

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

There are no prerequisites to enroll in Education of children, adolescence and youth

## Objectives and Contextualisation

This course is a compulsory subject in the third year that aims to train professionals in areas of most tour of Social Education at the same point that encourage it from a methodological standpoint: the rehabilitative care in the stages of childhood and adolescence.

The general educational objectives of the course are:

1. To contextualize the socio-educational process in two stages in the development of a person: childhood and adolescence.
2. Know the different training and educational and child care resources and adolescence based on a territory and the various agents operating.
3. Identify and initiate the development of competences of social educators to work properly in these vital steps in coordination with other educational and socializing agents.

## Competences

- Accompany people in their processes of growth and emancipation.
- 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.
- Apply the socio-emotional skills needed to manage human relations.
- 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.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- 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.
- Use information and knowledge from different sources and contexts (reports, articles, etc.) specific to the social sciences.

## Learning Outcomes

1. Analyse a situation and identify points for improvement.
2. Analyse the consequences for social and educational action of various theoretical paradigms
3. Analyse the ethical aspects of social education in the field of childhood.
4. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
5. Analyse the socio-emotional skills required for working with children and adolescents at risk.
6. Communicate using language that is not sexist or discriminatory.
7. Consider how gender stereotypes and roles impinge on the exercise of the profession.
8. Critically analyse the principles, values and procedures that govern the exercise of the profession.
9. Design and apply specific interventions for children at risk.
10. Develop strategies to foster resilience processes.
11. Explain the explicit or implicit code of practice of one's own area of knowledge.
12. Guiding and accompanying unprotected children in their development processes and processes of integration into autonomous life.
13. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
14. Know about the specific functions of institutions dedicated to early childhood and adolescence.
15. Know and use the main sources of generation of scientific knowledge about childhood and adolescence in Catalonia and Spain.
16. Know the different theoretical paradigms.
17. Maintain an attitude of respect, practices and behaviors that address diversity and equality.
18. Propose new experience-based methods or alternative solutions.
19. 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.

## Content

1. The concept of childhood, adolescence and youth. pedagogical principles and methodological proposals.
2. Right of minors, protection and welfare systems. Networks, services and programs for children and adolescents. socio-legal framework in Catalonia.
3. Education and prevention in the family. Family and development practices. Continuities i discontinuities.
4. Social education in schools. Networks, services and programs.
5. Education, prevention and development in the context of (community and local) next territory. leisure, entertainment, consumer associations, participation and cultural production.

## 6. Programs and socio-educational actions in different contexts: methodological elements.

### Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Exhibitions by teachers the content and basic issues syllabus. It is done with the whole group and allows class exposure main contents through a open participation by students.	30	1.2	
Workshops on the development of the subject	15	0.6	
Type: Supervised			
Distnace work directed from pautes provided by teachers.	30	1.2	
Type: Autonomous			
Own work to acquire the skills of self-regulated manner.	75	3	

The protagonist in the teaching-learning process is the students and it is under this premise that the methodology of the subject has been planned.

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
Cooperative learning dossier (portfolio)	40	0	0	1, 2, 3, 4, 6, 7, 8, 9, 11, 12, 13, 14, 16, 18, 19
Cooperative learning dossier (portfolio)	40	0	0	2, 3, 5, 9, 10, 12, 14, 15, 16
Case studies, practical work, simulations and other scheduled activities, contained in the individual portfolio.	20	0	0	2, 3, 5, 9, 10, 12, 14, 15, 16, 17
Single evaluation (teaching portfolio, classroom practices and written exam)	60	0	0	2, 3, 4, 5, 6, 7, 9, 12, 14, 15, 16, 17

Continuous assessment

Students will be evaluable as long as they have carried out a set of activities whose weight is equivalent to a minimum of 2/3 of the total grade for the subject. If the value of the activities carried out does not reach this threshold, the subject's teaching staff may consider the student as non-evaluable. To pass the subject it is necessary to deliver all the planned activities and obtain a minimum grade of 5 out of 10 on the average of the three evaluation activities. An average will not be taken and the subject will be understood as not passed if a minimum of 4 out of 10 is not achieved in each of the 3 evaluative areas.

The evaluation of the subject will be done according to three large blocks (evaluation activities), which are:

1. Group classroom practices: Case studies, simulations, documentary analysis, among others. An average will be made of all of them as long as the grade obtained is at least 5 points in each activity. The delivery of these activities will be linked to the calendar of completion of the subject.

2. Delivery of individual Portfolio: delivery date 01/09/2025.

3. Final exam of the subject: 12/19/2024.

\* Classroom practices will be distributed throughout the entire subject, with a calendar that will indicate the start date and the delivery date of the practice. The return and monitoring of the practices that are part of the qualification will be less than twenty days. These classroom practices will be carried out in small groups (maximum 4 people) that will form subgroups in each seminar.

For students who request it, the review date and time will be agreed with the teaching staff (approximately two days after the individual written exam).

The recovery date will be January 30, 2025, being a test similar to the ordinary test.

To participate in the recovery it is necessary to have been evaluated in a set of activities whose weight is equivalent to a minimum of two thirds of the subject.

Single evaluation

The single evaluation will consist of two evaluative elements, which will be held on 01/23/2025:

- A written development exam on the syllabus, which will include all the content worked on in the subject and will have a value of 50% of the final grade.

- Pass the complementary activities that will be published in the Moodle classroom. Among these, there will be an oral defense that will be carried out after the written exam, following the order established by the teaching staff.

To pass the subject in the single evaluation modality it is necessary to obtain a 5 out of 10, once the average of the two evaluative elements has been taken. An average will not be taken and the subject will be understood as not passed if a minimum of 4 out of 10 is not achieved in each of the two evaluative areas.

The recovery date will be January 30, 2025 using tests similar to the ordinary evaluation. For students who request it, the review date and time will be agreed with the teaching staff (approximately between 3 and 4 days after the individual written exam).

To participate in the recovery it is necessary to have been evaluated in a set of activities whose weight is equivalent to a minimum of two thirds of the subject.

Data of interest for both evaluation modalities

The subject is essentially professionalizing, focused on student participation in class. Consequently, in-person class attendance is mandatory.

If the students do not attend a minimum of 80% of the teaching activities, the subject cannot be evaluated. For an absence to be excused, it must be documented. Only those resulting from unexpected force majeure such

as illness or similar situations that prevent attendance at teaching activities will be considered justified absences. Carrying out another training activity for the degree may be considered an excused absence if it is previously accepted by the teaching staff responsible for the subject.

Classes start on time. Entry to class once it has started or exit before finishing is not permitted.

The attitude in the classroom must be proactive, respectful and constructive. It is recommended to contribute ideas, questions and relevant comments that enrich the debate and collective learning.

The ability to relate conceptual content to procedural content will be evaluated, framed by the deontological values of the profession.

Likewise, in addition to the evaluative areas that determine the final grade, general communicative competence, oral and written, and a good command of the vehicular language that appears in the teaching guide will be assessed. Linguistic correction, writing and formal aspects of presentation will be taken into account in all activities. Students must be able to express themselves fluently and correctly. An activity may be returned (not evaluated) or suspended if it does not meet this requirement.

It should be noted that plagiarism or copying in any of the evaluation activities will be grounds for failure.

## Bibliography

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Web:

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- -UPRIGHT PROGRAM: projecte europeu que té com a objectiu millorar el benestar i la resiliència de les joves. [https://www.uprightprogram.eu/school\\_es/](https://www.uprightprogram.eu/school_es/)

## Software

For the realization of this subject will use among other programs the: Genopro, Eina de cribatge and the RUMI.

## 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