



Universitat de Lleida

DEGREE CURRICULUM
**CONCEPTUAL AND
CONTEXTUAL BASIS OF
SOCIAL EDUCATION**

Coordination: LLEVOT CALVET, NÚRIA

Academic year 2018-19

Subject's general information

Subject name	CONCEPTUAL AND CONTEXTUAL BASIS OF SOCIAL EDUCATION											
Code	100953											
Semester	1st Q(SEMESTER) CONTINUED EVALUATION											
Typology	<table border="1"> <thead> <tr> <th>Degree</th> <th>Course</th> <th>Typology</th> <th>Modality</th> </tr> </thead> <tbody> <tr> <td>Bachelor's Degree in Social Educator</td> <td>1</td> <td>COMPULSORY</td> <td>Attendance-based</td> </tr> </tbody> </table>			Degree	Course	Typology	Modality	Bachelor's Degree in Social Educator	1	COMPULSORY	Attendance-based	
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Course number of credits (ECTS)	6											
Type of activity, credits, and groups	<table border="1"> <thead> <tr> <th>Activity type</th> <th>PRAULA</th> <th>TEORIA</th> </tr> </thead> <tbody> <tr> <td>Number of credits</td> <td>1.8</td> <td>4.2</td> </tr> <tr> <td>Number of groups</td> <td>2</td> <td>1</td> </tr> </tbody> </table>			Activity type	PRAULA	TEORIA	Number of credits	1.8	4.2	Number of groups	2	1
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Coordination	LLEVOT CALVET, NÚRIA											
Department	PEDAGOGIA											
Important information on data processing	Consult this link for more information.											
Language	Catalán											

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
LLEVOT CALVET, NÚRIA	nllivot@pip.udl.cat	7,8	

Subject's extra information

Folders will be added to the sakai with documentation to carry out the work, dynamics and practices.

Learning objectives

1. To interpret from a historical perspective, relevant data of the social reality and the processes in which the social educator intervenes
2. Develop an analytical and open attitude towards the complexity of the educational action
3. Facilitate the construction of a theoretical model of its own to be able to base the educational practice with adults
4. Analyze the basic concept of permanent education in relation to the fundamental concepts of education
5. Understand the different fields that integrate the theoretical and practical debate of adult literacy and training
6. Identify the psychosocial characteristics of the adult person and extract consequences for a specific methodology, especially applied to ethnic minorities
7. Provide new tools and possibilities for reflection for the analysis of the training of adults in the framework of the transformations of today's society
8. Show respect for individual differences
9. Work on the ability to synthesise and search for information
10. Use ICT in the field of study of the subject
11. Express yourself orally and in writing

Competences

1. Critical capacity, analysis, synthesis, organization and planning from the theory of education.
2. Ability to work as a team, to lead and to lead groups.
3. Ability to manage and resolve case studies, value dilemmas and critical incidents.
4. Understand and analyze the trajectory of adult education.
5. Understand the historical trajectory of Social Education and the configuration of its field and professional identity
6. Know how to use the mediation and analysis of personal, family and community and institutional reality in the face of conflict management.
7. Show an empathic, respectful, supportive and trusting attitude towards the subjects and institutions of social

education.

8. Improve written competence.

9. Improve mastery of a foreign language.

Subject contents

1. Education as a process of personalization

2. Social role of different agents and educational institutions (formal and non-formal)

3. Code of ethics of the social educator

4. Conceptual bases of permanent education

5. Characteristics of the adult person and their learning in today's society

6. Training of immigrant adults (and ethnic minorities)

7. Current literacy experiences with groups at risk of social and cultural marginalization

8. Regularization of conflicts in multicultural contexts

9. Interculturality as a personal attitude and way of relativizing one's own culture

10. Learning communities and other successful educational activities

11. Classical trends in social education and more notable experiences, in permanent education in Catalonia, Spain and Europe

Methodology

The methodological proposal of teaching-learning will be based on:

Face to face 55%:

The methodology of classes in large group and middle group will be based on:

- Teacher's presentation (oral and multimedia)
- Student exhibitions (oral and multimedia)
- Attendance at academic conferences and / or conferences related to the subject
- Training session in collaboration with the Library and Documentation Service
- Debates, video forums and role-playing games
- Theoretical-practical seminar on intercultural education and immigrant people
- Collaboration with the Classrooms of the Poverty of the UdL
- Visit to a training center
- Group and individual tutorials

Non-contact 45%:

In addition it is foreseen time to do

- Self-employed work
- Reading of academic texts
- Search for information
- Cooperative work
- Carry out small group work
- Preparation and presentation of works

Development plan

A schedule with the most significant activities of the subject will be hung in sakai the first week of the semester.

Evaluation

1. The evaluation, summative, will consist of 4 evidences that will be detailed in class along with the criteria of evaluation:

- Individual written test, of content issues, in relation to the main descriptors (25% of the final grade)
- Individual Practices Dossier (25% of the final grade)
- Participation and class dynamics (25%)
- Teamwork (20%) and oral presentation (5%)

The work will be handed out on the last day of class, although the exhibitions will be held in the last month of December.

To pass the subject you must obtain a final grade of 5.0 or higher. This year, a minimum of note is required for each evidence, in all cases at least 10%, in order to be able to add it to the final grade. If this requirement is met, the notes of all evidences will be added.

2. Modality of continuous evaluation. The student who wishes to do so will have the right to renounce the continuous evaluation at the beginning of the course and to take the form of a single evaluation evidence at the end of the subject. You must present an instance to the secretary within the established period and provide supporting documentation for work activity and / or other personal situations. The modality of alternative evaluation includes two books and two articles, with a written examination on the contents of the same.

The work in groups, continuous assessment, which will be carried out in the development of the subject will incorporate a bibliography and web-page with a minimum of 3 documents that come from books and / or magazines.

The productions of the students must be original, the plagiarism is sufficient motive of suspension of the matter.

An indispensable requirement is the linguistic and formal correction in the written productions following the work guide you will find in: <http://www.fce.udl.cat/Recursos/guiestreballs.pdf>

The works with more than 10 misspellings or incorrectly presented will be returned to the student to make the correction. These expressive errors or incorrect presentation will affect the qualification of the subject.

Likewise, the Guide for Communication and non-sexist language of the Dolors Piera Center for Equal Opportunities and the promotion of women from the UdL should also be taken into account.

Bibliography

Bibliography:

Cardús, S. (2000). *El desconcert de l'educació*. Barcelona: La Campana

Domingo, A. (2014). *Catalunya al mirall de la immigració, demografia i identitat nacional*. Barcelona: Avenç

Fullana, J. (2000). *Els camps de l'Educació Social*. Col·lecció Educació Social. Girona: Universitat de Girona

Flecha, R. (ed.). (2015). *Successful educational actions for inclusion in Europe*. Cham: Springer

Llevot, N. (2006). *La educación intercultural: discursos y prácticas*. Lleida: Universitat de Lleida

Llevot, N.; Garreta, J.; Lapresta, C. (2007). *Immigració i educació d'adults. Dinàmiques d'integració i d'exclusió*. Lleida: Centre de Cooperació Internacional (UdL)

Llevot, N. ; López, M.P. (2016) Un estudio sobre las asociaciones africanas en Cataluña: acciones y líneas de futuro. *Revista Eñquidad, INº. 6*, pàgs. 37-70

Llevot, N. (2014). "Educación de adultos: un estudio sobre inmigración en las comarcas de Lleida". *Diàlogos: Educació y formació de persones adultes*. Vol 3, núm. 79-80, pàg. 15-24.

Llevot, N. (2015). "Immigració i educació d'adults: el cas de les comarques de Lleida". *Quaderns d'educació continua. Educació de persones adultes i interculturalitat*. Vol. 31, pàg. 18-28.

Llevot, N, et al. (2016). "The New Plan for the Prevention os School Failure in Catalonia". *ECPS, Journal*, pàg. 119-144.

Sarramona, J. (2014). *La mirada d'un pedagog*. Barcanova: Barcelona

Internet pages:

Col·legi d'Educadors i Educadores Socials de Catalunya

<http://www.ceesc.cat>

EAEA, European Association for Education of Adults

<http://www.eaea.org>

During the semester, bibliographic references and current web pages of each subject will be provided as well as some didactic resources that may be very useful to the student.