

Degree	Type	Year
4313815 Research in Education	OT	0

Contact

Name: Xavier Úcar Martínez

Email: xavier.ucar@uab.cat

Teachers

Josefina Sala Roca

Paloma del Carmen Valdivia Vizarreta

Teaching groups languages

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

Prerequisites

There is not

Objectives and Contextualisation

This module aims to offer the necessary tools to be able to analyze community situations and scenarios from research, as well as offer appropriate educational responses. In the proposal, special emphasis is placed on the knowledge of community education environments and the dimensions -social capital, social networks, parental training and peer relationships- that lead to the empowerment of groups in complex environments. Based on the use of theoretical, methodological and epistemological resources that favor the study and analysis of socio-educational intervention in community contexts, the module allows innovation in the design, planning and development of socio-educational projects and programs. The following topics are addressed:

- Community education, social capital, social networks and empowerment;
- Childhood and adolescence at risk, protection systems, parental training, peer relationships.

Learning Outcomes

1. CA32 (Competence) Formulate a community socio-educational research problem and formulate its questions and goals.
2. CA33 (Competence) Assess the social, economic and environmental impact of community socio-educational interventions to contribute to the development of a more accessible, sustainable, diverse and just society that respects human rights.
3. CA34 (Competence) Act in the field of knowledge while assessing sex/gender based inequalities.
4. KA30 (Knowledge) Describe the methodological paradigms, approaches and designs in research on community education.
5. KA31 (Knowledge) Identify different lines of research and intervention in the various fields of research on community education.
6. KA32 (Knowledge) Identify problems and offer solutions for community socio-educational needs using innovative approaches.
7. SA21 (Skill) Produce a comprehensive review of the scientific literature in relation to community education, socio-educational intervention and inequalities.
8. SA22 (Skill) Produce a review of the scientific literature on a topic related to the theme of the module in the format of a scientific article.

Content

1. Social pedagogy and community education
2. Research in community education
3. Social capital and socio-educational networks
4. Socio-educational intervention and empowerment processes
5. Protection models for children and adolescents at risk
6. Specific problems of young people under guardianship
7. Transition to independent life for young people in care
8. Empowerment projects with young people in care
9. Child and youth participation in the community
10. Families, leisure time and social capital
11. Peer relationship, community innovation processes

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Analysis and collective discussion of articles and documentary sources Análisis y discusión colectiva de artículos y fuentes documentales	10	0.4	
Type: Supervised			
Classroom practices: resolution of problems/cases/exercises.	9	0.36	
Oral presentation/exposition of works.	6	0.24	
Type: Autonomous			
Design and preparation of a systematic analysis of the academic literature on a specific topic or problem	25	1	
Reading articles and documentaries	30	1.2	

The training activity will be developed from the following dynamics:

Lectures/expositive classes by teachers
 Reading of articles and documentary collections
 Analysis and collective discussion of articles and documentary sources
 Classroom practices: resolution of problems/cases/exercises.
 Oral presentation/exposition of works.
 Design and preparation of a systematic analysis of the academic literature on a specific topic or problem
 Preparation of a scientific article
 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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Activities during the development of the module	30%	0	0	CA33, KA30, KA31
Attendance and participation in the sessions	20%	0	0	CA33, KA30, KA31, KA32
Journal article based on a systematic analysis: individual module work	50%	0	0	CA32, CA33, CA34, KA30, KA32, SA21, SA22
Attendance and participation in sessions				20%
Activities during the development of the module				30%
Journal article based on a systematic analysis: individual module work				50%

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

The final mark will be the weighted average of the planned activities. To be able to apply this criterion, it will be necessary to obtain at least a 4 in all 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 test review procedure will be carried out individually

The magazine article, as the final work of the module, will be delivered two weeks after the end of classes.

If you wish to opt for the single assessment, the student will deliver all the work requested by the teaching staff in the development of the module and will have to pass an oral content test.

Recovery, if necessary, involves repeating the work or suspended tests.

Plagiarism or copying of submitted works means automatically suspending the module.

Bibliography

ARNAU-SABATÉS, L., DWORSKY, A., SALA-ROCA, J., & COURTNEY, M. E. (2021). Supporting youth transitioning from state care into adulthood in Illinois and Catalonia: Lessons from a cross-national comparison. *Children and Youth Services Review*, 120, 105755.

ARNAU-SABATÉS, L., MARZO, M. T., JARIOT, M., & SALA-ROCA, J. (2014). Learning basic employability competence: a challenge for the active labour insertion of adolescents in residential care in their transition to adulthood. *European Journal of Social Work*, 17(2), 252-265.

BARBERO, J.M., CORTES, F. (2005). *Trabajo comunitario, organización y desarrollo social*. Alianza. Madrid.

BERTRAN, M; PONFERADA-ARTEAGA, M.; PAMIES, J. (2016) Gender, family negotiations and academic success of young Moroccan women in Spain. *Race, Ethnicity and Education*, 19 (1):161-181.

BERTRAN, M., BADIA, V. (2015). El tiempo de espera en la adopción: ¿tiempo de riesgo o de formación para la prevención para las familias? *Aloma*, 32(2): 65-75.

BOUMA, H.; LÓPEZ, M.; KNORTH, E.; GRIETENS, H. (2018). Meaningful participation for children in the Dutch child protection system: A critical analysis of relevant provisions in policy documents. *Child Abuse & Neglect*, 79, 279- 292. <https://doi.org/10.1016/j.chiabu.2018.02.016>

CAMERON, C., MOSS, P. (Eds.) (2011). *Social Pedagogy and working with children and young people. Where care and education meet*. Jessica Kingsley Publishers: London and Philadelphia

CARRASCO, S.; PAMIES, J.; BERTRAN, M (2009) Familias inmigrantes y escuela: desencuentros, estrategias y capital social, *Rev. Complutense de Educación*, Vol 20 (1), pp 55-78.

DEL VALLE, J., i BRAVO, A. (2013). Current trends, figures and challenges in out of home childcare: An international comparative analysis. *Psychosocial Intervention*, 22, 251-257.

DEL VALLE, J., SAIRENO, A.M., BRAVO, A. (2011). *Salut mental de menores en acogimiento residencial*. Badajoz: Junta de Extremadura.

DEVINE, D. (2009). Mobilising capitals? Migrant children's negotiation of their everyday lives in school. *British Journal of Sociology of Education*, 30:5, 521-535.

ESTEFANÍA, M. M., & DE JUANAS OLIVA, Á. (2022). Transición a la vida adulta de los y las jóvenes en acogimiento residencial: Una trayectoria hacia el compromiso, la autonomía y la responsabilidad social. *Pedagogía social: revista interuniversitaria*, (40), 9-14.

FENG, H., HARTY, J.S., OKPYCH, N.J., COURTNEY, M.E. (2020). Predictors of Homelessness at Age 21. Chicago: Chapin Hall. https://rhyclearinghouse.acf.hhs.gov/sites/default/files/14_Feng_2021.pdf

FERNANDEZ, E., BARTH, R.P. (ed). (2010). [How Does Foster Care Work?](#) *International Evidence on Outcomes*. London: Jessica Kingsley.

FIGUERAS, P., FRANCH, X. & ÚCAR, X. (2022). La animación sociocultural en la actualidad: una mirada desde la academia, la formación profesional y la profesión. (261-289). En A. Novella & A. Alcántara (Coords.) *Voces con esencia. Para una animación sociocultural posicionada*. Ediciones Octaedro

- GREENFIELD, P., & SUZUKI, L. (1998). Cultura y Desarrollo Humano: Implicaciones Parentales Educativas, Pediátricas y de Salud Mental. En Siegel y K. A. Renninger (eds.) *Handbook of Child Psychology*. New York: Wiley. 1059-1109. http://psicologiacultural.org/Pdfs/Traducciones/Greenfield_y_Suzuki.pdf
- GULLO F, GARCÍA-ALBA L, BRAVO A, DEL VALLE JF. (2021). Crossing Countries and Crossing Ages: The Difficult Transition to Adulthood of Unaccompanied Migrant Care Leavers. *International Journal of Environmental Research and Public Health*, 18(13):6935. <https://doi.org/10.3390/ijerph18136935>
- GYPEN, L. et al. (2017). Outcomes of children who grew up in foster care: Systematic-review. *Children and Youth Services Review*, 76, p. 74-83.
- HÄGGMAN-LAITILA, A., SALOKEKKILÄ, P., KARKI, S. (2018). Transition to adult life of young people leaving foster care: A qualitative systematic review. *Children and Youth Services Review*, , vol. 95, p. 134-143.
- HELVE, H., BYNNER, J. (2007). *Youth and Social Capital*. England: The Tufnell Press.
- KATZ, C. C., COURTNEY, M. E., & SAPIRO, B. (2020). Emancipated foster youth and intimate partner violence: An exploration of risk and protective factors. *Journal of interpersonal violence*, 35(23-24), 5469-5499.
- KORNBECK, J., ROSENDAL JENSEN, N. (Eds) (2012) *Social Pedagogy for the entire human lifespan, Vol. II*. Europäischer Hochschulverlag GmbH & Co. KG.: Bremen
- KORNBECK, J., ROSENDAL JENSEN, N. (Eds.) (2011). *Social Pedagogy for the entire human lifespan, Vol. I*. Europäischer Hochschulverlag GmbH & Co. KG.: Bremen.
- KORNBECK, J.; ÚCAR, X. (Eds) (2015) *Latin American Social Pedagogy: relaying concepts, values and methods between Europe and the Americas*. Studies in Comparative Social pedagogies and International Social Work and Social policy, Vol. XXVIII. Bremen: EVH/Academicpress GmbH.
- LAREAU, A. (2003). *Unequal Childhoods. Class, race, and family life*. California: University of California Press.
- LLENA, A., PARCERISA, A., ÚCAR, X. (2009). *10 Ideas clave. La acción comunitaria*. Graò. Barcelona.
- LLOSADA-GISTAU, J., CASAS, F., & MONTSERRAT, C. (2020). Factors influencing the subjective well-being of adolescents in out-of-home care. A mixed method study. *Applied Research in Quality of Life*, 15(3), 835-863.
- MONTSERRAT, C., CASAS, F., MALO, S., BERTRAN, I. (2012). *Els itineraris educatius dels joves extutelats*. Col·lecció Infància i Adolescència 6. Barcelona: Departament de Benestar Social i Família.
- MONTSERRAT, C., LLOSADA-GISTAU, J., & FUENTES-PELÁEZ, N. (2020). Child, family and system variables associated to breakdowns in family foster care. *Children and Youth Services Review*, 109, 104701.
- REQUENA, F. (2008). *Redes sociales y Sociedad civil*. CIS. Madrid
- ROLL, P. (2004). Families, social capital and educational outcomes, *British Journal of Sociology of Education*, 52, 4, 390 - 416
- RUBIO, F.J.; TRILLO M.P.; JIMÉNEZ, M.C. (2020). Programas grupales de parentalidad positiva: una revisión sistemática de la producción científica. *Revista de Educación*, 389. Julio-Septiembre, 267- 295. <http://www.educacionyfp.gob.es/revista-de-educacion/numeros-revista-educacion/numerosanteriores/2020/389/3>
- SABATÉ-TOMAS, M., SALA-ROCA, J., ARNAU, L. (2021). Treatment progress of foster care adolescents with severe behavioural problems: Factors conditioning their performance in the residential treatment centres. *Child & Family Social Work*, 2021, 26(1), 203-213.
- SALA ROCA, J. (2019). Parentalidad profesional en el acogimiento institucional: propuesta para mejorar la atención a los niños acogidos en centros de protección. *Pedagogía social. Revista universitaria.*, (34), 97-109.

SALA ROCA, J., JARIOT GARCÍA, M., VILLALBA BIARNÉS, A., RODRÍGUEZ PARRÓN, M. (2009). *Analysis of factors involved in the social inclusion process of young people fostered in residential care institutions*. *Children and Youth Services Review*, 31(12), 1251-1257.

SOLDEVILA, A., PEREGRINO, A., ORIOL, X., FILELLA, G. (2012). Evaluation of residential care from the perspective of older adolescents in care. The need for a new construct: optimum professional proximity. *Child & Family Social Work*, DOI: 10.1111/j.1365-2206.2012.00843.x

STEIN, M., MUNRO, E.R. (2008). [Young People's Transitions from Care to Adulthood](#). London: Jessica Kingsley.

ÚCAR, X. (2016) *Pedagogía de la elección*. Barcelona. Editorial UOC. Oberta Publishing.

ÚCAR, X. (2016) *Pedagogías de lo social*. Barcelona. Editorial UOC. Oberta Publishing.

ÚCAR, X. (2016) *Relaciones socioeducativas. La acción de los profesionales*. Barcelona. Editorial UOC. Oberta Publishing.

ÚCAR, X.; SOLER-MASO, P. & PLANAS-LLADO, A. (Edts.) (2020). *Working with Young people. A Social pedagogy perspective from Europe and Latin America*. New York: Oxford University Press.

URREA MONCLUS, A., MATEOS INCHAURRONGO, A., FERNÁNDEZ-RODRIGO, L., & BALSELLS BAILÓN, M. À. (2021). The voices of parents and children in foster care. *Journal of Social Work*, 21(6), 1592-1610.

WILLIS, P. (2008). Los soldados rasos de la modernidad. La dialéctica del consumo cultural y la escuela del siglo XXI. *Revista de la asociación de la Sociología de la educación, RASE 1 (3)*: 43-66.

Software

There is not

Language list

Name	Group	Language	Semester	Turn
(TEm) Theory (master)	1	Spanish	second semester	afternoon