



Universitat de Lleida

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

Coordination: LLEVOT CALVET, NURIA

Academic year 2022-23

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, NURIA			
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, NURIA	nuria.llevot@udl.cat	7,8	Office 2.22 of the FEPTS, by appointment. Wednesday (10h-12h) Thursday (11h-12h)

Subject's extra information

Timetables and spaces foreseen for the subject:

Large Group: Wednesday (8h-10h)

Large Group: Thursday (8h-9h)

Medium Group A: Thursday (9h-10h)

Medium Group B: Thursday (10h-11h)

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. Conceptual foundations of lifelong learning

- 1.1. Professionalising documents
- 1.2. Code of ethics of the social educator
- 1.3. Catalogue of functions and competences of social educators
- 1.4. Agenda 2030 and the sustainable development goals

2. Adult education in Catalonia

- 2.1. Lifelong, lifewide and lifedeeep learning. Analysis and perspectives of learning in today's society
- 2.2. Some current data in Catalonia
- 2.3. Strategic plan of Catalonia
- 2.4. Current situation of adult education and training
- 2.5. Entities that are part of it
- 2.6. Preliminary study
- 2.7. Priorities to be taken into account

3. Experiences initiated

- 3.1. Immigration and adult education. Dynamics of integration and exclusion. Cultural diversity and equal opportunities in schools.

3.2. Literacy course in the African Association of Lleida, Project of Catalan classes for immigrant mothers carried out in several schools with the support of volunteers.

3.3. Two pioneering experiences in Catalonia: Escola Nova and Aliança 360.

3.4. The figure of the educator and the social educator in school institutions (from the 2020/21 academic year).

4. Personalist theories: Paulo Freire and Lorenzo Milani

4.1. Paulo Freire. Education as a practice of freedom

4.2. Lorenzo Milani. The school of Barbiana

5. A search for some unique practices

5.1. Exhibition of successful practices

5.2. Summary table with the four most relevant data

Methodology

The methodology will be participatory, with different activities of reform and consolidation of the contingents 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 contingents.
- Readings of scientific publications to reinforce and contrast the contingents 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 (12-16 september)	Presentation of the matter. Specification of the evaluation system, class methodology, practices, work ... Class practice	Attendance (face-to-face, depending on the schedule) in class, Receptive, reflective and critical attitude	2	1	1
2 week (19-23 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 (26-30 september)	Explanation of key concepts of topic 1.1, formation of working groups.	Active participation and receptive attitude.	2	1	1
4 week (3-7 october)	Explanation of topic 1.2, practices.	Class attendance. Team reflection. Active participation.	2	1	1
5 week (10-14 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 (17-21 october)	Presentation of the topic 1.4. Practices, medium group work.	Class attendance. Participation and follow-up and elaboration of work proposals	2	1	1
7 week (24-28 october)	Explanation of block 2.1.	Class attendance and make contributions on lifelong learning.	2	1	1
8 week (31 october-4 november)	Explanation of the topic 2.2	Class attendance. Reading an article.	2	1	1
9 week (7-11 november)	Explanation of block 3, and topic 2.3. Educational innovation	Class attendance. Participation and personal contributions.	2	1	1
10 week (14-18 november)	Projects realised 2.4: .	Class attendance and active participation based on the previous knowledge of the students.	2	1	1
11 week (21-25 november)	Presentation of the topic 3 Practical literacy experiences	Class attendance. Document readings. Questions and debate.	2	1	1

12 week (28 november- 2 december)	Presentation of contents of the subject 3.1 and 3.2.	Class attendance. Participation. Questions and debate.	2	1	1
13 week (5-9 december)	Presentation of contents of the subject 4.1, 4.2. and 4.3.	Class attendance and active participation in debates and analysis of concepts.	2	1	1
14 week (12-16 december)	Presentation of experiences and singular practices	Class attendance and debate about experiences.	2	1	1
15 week (19-22 december)	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%)
- Dossier of practices (20% of the final mark) with the reading of a book (to choose between two options, 5%)
- Written test (25%). 13/01/2023 (10h-12h, 3.01P).
- 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/guestreballs.pdf](http://www.fce.udl.cat/Recursos/guestreballs.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

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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.