5. FRYD, P. (Coord.) i altres (2011) **Acció socioeducativa con infancias y adolescencias. Miradas para su construcción.** UOC. Barcelona.
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D) Journals and web links

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2. Pedagogía social. Revista Interuniversitaria. Universidad Nacional de Educación a Distancia (UNED)
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8. European Journal of Social work
9. Social work education
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11. International Journal of Social Education
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