

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 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

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- 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.
- 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.
- Participate in the theoretical debates that affect the profession and affect different policy areas.
- 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.
- 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 the complexity of the social function of social education.
3. Analyse the complexity of the value of training as a decisive factor of social inclusion.
4. Analyse the development of professionalisation in social education.
5. Analyse the different possibilities for employing social education professionals.
6. Analyse the relationship between ideologies and socio-educational action.
7. Analyse the training-progress-happiness relationship in today's society.
8. Consider how gender stereotypes and roles impinge on the exercise of the profession.
9. Critically analyse the principles, values and procedures that govern the exercise of the profession.
10. Identify situations in which a change or improvement is needed.
11. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
12. Produce social and educational reports in multidisciplinary contexts
13. Properly formulate aspects of planning in schools.
14. Propose new experience-based methods or alternative solutions.
15. Understand the main social and educational models of action and intervention.
16. Understand the professionalization process of social education.
17. Understand the roles that social workers can play in different types of multidisciplinary teams.
18. Using the basic conceptualisation of Pedagogy and Social Education.
19. 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. Normativa 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

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lecturer class	30	1.2	2, 3, 4, 5, 6, 7, 12, 13, 15, 16, 17, 18, 19
Seminars	30	1.2	2, 3, 4, 5, 6, 7, 12, 13, 15, 16, 17, 18, 19
Type: Supervised			
Supervised	15	0.6	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
Type: Autonomous			
Autonomous	75	3	2, 3, 4, 5, 6, 7, 12, 13, 15, 16, 17, 18, 19

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	Expositions by the professor of the contents and basic issues of the agenda. . It is developed in person or through virtual training capsules that the teacher uploads to the Moddle.

Seminars 15 x 2 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, whit photovoice application, and defense of the poster in the classroom (Group)
- E) 2 proofs (individual)

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

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
2 partial exams	70%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
Making a poster about a specific topic	15%	0	0	2, 4, 5, 15, 16, 17, 18
Participation and involvement in classroom dynamics	3%	0	0	2, 3, 4, 5, 6, 7, 12, 13, 15, 16, 17, 18, 19
Presentations of papers or films	5%	0	0	2, 5, 6, 17
Public presentation of the poster	5%	0	0	4, 6, 12, 13, 16, 17, 18
Self-assesment	2%	0	0	2, 3, 4, 5, 6, 7, 12, 13, 15, 16, 17, 18, 19

It is a compulsory requirement for access to the final assessment of the course:

- (1) to have made at least one group presentation in the classroom of an article and a film;
- (2) have presented the assessment documents and questions for each article;
- (3) have presented the poster and made a public defense of it.

Attendance at classroom classes (seminars) of the course is compulsory. Students must attend at least 80% of the classes, otherwise, they will be considered as not having attended.

There are two midterm exams for this subject. You must pass both to pass the subject. The marks obtained in the 2 parts, when both are passed, will average for the final mark that is complemented with the rest of the

marks of the subject. There is a recovery of the subject but it can only be accessed if at least one of the two partials has been passed or, if both are suspended, they have been suspended with an average score of 3.5 points. Only partial exams are recoverable. None of the rest of the activities are.

Students who take a single assessment will have a written exam that will include all the theory developed by the teacher, the mandatory readings worked on in the seminars and the work around the films watched.

The dates of the exams and re-assessment are:

First partial exam: 28 of October 2024

Second partial exam and single evaluation: 20 of January 2025

Re-assessment and single evaluation: 27 of January 2025

	Assessment Activities	% of the grade
GROUP	Making a poster on a specific theme	20%
PART	Public presentation of the poster	5%
	Photovoice from the poster	3%
INDIVIDUAL	Participation in the classroom and involvement in the dynamics	2%
PART	Self-evaluation	2%
	2 Midterm exams (eliminary subjects)	34% + 34%

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

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C - Methodologies

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Software

There is not

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

PROVISIONAL