



Universitat de Lleida

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

Coordination: MARÍN MARQUILLES, ROGER

Academic year 2020-21

Subject's general information

Subject name	CONCEPTUAL AND CONTEXTUAL BASIS OF SOCIAL EDUCATION			
Code	100953			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Social Educator	1	COMPULSORY	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	1.8		4.2
	Number of groups	2		1
Coordination	MARÍN MARQUILLES, ROGER			
Department	PEDAGOGIA			
Teaching load distribution between lectures and independent student work	4.2 ECTS equivalent to teaching and classroom work, face-to-face and/or virtual, indicated by large group. 1.8 ECTS equivalent to practical work in group time in and out of the classroom.			
Important information on data processing	Consult this link for more information.			
Language	Catalan			
Distribution of credits	The subject has a total of 6 credits for students. A part consisting of the follow-up of the classes, face-to-face and / or virtual, given by the teachers. The rest will consist of autonomous work of the students to deepen in the theoretical part and realize practices to consolidate the knowledge.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
MARÍN MARQUILLES, ROGER	roger.marin@udl.cat	7,8	

Subject's extra information

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
12. Adopt a critical and reflective vision towards the existing social reality

Competences

CG1 Developing critical, analytical, synthesising, organisational and planning skills

CE7 Show an empathetic, respectful, supportive and trustworthy attitude towards the subjects and institutions of social education

CT1 Having correct oral and written expression

CT3 Mastering

CT4 Respecting the fundamental rights of equality between men and women, the promotion of human rights and the values of a culture of peace and democratic values between men and women

Subject contents

1. Education and the social educator

- 1.1. Education as a personalisation process
- 1.2. Educational agents and institutions (formal and non-formal)
- 1.3. The code of ethics of the social educator
- 1.4. Social education research

2. Conceptual bases of permanent education

- 2.1. Education throughout life
- 2.2. The characteristics of the adult person and his/her learning in today's society
- 2.3. Training of adults, people of foreign origin and other minority groups

3. Experiences and innovation in social education

- 3.1. Educational innovation in social education
- 3.2. Conflict management and mediation
- 3.3. Literacy experiences with minority groups and at risk of social exclusion

Methodology

The methodology will be participatory, with different activities of reform and consolidation of the continguts and acquisition of competencies. Specifically:

- Theoretical sessions in which the professorat will use the master class and the group dynamics (per exemple, debats ...) taught by the main continguts.
- Readings of scientific publications to reinforce and contrast the continguts impartits to the classroom classroom and / or virtual.
- Practical sessions of development in topics in which the student has shown special interest.

Development plan

WEEK	Teaching activity	Student activity	Presential Time		No presential time	
			GG	GM		
1	Presentation of the matter. Specification of the evaluation system, class methodology, practices, work ... Class practice	Attendance (virtual or face-to-face, depending on the schedule) in class, Receptive, reflective and critical attitude	3		1	

2	Presentation of block 1, empowerment of the debate, tutoring for reflection, synthesis of information.	Class attendance. Team reflection, analysis of information, elaboration of conclusions.	3	1	
3	Explanation of key concepts of topic 1.1, formation of working groups.	Active participation and receptive attitude.	3	2	
4	Explanation of topic 1.2, practices.	Class attendance. Team reflection. Active participation.	3	1	6
5	Presentation of topic 1.3, video forum, practices, medium group work.	Class attendance. Participation in the debate. Reading an article. Questions and personal contributions	3	1	6
6	Presentation of the topic 1.4 Practices, medium group work. Material research and analysis	Class attendance. Participation and follow-up and elaboration of work proposals	3	1	6
7	Explanation of block 2, beginning of topic 2.1.	Class attendance and make contributions on lifelong learning.	3	1	6
8	Explanation of the topic 2.2	Class attendance. Reading an article.	3	1	6
9	Explanation of topic 2.3 and presentation of experiences related to foreigners and ethnic minorities.	Class attendance. Participation and personal contributions.	3	1	6
10	Presentation of block 3 and topic 3.1. Reading and reflection on blocks 1 and 2.	Class attendance and active participation based on the previous knowledge of the students.	3	1	6
11	Presentation of the topic 3.2. Theoretical and practical presentation in the classroom.	Class attendance. Document readings. Questions and debate.	3	1	6
12	Presentation of contents of the subject 3.2. Theory and practice of conflict resolution and mediation.	Class attendance. Participation. Questions and debate.	3	1	6

13	Presentation of contents of the subject 3.3.	Class attendance and active participation in debates and analysis of concepts.	3	1	6	
14	Presentation of experiences of the subject 3.3	Class attendance and debate about experiences.	3	1	6	
15	Review of the subject. Proposal and explanation of the assessment test.	Class attendance and participation to carry out the course synthesis.	3	1	6	

Evaluation

There will be two evaluation systems:

1. The evaluation, **summative**. It will consist of 3 evidences that will be detailed in class together with the evaluation criteria:

- Individual written test, of content questions, in relation to the theory given by the teachers (40% of the final mark).
- Internship dossier (35% of the final grade).
- Teamwork (20%) and oral presentation (5%).

To pass the subject, a final grade equal to or higher than 5.0 must be obtained. This year, a minimum grade is required for each piece of 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 the evidence will be added.

2. **Alternative** evaluation modality. The student who wishes will have the right to renounce the continuous evaluation at the beginning of the course and to accept the modality of the evidence of alternative evaluation at the end of the subject. He must submit an application to the secretary within the set deadline and provide documentation justifying work activity and / or other personal situations. The alternative assessment modality will also include two pieces of evidence: an exam (60%) and a paper based on teacher-oriented academic readings (40%).

Reminders: student productions must be original, plagiarism is reason enough to suspend the subject. An indispensable requirement is the linguistic and formal correction in the written productions following the guide of works that you will find in: <http://www.fce.udl.cat/Recursos/guiestreballs.pdf> The works with more than 10 spelling errors or presented incorrectly they will be returned to the student for correction. These expressive errors or the incorrect presentation will have repercussions in the qualification of the matter. The Communication and Non-Sexist Language Guide of the Dolors Piera Center for Equal Opportunities and the Promotion of Women at the UdL must also be taken into account.

Bibliography

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Planella, J. i Vilar, J. (2006). *La pedagogía social de la información*. Barcelona: UOC.

Webgraphy:

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 can be useful to the students.