

**Community, Social and Educational Intervention and  
Inequalities: Current Research Trends**

Code: 43219  
ECTS Credits: 6

Degree	Type	Year	Semester
4313815 Research in Education	OT	0	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

## Contact

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## Use of Languages

Principal working language: catalan (cat)

## Other comments on languages

Community, social and educative intervention and inequalities: Current research trends

## Teachers

Josefina Sala Roca

Marta Bertrán Tarrés

## Prerequisites

There is not

## Objectives and Contextualisation

This module is compulsory for the specialty "Inequalities, research and educational activities" and it is optional for other specialties

This module aims to provide the necessary tools to be able to analyze the situations and community scenarios from the research, in order to generate adequate educational responses. The proposal will focus specially on the knowledge of environments of community education and other dimensions, like social capital, social networking, parental training and equals relationship leading to empowerment groups in complex environments. From resource utilization theoretical, methodological and epistemological promote the study and analysis of educational intervention in community settings, the module allows to innovate in the design, planning and project development and socio-educational programs. It will address the following topics:

Community education, social capital, social networks and empowerment  
Children and adolescents at risk, protection systems, parental training, peer relationship

## Competences

- Collect research data coherently in accordance with the chosen method.

- Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
- Communicate the research results, knowledge acquired and the implications for practice, and adapt the register to the public and formal protocols.
- Continue the learning process, to a large extent autonomously.
- Develop professional values including ethics in educational research, in particular with respect to diversity of opinion and ways of being and doing.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Plan research according to practice-related problems, taking into account theoretical advances in the field of knowledge.
- Recognise and relate the theoretical, empirical and social aspects of the specific field of research.
- Recognise the basic research principles in the field of education and inequality.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Use ICT in the research process, information search and management, data analysis and the dissemination and communication of results.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.

## Learning Outcomes

1. Analyse research into processes of community empowerment.
2. Analyse theoretical reference frameworks to establish which ones orientate research.
3. Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
4. Continue the learning process, to a large extent autonomously.
5. Decide on the information and the subjects involved in the study.
6. Defend the research carried out orally, using the appropriate technology.
7. Design strategies for collecting information.
8. Develop professional values including ethics in educational research, in particular with respect to diversity of opinion and ways of being and doing.
9. Evaluate theoretical, methodological and epistemological resources promoting the study and analysis of socio-educational intervention in community contexts.
10. Find and analyse theoretical frameworks of reference in the scientific literature about community education and the dimensions - social capital, social networks, parental preparation and peer relationships - that lead to empowerment of groups in complex environments
11. Identify research problems related to practice.
12. Identify research problems related to socio-educational intervention and the research project design that allows for their solution.
13. Identify theoretical and scientific references and evaluate their appropriateness for interpreting socio-educational intervention.
14. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
15. Judge the importance and theoretical and social pertinence of a research problem in the area of socio-educational intervention.
16. Recognise the main research problems in the field of community education and processes of empowerment.
17. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
18. Understand the theoretical, methodological and epistemological resources which promote scientific study of socioeducational intervention in communities.
19. Use ICT in the research process, information search and management, data analysis and the dissemination and communication of results.
20. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
21. Use research methods, techniques and strategies and draw up a design pertinent to research problems in the context of socio-educational intervention.
22. Write research reports in accordance with the structure of the formal protocols.

## Content

1. Social pedagogy and community education: the community as a theory of choice
2. Community education research
3. Social Capital and social and educative networks
4. Educational intervention and empowerment processes
5. Models for the protection of children and adolescents at risk
6. Specific problems of young people in care
7. Transition to the independent life of young people in care
8. Empowerment projects with supervised youth
9. Youth culture: citizenship and consumption
10. Youth Cultures participation and social networks
11. Parental Training

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## Methodology

The training activity will be developed based on the following dynamics:

Lectures / exhibitions by teachers

Reading articles and document collections

Analysis and collective discussion of articles and documentary sources

Classroom practices: problem solving / cases / exercises.

Presentation / oral presentation of works.

Tutorials

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Analysis and collective discussion of articles and documentary sources	14	0.56	
Classroom practices: problem solving / cases / exercises.	9	0.36	
Presentació / exposició oral de treballs	9	0.36	
Reading of articles and documentary collections	18	0.72	
Type: Supervised			
Tutorials	20	0.8	
Type: Autonomous			
Reading of articles and documentary collections	80	3.2	

## Assessment

Attendance and participation in the sessions 20%

Activities during the development of the module 30%

Memory / individual module work 50%

The evaluation of the module will be carried out through the activities indicated.

The final grade will be the weighted average of the planned activities. In order to apply this criterion it will be necessary to obtain at least a 4 in all the activities, those carried out during the development of the module and in the memory / final work of the module.

Class attendance is mandatory. In order to obtain a positive final evaluation the student must have attended a minimum of 80% of the classes.

The procedure for reviewing the tests will be done individually.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Activities during the development of the module	30%	0	0	2, 1, 9, 10, 18, 6, 8, 5, 7, 22, 11, 12, 13, 19, 15, 14, 4, 16, 21
Memory / individual module work	50%	0	0	2, 1, 9, 10, 18, 6, 8, 5, 22, 11, 12, 13, 19, 15, 16, 21
attendance and participation in the sessions	20%	0	0	2, 1, 9, 10, 18, 6, 8, 5, 22, 11, 12, 13, 19, 15, 17, 3, 4, 16, 20, 21

## Bibliography

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