

Cultural Development in the Community

Code: 101665
ECTS Credits: 6

2025/2026

Degree	Type	Year
Social Education	OT	3
Social Education	OT	4

Contact

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Teachers

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Teaching groups languages

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

Prerequisites

It is recommended that students have reached the two previous courses of Social Education.

Objectives and Contextualisation

This elective course is part of the Socio-Community Education itinerary in the Social Education degree. Its main objective is to reconceptualise, and produce critical reflections and actions in the field of Community Cultural Development.

The subject arises the historical reconstruction of the bases of Community Cultural Development in the context of the present and local and international perspectives. This course focuses on the study of cultural policies in relation to social education and reinterprets the links between art, local government and community. However, students as participants will be involved in Community Cultural Development.

Competences

- Social Education
- Accompany people in their processes of growth and emancipation.
- 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.
- Design and develop processes for citizen participation and socio-community action.
- Design evaluation plans and processes in accordance with different purposes, techniques and instruments, moments and perspectives of educational evaluation.
- 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 and apply critical reasoning to the understanding of representative versus participatory democracy. Understand power, government and governance.
2. Analyse socio-cultural and community development experiences and projects from the perspective of different theoretical paradigms.
3. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
4. Apply participatory techniques: Participatory Action Research (PAR), to community diagnosis.
5. Communicate using language that is not sexist or discriminatory.
6. Critically analyse the principles, values and procedures that govern the exercise of the profession.
7. Design and develop participatory processes in social and community education.
8. Develop professional functions tailored to different social and community situations in ways that encourage the empowerment of the participants.
9. Evaluate policies and programs derived from the same concerning education for development.
10. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
11. Incorporating into their analyses the contextual references needed, linked to specific problems and proposals about education for development.
12. 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.
13. Propose projects and actions that incorporate the gender perspective.
14. Proposing strategies adapted to different mediation situations and requirements, appropriately developing strategies for mediation between individuals or groups in simulated situations and displaying social skills for understanding families and being understood by them.
15. Reflecting on, evaluating and applying the changes required in educational practice regarding the Concept of participation. Participation as an end and as a means for change.
16. Reflecting on, evaluating and applying the changes required in educational practice with regard to the participation of the public from the perspective of the administration: models and devices.
17. Reflecting on, evaluating and applying the changes required in educational practice with regard to the Social Participation from the perspective of social players: social movements and associations.
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. 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.
21. Working in multidisciplinary teams, developing processes of social/community education.

Content

Block 1. The theoretical and historical framework of Community Cultural Development

1.1. Cultural policies: art, local government and community

What is "Community Cultural Development". Popular culture, culture of classes. Culture and identity.

Current theories and practices of community development.

Community Cultural Development and gender

Community Cultural Development and values. Humanism.

1.2. Art, activism and social change

Artistic, social and community practices. counterculture.

Critical and feminist pedagogies.

Art and resilience.

Block 2. Practical dimension: performative education and Community Cultural Development projects

2.1. Communities of practice: experiences through art and culture

The practices of contemporary art and work with communities: art, aesthetics and politics; criticism of capitalism and the media; gender, body and difference (performance).

Strategies of interpretation, criticism, creation and production in visual arts, performing arts, music, film and design.

Contemporary thought, cultural practice and political action.

Cultural pedagogies, identities and communities.

2.2. Educational projects in art spaces and cultural centers

Participation and Community Cultural Development: construction of agency and empowerment of communities through art and culture.

Dialogic processes and practices in Community Cultural Development projects.

Narratives, places and communities: museums and cultural centers, neighborhoods, associations, hospitals, prisons, networks...

Documentation, exhibition and dissemination of Community Cultural Development projects.

The role of evaluation in the improvement and social transformation.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Directed activity (whole attendance grup and work in small groups or seminars)	45	1.8	6, 2, 1, 3, 4, 9, 5, 19, 18, 10, 11, 14, 12, 13, 17, 21, 20
Type: Supervised			

Tutoring sessions and monitoring	30	1.2	2, 5, 8, 15, 16
Type: Autonomous			
Autonomous work tasks, such as: preparation of written tests or oral, reading texts or individual or group work, etc.	75	3	6, 2, 3, 5, 19, 18, 10, 13, 15, 17, 21, 20

Sequence of the course

First, we will develop the first block (lectures and seminars), and the second block will be after (lectures and seminars).

In one way or another, the content of this course are connected with the subject "Fundamentals of Socio-education" and are to take into account for those students who wish to specialize in the socio-community aspects.

The sessions of Block 2 of this subject are based on research and experimentation with materials by students, which requires an investigation based on image documentation and recycling of materials for art and cultural practices. In addition, the methodology adopted for its successful development requires that students bring to the classroom materials for the realization of art and cultural activities. Teachers will recommend the most suitable material for planned activities, which will have a sustainable cost and can be shared among students. We will search for mechanisms to ensure that the student can have it in case he/she do not have the necessary resources.

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

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Group activity (Block 1. Project analysis CDD- Phase 1)	15 %	0	0	6, 2, 1, 3, 5, 19, 10, 11, 15, 16, 17, 21, 20
Individual work (Block 2. Practical dimension: performative education and CCD projects)	25 %	0	0	6, 2, 3, 5, 19, 18, 12, 13
Test (Block 1. Theoretical and historical frameworks of CDD)	30 %	0	0	6, 2, 5, 19, 18, 13, 15, 17
Work in group (Block 2. Practical dimension: performative education and CDD projects- Phase 2)	30 %	0	0	2, 4, 9, 5, 18, 8, 7, 10, 14, 12, 13, 15, 17, 21, 20

Continuous assessment

Block 1. The theoretical and historical foundations of Community Cultural Development

1. Knowledge test based on the theoretical and methodological foundations of CDD. Conceptual deepening and case studies (30%). The knowledge test will take place at the end of the first block (7th of April 2026) (individual assessment activity).
2. Analysis of a community arts project (or entity) (15%) (group work phase 1).

Block 2. practical dimension: performative education and community art-based projects.

1. Research on a community art-based project using arts-based methodologies (30%) (group work, phase 2).
2. Individual reflection on the learning process of the subject and the relationship between the figure of the social educator and the intervention with artistic languages (25%).

Single assessment

1. Knowledge test based on the theoretical and methodological foundations of CDD. Conceptual deepening and case studies (30%).
2. Analysis (block 1) (15%) and research (block 2) of a community art-based project using arts-based methodologies (30%).
3. Individual reflection on the learning process of the subject and the relationship between the figure of the social educator and the intervention with artistic languages (25%).

The revision of the final grade follows the same procedure as for the continuous assessment. The delivery of the course evaluation tasks and the written test will take place on Tuesday 16th of June 2026.

In both assessment modalities:

In order to have the right to recuperate the subject, the student must have completed two thirds of the evaluation activities of the subject. Group work is not recoverable, because the methodology does not allow it. If one or all of the individual assignments are failed (written test and individual assignment of block II), a grade higher than 3.5/10 must have been obtained in order to be entitled to the recovery of the assessment assignment(s).

A "not-presented" is equivalent to a 0/10 and is considered as an activity not completed.

Taking into account the teaching methodologies used in this subject, based on reflective and creative processes, class attendance is important. In this subject, the active participation of the student is valued as an important factor in the final assessment.

One of the criteria necessary to pass this subject consists of demonstrating, throughout the course, that the student has developed the personal and social skills essential to be a social educator: active participation in classes, responsibility and rigour in independent work, non-judgement, argumentation, appropriate use of electronic devices (mobile phone, computer, etc.), critical thinking and behaviour that favours a friendly and positive, democratic environment in which differences are respected. The teaching staff will observe, document the sessions and note down evidence in relation to these personal and social skills of the students; and they will be evaluated throughout the course.

It is also necessary for the student to show good general communicative skills, both orally and in writing, and a good command of the vehicular language(s) listed in the teaching guide. Assessment will also look at cooperative and teamwork skills and will be gender-sensitive.

Copying or plagiarism will be grounds for failing the course.

For this subject, the use of Artificial Intelligence (AI) technologies is allowed exclusively in support tasks, such as bibliographic or information research, text correction or translations. The student must clearly identify which parts have been generated with this technology, specify the tools used and include a critical reflection on how these have influenced the process and the final result of the activity. The non-transparency of the use of AI in this subject will be considered a lack of academic honesty and may lead to a partial or total penalisation in the mark for the activity, or higher sanctions in serious cases.

The return of the different evaluation activities will take place no later than 20 working days after delivery.

The recovery date for both types of assessment will be 30 June 2026.

Given that the subject has a practical dimension (group work and other classroom activities), students enrolling for the second time (according to point 2 of article 267 of the UAB Academic Regulations) will not be allowed to take a synthesis test.

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Software

Specific software is not used in this assignment.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(TE) Theory	3	Catalan	second semester	morning-mixed