UAB
Universitat Autònoma de Barcelona

Fundamentals of Socio-Community Education

Code: 101663
ECTS Credits: 6

2024/2025

Degree	Type	Year
2500260 Social Education	OB	3

Contact

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Teaching groups languages

You can view this information at the end of this document.

Prerequisites

This is a subject third-year course. It requires having approved the subjects of Anthropology and Philosophy of Education and Sociopolitical Bases of Education.

Objectives and Contextualisation

1. Know the genesis, basic concept of Socio-Community Education and its relations with other socio-educational activities

2. Understand the theoretical foundations of education Socio

3. Know the different academic traditions and Socio-educational professionals.

4. Learn to design a project of Socio-Community Education

5. Understand and apply the methods, techniques and Socio-educational activities.

6. Get experiences and education projects Socio

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- 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.
- In an articulated manner, design plans, programs, projects, activities and tasks in various socio educational contexts.
- Maintain a respectful attitude to the environment (natural, social and cultural) to promote values, behaviour and sustainable practices that address gender equality, equity and respect for human rights.

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- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Master the theoretical and applied knowledge of Educational Sciences to develop the capacity for analysis and observation of the social and educational reality.
- Promote autonomy among participants and seek a balance between roles as advisor, facilitator and promoter of socio-educational dynamics.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use information and knowledge from different sources and contexts (reports, articles, etc.) specific to the social sciences.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning Outcomes

1. Analyse a situation and identify points for improvement.
2. Analyse different types of communities and the main characteristics that define and shape them.
3. Analyse socio-cultural and community development experiences and projects from the perspective of different theoretical paradigms.
4. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
5. Consider how gender stereotypes and roles impinge on the exercise of the profession.
6. Critically analyse the principles, values and procedures that govern the exercise of the profession.
7. Design socio-cultural promotion and community development activities, programs and projects.
8. Develop professional functions tailored to different social and community situations in ways that encourage the empowerment of the participants.
9. Explain the explicit or implicit code of practice of one's own area of knowledge.
10. Foster democratic education of the population and the practice of critical and social thought fostering collaboration with families, organizations and institutions with a bearing on the education of the population.
11. Identify situations in which a change or improvement is needed.
12. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
13. Maintaining an attitude of respect for practices and types of behaviour that address fairness and inclusion.
14. Propose new experience-based methods or alternative solutions.
15. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
16. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
17. Propose projects and actions that incorporate the gender perspective.
18. Understand existing research on socio-cultural and community development.
19. Understand the basic concept and the main methodologies and techniques of socio-cultural and community development.
20. Understand the basic legislation that encompasses social and community education.
21. Understand the pedagogical dimension of interaction with peers and adults and learn to promote participation in group activities, cooperative work and individual effort showing an ethical attitude to mediation processes in different contexts and circumstances.
22. Understand the theoretical frameworks that enable sustainable development and responsible actions to assess individual and collective responsibility for achieving a sustainable future.
23. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.
24. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.
25. Working in multidisciplinary teams, developing processes of social/community education.

Content

1. Basic conceptualization in socio-community education

2. Socio-pedagogical bases of action in the community

2.1. Community education, civil society and sociocultural networks

2.2. Community

23. The participation

2.4. Community action and socio-educational network work

2.5. Community methodology

2.6. Social capital

2.7. Collective intelligence

3. The French-speaking tradition: sociocultural animation

3.1. Theoretical-practical currents in sociocultural animation

3.2. The methodology of sociocultural animation

4. The Anglo-Saxon tradition: community development

4.1. Community, development and social change

4.2. Community Organization and Community Development

5. Community revitalization techniques

6. Participatory design and evaluation of socio-community education initiatives

7. Socio-community education experiences and projects

8. Role of the social educator in the community setting

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classes and seminars	45	1.8	1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 14, 15, 16, 17, 18, 19, 20, 23, 24
Type: Supervised			
Design and development of an education project	30	1.2	1, 3, 11, 14, 20, 23, 24, 25
Type: Autonomous			
Study and research information	75	3	3, 4, 11, 18, 20, 21, 22, 24

The protagonist in the teaching-learning process is the student and in this sense an active and participatory methodology has been planned, based on research. There are 4 types of activities:

1.-Directed, face-to-face in a large group: they include presentations by the teaching staff of the contents of the agenda and specific presentations of experiences and case studies by active professionals (30 hours).

2.-*Supervised: in the seminars the students will carry out practical activities in small groups on techniques and specific actions on the agenda. Both the practical research activities and the development of the work are supervised by the teaching staff. (15 hours)

3.-Autonomous: the students will have individual and couple autonomous work spaces to analyze a community experience and to elaborate a social community project respectively (75 hours).

4.-Evaluative: intended for the verification and qualification of the achievements.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Analysis of a community project or initiative	10%	0	0	1, 2, 3, 9, 14, 15, 16, 18, 23, 24
Design and development of an education project in a specific reality	25%	0	0	2, 3, 5, 6, 7, 8, 11, 17, 18, 19, 20, 21, 25
Final Exam	45%	0	0	3, 7, 8, 10, 18, 20, 22
Participation and involvement in classroom dynamics	5%	0	0	3, 12, 13, 19, 22
Research work, development of information and application of techniques in the classroom	15%	0	0	2, 4, 7, 17, 18, 19

The subject contemplates two evaluation modalities: single and continuous. Both modalities require releasing the same evaluative evidence to accredit and guarantee the achievement of the objectives and learning results established for the subject.

They are mandatory requirements:

1.-Carry out all the required evaluation activities. It will be considered non-assessable if all are not done.
2.- Attendance to at least 80% of the classes and seminars, otherwise it will be considered non-assessable.
3.-It should be noted that the plagiarism of any text in the course work or the copy to the evaluation activities will be a reason for failing.

The positive attitude towards learning and participation in the sessions will be evaluated.

The continuous evaluation implies the regularity in the delivery of the tasks and works:

-community project analysis: October 25

-work research and application of techniques: by groups from October 11 to January 10

-community project design: January 24

The continuous evaluation implies the regularity in the delivery of the tasks and work as determined. The unique evaluation will imply the delivery of all the activities on January 24.
The final exam will be on January 24, and the recovery exam will be on January, 31 . The latter will consist of a test with 15 questions on the total content of the subject.

	Evaluation activities	
PART GROUP	Research work, elaboration of information and application of techniques to the classroom	
	Design and elaboration of a socio-community education project	
PART INDIVIDUAL	Level of participation in the classroom and involved thedynamics	
	Reflection of a community experience	
	Final Examen	

To pass this subject, the student must show good general communicative competence, both orally and in writing, and a good command of the language or languages listed in the teaching guide.
In all activities (individual and group), linguistic correction, writing and formal aspects of presentation will therefore be taken into account. Students must be able to express themselves fluently and correctly and must show a high degree of understanding of academic texts. An activity may be returned (not evaluated) or suspended if the teacher considers that it does not meet these requirements.

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Software

None specific

Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	311	Catalan	first semester	morning-mixed
(SEM) Seminars	312	Catalan	first semester	morning-mixed
(TE) Theory	3	Catalan	first semester	morning-mixed