

Degree programme	Type	Course
Social Education	OB	3

Contact lecturer

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Prerequisites

There is not

Group languages

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

Objectives

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.

Learning outcomes

1. Using the basic conceptualisation of Pedagogy and Social Education.
2. Understand the professionalization process of social education.
3. Analyse the complexity of the social function of social education.
4. Analyse the complexity of the value of training as a decisive factor of social inclusion.
5. Analyse the relationship between ideologies and socio-educational action.
6. Understand the main social and educational models of action and intervention.
7. Analyse the training-progress-happiness relationship in today's society.
8. Analyse the development of professionalisation in social education.
9. Analyse the different possibilities for employing social education professionals.
10. Properly formulate aspects of planning in schools.
11. Produce social and educational reports in multidisciplinary contexts
12. Understand the roles that social workers can play in different types of multidisciplinary teams.
13. Working with other professions in the social area (social workers, psychologists, social anthropologists, sociologists, etc.).
14. Identify situations in which a change or improvement is needed.
15. Analyse a situation and identify points for improvement.
16. Propose new experience-based methods or alternative solutions.
17. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
18. Critically analyse the principles, values and procedures that govern the exercise of the profession.

19. Consider how gender stereotypes and roles impinge on the exercise of the profession.

Contents

Topic 1: Social Pedagogy, Social Education and Social Work: conceptualisation and relationships

- Societies and socialisation
- Social professions and the Welfare State
- Differences between Social Pedagogy, Social Education and Social Work
- Social Pedagogy and complexity
- Pedagogical knowledge and educational action

Topic 2: History of Social Pedagogy and Social Education in Spain and the world

- The origins of Social Pedagogy
- Social Pedagogy in Europe
- Social Pedagogy in Spain
- Comparative Social Pedagogy: Social Pedagogy and Social Education today in the world

Topic 3: Conceptual tools: Action, praxis, intervention, conscientisation and control

- Action and praxis
- Types of actions in social education
- Social and socio-educational intervention
- Conscientisation
- Control

Topic 4: Models of socio-educational action and intervention

- General principles of socio-educational intervention
- General models of socio-educational intervention in Social Pedagogy and Social Education
- Specific models of socio-educational intervention in Social Pedagogy and Social Education
- Social Education and research

Topic 5: Social Education and Empowerment Processes

- Origin and concept of empowerment
- Conceptualisation of power and empowerment
- Empowerment in research
- Social Education and empowerment

Learning activities and methodology

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

The methodology has been planned so that students are the protagonists of their own learning process, as shown in the list of course activities:

Activity Hours Methodology

Presentations by the lecturer of the basic content and issues of the contents, to be

Full Grup 30	discussed and critically analysed with the students. This is delivered through lectures and in-class activity proposals.
Seminars 15x2	Small group work, participatory and for the joint construction of knowledge, supervised by the lecturer.

A) Work on journal articles or book chapters (individual and group).

B) Work on films (individual and group).

C) Preparation of a poster on an intervention area or a specific topic in social pedagogy (group work).

D) Presentation and defence of the poster in class (group work).

E) 2 in-course exams (individual).

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	Weight	Hours	ECTS	Learning outcomes
Exam questions prepared by group	2%	0	0	1, 2, 5, 8, 14, 15, 16
Photovoice	2%	0	0	1, 2, 3, 5, 6, 14, 15, 16, 17
1st Partial exam	34%	0	0	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
Self-assesment	1%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13
Making a poster about a specific topic	15%	0	0	1, 2, 3, 6, 8, 9, 12
Presentations of papers and films	5%	0	0	3, 5, 9, 12
2nd partial exam	34%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
Participation and involvement in classroom dynamics	2%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13
Public presentation of the poster	5%	0	0	1, 2, 5, 8, 10, 11, 12

The following are mandatory requirements for sitting the final assessment for this module:

(1) to have given at least one group presentation in class on an article and a film,

(2) to have submitted the evaluation documents and questions for each article,

(3) to have submitted the poster, using the Photovoice method, and to have presented it in class.

If these criteria are not met, the grade 'not assessable' will be awarded.

Attendance at the course's face-to-face classes (seminars) is compulsory. Students must attend at least 80 per

cent of the classes; otherwise, they will be considered "not presented".

There are two mid-term exams in this module. Students must pass both to pass the module. The marks obtained in the two mid-term exams, provided both are passed, will be averaged to form the final mark, which is supplemented by the remaining marks for the module. There is a resit opportunity for the module. Only the mid-term exams can be resat; none of the other activities can be resat.

To sit the resit, students must have been assessed on a set of activities whose combined weighting is equivalent to at least two-thirds of the course's total mark.

Students opting for the single assessment will have to sit a written exam covering all the content covered in the course, the compulsory readings from the seminars, and the work on the films watched. The resit for the single assessment will be of the same nature.

This module allows for a Synthesis test for students who are enrolled for a second time.

The dates for exams, assignments and resits are:

First mid-term exam: 2 November 2026.

Submission and presentation of posters: 21 December 2026.

Second mid-term exam and final assessment: 11 January 2027.

Resits for each mid-term exam and the final assessment: 25 January 2027.

Presentations on the articles and films will be scheduled throughout the semester in the seminar room. At the start of the term, groups and presentation dates will be allocated to all students enrolled on the course.

To pass this module, students must demonstrate good overall communicative competence, both orally and in writing, and a good command of the language or languages of instruction specified in the course guide.

In all activities (both individual and group), linguistic accuracy, writing style and formal aspects of presentation will be taken into account. Students must be able to express themselves fluently and accurately and must demonstrate a high level of comprehension of academic texts. An assignment may be returned (without a mark) or failed if it is deemed not to meet these requirements.

Assessment results will be provided to students within a period not exceeding 20 working days of the academic calendar.

With the exception of examinations, the use of Artificial Intelligence (AI) technologies is permitted in this module as an integral part of the work, provided that the final result reflects a significant contribution by the student in terms of design, analysis and personal reflection. Students must clearly identify which parts have been generated using this technology, specify the tools used and include a critical reflection on how these have influenced the process and the final outcome of the activity. A lack of transparency regarding the use of AI will be regarded as a breach of academic integrity and may result in a mark deduction for the assignment, which will automatically be failed, or more severe sanctions in serious cases.

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B- JOURNALS AND WEB LINKS OF INTEREST

- *Educación Social. Revista de Intervención socioeducativa*. Institut de formació Pere Tarrés. <https://www.raco.cat/index.php/EducacioSocial>
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- *Dixit Centre de Documentació de Serveis Socials.* <https://dixit.gencat.cat/ca/inici>

Software

There is not

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	3	Catalan	first semester	morning-mixed
(SEM) Seminars	311	Catalan	first semester	morning-mixed
(SEM) Seminars	312	Catalan	first semester	morning-mixed