



Universitat de Lleida

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

Coordination: LLEVOT CALVET, NÚRIA

Academic year 2021-22

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	LLEVOT CALVET, NÚRIA			
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
LLEVOT CALVET, NÚRIA	nuria.llevot@udl.cat	7,8	Office 2.22 of the FEPTS, by appointment. Tuesday (10h-11h30') Wednesday (10h-11h30')

Subject's extra information

Semi-attendance-hybrid mode:

As a compulsory subject you will have 2h of face-to-face GG + 1h of online GG + 1h of face-to-face GM

Timetables and spaces foreseen for the subject:

Monday (10h-12h) Large Group. Classroom 0.15 Transfronterer

Tuesday (9h-10h) Medium Group A. Classroom 3.09. Polivalent

Wednesday (9h-10h) Medium Group B. Classroom 0.15 Transfronterer

Thursday (9h-10h). Large Group. On Line

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

CG5 Develop the ability to select and manage knowledge and information

CE1 Understand the theoretical, historical, cultural, comparative, political, environmental and legal references that constitute the human being as the protagonist of education

CE2 Understanding the historical trajectory of Social Education and the configuration of its field and professional identity with special attention to the initiatives of the European Union

CE4 Analysing needs as well as designing, applying and evaluating plans, programmes, projects and activities of socio-educational intervention in different contexts

CE5 Knowing how to use socio-educational procedures and techniques for intervention, mediation and analysis of personal, family, community and institutional reality in order to resolve possible conflicts

CE7 Showing an empathetic, respectful, supportive and trusting attitude towards the subjects and institutions of social education

CE9 Designing and carrying out projects of initiation to research on the social and institutional environment where the intervention is carried out

CT1 Have correct oral and written expression

CT3 Mastering ICT

CT5 Applying a gender perspective to the functions of Social Education

Subject contents

1. Education and the social educator

1.1. Education as a process of personalisation

1.2. Educational agents and institutions (formal and non-formal)

1.3. The social educator's code of ethics

2. Conceptual bases of lifelong learning

2.1. Lifelong learning: changes for teachers and educators

2.2. Lifelong, lifewide and lifedeeep learning. Analysis and pedagogical perspectives on learning in today's society

2.3. Training of young people, adults... with emphasis on interculturality

3. Experiences and innovation in social education

3.1. Projects carried out

3.1.1. Immigration and adult education: Dynamics of integration and exclusion

3.1.2. Cultural diversity and equal opportunities in school institutions

3.3. Practical Literacy Experiences

3.2.1. Literacy Course at the African Association

3.2.2. Project of Catalan classes for immigrant mothers

3.3. Educational innovation in social education

3.3.1. Digital creation laboratory as a learning space in adult training centres

3.3.2. The art of speaking...

4. Conceptualisation of the syllabus linked to the course

4.1. Key concepts

4.2. Glossary

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.

This timetable includes experiences, theoretical and practical seminars, collaboration with the Dolors Piera Centre, with the Library and Documentation Service and with the *Aules de la Pobresa*.

There will also be a practical session consisting of a visit to a non-formal educational institution. There will also be some free sessions to look for information, prepare the group practice...

Development plan

WEEK	Teaching activity	Student activity	Presential Time		No presential time
			GG	GM	
1 week (13-17 september)	Presentation of the matter. Specification of the evaluation system, class methodology, practices, work ... Class practice	Attendance (face-to-face or virtual, depending on the schedule) in class, Receptive, reflective and critical attitude	2	1	1

2 week (20-24 september)	Presentation of block 1, empowerment of the debate, tutoring for reflection, synthesis of information.	Class attendance. Team reflection, analysis of information, elaboration of conclusions.	2	1	1
3 week (27-1 october)	Explanation of key concepts of topic 1.1, formation of working groups.	Active participation and receptive attitude.	2	1	1
4 week (4-8 october)	Explanation of topic 1.2, practices.	Class attendance. Team reflection. Active participation.	2	1	1
5 week (11-15 october)	Presentation of topic 1.3, practices, medium group work.	Class attendance. Participation in the debate. Reading an article. Questions and personal contributions	2	1	1
6 week (18-22 october)	Presentation of the topic 2. Practices, medium group work. Material research and analysis 2.1.	Class attendance. Participation and follow-up and elaboration of work proposals	2	1	1
7 week (23-29 october)	Explanation of block 2.2.	Class attendance and make contributions on lifelong learning.	2	1	1
8 week (1-5 novembre)	Explanation of the topic 2.3	Class attendance. Reading an article.	2	1	1
9 week (8-12 novembre)	Explanation of block 3, and topic 3.1. Educational innovation	Class attendance. Participation and personal contributions.	2	1	1
10 week (13-19 novembre)	Projects realised 3.2.: 3.2.1. and 3.2.2.	Class attendance and active participation based on the previous knowledge of the students.	2	1	1
11 week (22-26 novembre)	Presentation of the topic 3.3. Practical literacy experiences	Class attendance. Document readings. Questions and debate.	2	1	1
12 week (29-3 deseembre)	Presentation of contents of the subject 4.4.1, 4.2. Key concepts and glossary.	Class attendance. Participation. Questions and debate.	2	1	1
13 week (6-10 deseembre)	Presentation of contents of the subject 3.3.	Class attendance and active participation in debates and analysis of concepts.	2	1	1

14 week (13-17 desembre)	Presentation of experiences and singular practices	Class attendance and debate about experiences.	2	1	1	
15 week (20-22 desembre)	Review of the subject. Proposal and explanation of the assessment test.	Class attendance and participation to carry out the course synthesis.	2	1	1	

Evaluation

There shall be two evaluation systems:

1. **Summative assessment.** It will consist of 4 evidences that will be detailed in class together with the evaluation criteria:

- Active participation in class dynamics and reflective capacity (25%)
- Individual written test, of questions of content, in relation to the main descriptors (25% of the final mark)

It will have two parts: 15% Theoretical part

10% Proposal for action focused on a critical reflection as a proposal for the future

- Dossier of practices (25% of the final mark)
- Teamb work (20%) and oral presentation (5%)

In order to pass the subject, a final grade equal to or higher than 5.0 must be obtained. This year, there is a minimum mark for each piece of evidence, in all cases at least 10%, in order to be able to add it to the final mark. If this requirement is met, the marks for all evidence will be added together.

2. **Alternative assessment method.** Students who wish to do so will have the right to waive continuous assessment at the beginning of the course and to use the alternative assessment method at the end of the course.

He/She must submit a request to the secretary's office within the established deadline and provide supporting documentation ok work activity and/or other personal situations. The alternative assessment modality will also include two evidences: an exam (60%) and a paper based on academic readings guided by the teaching staff (40%).

Reminders:

Students' productions must be original; plagiarism is sufficient reason for failure of the subject. An indispensable requirement is linguistic and formal correctness in the written productions following the guide of works that you will find at: [//www.fce.udl.cat/Recursos/guiestreballs.pdf](http://www.fce.udl.cat/Recursos/guiestreballs.pdf). Works with more than 10 spelling mistakes or incorrectly presented will be returned to the students for correction. These expressive errors or incorrect presentation will have an impact on the grade for the subject. Likewise, the guide on Communication and non-sexist language of the Dolors Piera Centre for Equal Opportunities and the Promotion of Women of the UdL must be taken into account.

On 27 January 2021 it was agreed in the Faculty's bachelor's and master's degree committees that from this academic year 2021/22, the grade of "not presented" will be applied in all the subjects of the different FEPTS

bachelor's and master's degrees and master's degrees provided that the student has completed less than 30% of the assessment activities of the subject. In the event that the student has completed 30% or more of the assessment activities, the corresponding grade will be given in the transcript.

Bibliography

- Aleandri, G.; Llevot, N.; Bernad, O. (2021). *Experiencias y aprendizajes a lo largo de la vida. Italia y España*. Lleida: Universitat de Lleida/Università RomaTre.
- Bernad, O. (2019). Immigrazione et educazione degli adulti: uno sguardo dalla Catalogna, 159-179. A Aleandri, G. *Lifelong and lifewide learning and education Spagna e Italia a confronto*. Roma: Roma Tre-Press.
- Bernad, O.; Iglesias, M.; Jové, M.; Torrelles, À. (2005). Una experiencia de educación de adultos inmigrantes en Lleida: Un reto para la integración, 470-475. A *Un reto para la integración*. Colección: IV inmigración, Interculturalidad y Convivencia. Ceuta: Instituto de Estudios Ceutíes.
- Bona, C. (2016). *Las escuelas que cambian al mundo*. Barcelona: Plaza y Janés.
- Cardús, S. (2000). *El desconcert de l'educació*. Barcelona: La Campana.
- Caride, J.A., Gradaílle, R.; Caballo, M.B. (2015). De la pedagogía social como educación, a la educación social como pedagogía. *Perfiles Educativos*, XXXVII, 148, 4-11.
- Colectivo SIPS (2018). *Desafíos de la educación social en tiempos de cambio*. Málaga: Aljibe.
- Colom, A. et al. (2008). *Teorías e instituciones contemporáneas de la educación*. Barcelona: Ariel.
- Fullana, J. (2000). *Els camps de l'Educació Social*. Col·lecció Educació Social. Girona: Universitat de Girona.
- Fundación Cepaim (2019). *Guía didáctica para educadores y educadoras: en clave 2030. Entre todos y todas implementando los objetivos de desarrollo sostenible*. Cartagena: CEPAIM.
- Garreta, J. et al. (2021). *Escola i diversitat cultural a Catalunya. Evolució, situació i reptes de futur*. Premi Batec 2019. Lleida: Pagès.
- Generalitat de Catalunya (2021). *Educació d'adults. Guia informativa*. http://www.gencat.cat/ensenyament/eac/pdf/APA_CA.pdf
- González-Monteagudo, J. (2017). Formación de educadores y mediadores interculturales en España. *Pedagogía Oggi. Rivista SIPED*, 2, 325-339.
- Llevot, N. (2014). Educación de adultos: un estudio sobre la inmigración en las comarcas de Lleida. *Diálogos: Educación y formación de personas adultas*, 3, 79-80, 15-24.
- Llevot, N.; Bernad, O. (2021). La mediación cultural y prácticas educativas en Italia. *Ehquidad*, 16, 209-246.
- Mínguez, C. (coord.) (2005). *La Educación Social: discurso, práctica y profesión*. Madrid: Dykinson.
- Moreno, R. Fernández, P.; Moyano, S. (2018). Educación social, trabajo social: conexiones y desconexiones. *Revista de educación social*, 26, 87-103.
- Planella, J.; Vilar, J. (2006). *La pedagogía social de la información*. Barcelona: UOC.
- UNESCO (2017). *Educación para los Objetivos de Desarrollo Sostenible. Objetivos de aprendizaje*. UNESCO, <https://web.unican.es/>

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.