

Degree	Type	Year
2500260 Social Education	OT	3
2500260 Social Education	OT	4

Contact

Name: Paloma del Carmen Valdivia Vizarreta

Email: paloma.valdivia@uab.cat

Teachers

Maria Prat Grau

Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

There are no prerequisites.

It is recommended to have approved the subject education of nens i joves's third year.

Objectives and Contextualisation

- Know the current framework of education in leisure.
- Study the influences of globalization and industries of leisure with respect to proposals for leisure.
- Study the historical and conceptual evolution of leisure time.
- Know the fields of leisure and actions and possible educational interventions.
- Know and apply different criteria, resources and methodologies for the design and implementation of educational proposals at the leisure of children and youth.
- Analyze the possibilities of leisure as a tool of prevention and action against risky behavior.
- Experience in practice leisure activities based, among others, in artistic activities, physical activity, game, sport and body expression.

Competences

Social Education

- 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.
- Analyse the organization and management of socio-educational 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.
- 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 account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Learning Outcomes

1. Analyse the dysfunctions that occur in the development of children and adolescents at risk as a result of situations social and family breakdown.
2. Analyse the ethical aspects of social education in the field of childhood.
3. Communicate using language that is not sexist or discriminatory.
4. Design and apply specific interventions for children at risk.
5. Develop strategies to foster resilience processes.
6. Identify situations in which a change or improvement is needed.
7. Know about the specific functions of institutions dedicated to early childhood and adolescence.
8. Maintain an attitude of respect, practices and behaviors that address diversity and equality.
9. 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.
10. Propose projects and actions that incorporate the gender perspective.
11. Propose viable projects and actions to boost social, economic and environmental benefits.
12. Understand the social risk factors in childhood and adolescence.
13. Understand the specific legislation affecting the protection of children at risk.

Content

Block 1. Globalization, work, free time (6 hours)

1.1 conceptual delimitations:

-relevant authors in the field of education in leisure.

-educational significance of time free.

-factors of social risk in children and adolescents

-the preventive action of the education in the field of leisure

-strategic lines of action.

1.2.-possibilities of work:

- The creation of jobs within the field of leisure (possibilities of leisure professionals).
- Institutions that are dedicated.
- New opportunities for leisure: Self-employment and entrepreneurship in the field of leisure.

Block 2. History of leisure and Recreation pedagogy (4 hours):

- The birth of the leisure industries.
- Historical Evolution of the concept of leisure and entertainment.

Block 3. Criteria and methodologies for the design of educational programmes of leisure (14 hours):

3.1.-planning of activities:

- Objectives and principles.
- Educational possibilities of leisure programmes for children and young people.
- Activities: artistic, cultural, expressive, environmental.
- Resources for the implementation of leisure.
- Evaluation and indicators.

3.2.-methods, strategies and techniques:

- Learning service
- Work for projects
- Cooperative work
- Others

Transversal aspects:

- Critical thinking and ethical commitment
- gender and diversity

Block 4. Physical activity, play and sport in the leisure time of children and young people (24 hours):

4.1-pedagogical Foundations of physical activity, the game and the sport in leisure time:

- Physical activity, sport and society. Yesterday and today in relation to the social and educational aspects: the community of children and young people, gender stereotypes, people with disabilities, etc.
- The physical activity, the game and the sport as a socio-educational tools in the leisure time of children and young people. Contributions in the field of social education
- Methodological orientations in the programme and organization of sports, recreational and physical activities in leisure time.
- Aspects to consider in the socio-educational intervention through play and physical activity and sports: time evolution of recipient groups and types of activity, attention to individual differences, interaction with the school learning, media and sports, etc.

4.2.-game and sport in leisure time:

- Functions and values of the game and the sport in leisure time.

- Play as a space of socialization and learning. Types of game.
- Sport in leisure time: sport training, sport for all, the modified games and alternative sports.
- Adapted sport: a tool for the integration of people with disabilities and an opportunity for social work with children and young people.

4.3.-the physical activities in the natural environment:

- Educational Interest of the physical activity and sport in the natural environment.
- Types of physical activities and sports.
- Conditions for the practice Aspects of physical activity and sport in the natural environment: facilities, personnel, economic and security issues, etc.
- Supply and recreational services for the practice of physical and sporting activity in the natural environment.

4.4.-body expression activities and games in the field of physical activity:

- Socio-educative Potential of the activities related to the bodily expression.
- Body language: non-verbal communication and expressiveness. Gesture and movement. Energy and which perception. The importance of control and body awareness. The work of emotions.
- The creative process: individual and group. Observation and interpretation.
- Games and activities of corporal expression. Dances, circus, theatre and dramatization. Sport and corporal expression.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classroom practices	25	1	
Theoretical classes	20	0.8	
Type: Supervised			
Supervised activities	30	1.2	
Type: Autonomous			
Autonomous learning	75	3	

The proposed teaching methodology may undergo some modification depending on the attendance restrictions imposed by the health authorities.

The course will remain active and participative methodology and shall consider the following activities of teaching and learning:

Types of activities

Theoretical classes

Practical classes

Activities supervised and tutorials

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.

Autonomous individual and group activities

Activities of evaluation

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Design and planning of educational proposals focus on the leisure of children and youth	25%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13
Development and delivery of a proposed leisure practice with children and young people	20%	0	0	4, 5, 8, 12, 13
Reading and critical commentary of selected articles	25%	0	0	7, 8, 12
Reflective activities related to the theoretical and practical sessions	30%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13

The evaluation of the course will be held throughout the semester by the evaluation activities above.

Activitat Type	Activity Description	% final grade
Individual	Reading and comment critical of selected articles	25%
Individual	Reflective activities related to the theoretical and practical sessions	30%
Group	Design and planning of educational proposals focused on the leisure time of children and young people	25%
Group	Development and delivery of a proposed leisure practice with children and young people	20%

% of the final mark derived from the individual work: 55%

% of the final mark derived from the group work: 45%

Autonomy, creativity and adaptation in the performance of the activities will be taken into account.

This subject does not include a single assessment system.

It is necessary to bear in mind:

-Attendance at classes (theory and practice) is mandatory. You must attend a minimum of 80% of these sessions. Otherwise, the qualification of the subject will be "Not evaluable".

-Teachers will return to the students of all the activities of evaluation in a maximum period of 15 days.

-Delivery date of the final work on January 22.

-Date of review of the work January 24.

-Date of recovery January 29.

To pass this course, the student must show good general communicative competence, both orally and in writing, and a good command of the language or languages spoken in the teaching guide.

In all the activities (individual and in group) the linguistic correction, the writing and the formal aspects of presentation will be taken into account. Students must be able to express themselves fluently and correctly and must show a high degree of comprehension of academic texts. We remind you that, in the case of the Catalan language, in the 1st and 2nd year it is requested that the student has a linguistic competence equivalent to Level 1 for Teachers of Infant and Primary Education and that from the 3rd year of the Degree the student must have shown a competence equivalent to Level 2 for Teachers of Infant and Primary Education. See: <http://www.uab.cat/web/els-estudis/-competencia-linguistica-1345698914384.html> and "Normativa d'avaluació en els estudis de la UAB" http://mat.uab.cat/~seccio/documents/arxiu/Normativa_avaluacio.pdf.

In accordance with UAB regulations, plagiarism or copying of any individual or group paper will be penalised with a mark of 0 for that paper, without any possibility of a re-sit. During the completion of a paper or the individual exam in class, if the teacher has reason to believe that a student is trying to copy or s/he discovers any kind of non-authorized document or device, the student involved will obtain a mark of 0, without any possibility to re-sit. A paper or test will be considered as plagiarism when a chunk of text of four words or longer authored by another person (another student, scholar, webpage, etc.) without citing the source according to academic norms. Further information available at:

https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa_a2016.pdf

http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html

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Software

A technological device that can connect to the Internet is indispensable for this subject.

Language list

Name	Group	Language	Semester	Turn
(TE) Theory	4	Catalan	first semester	morning-mixed

PROVISIONAL