



Universitat de Lleida

DEGREE CURRICULUM  
**TEACHING SOCIO-  
EDUCATIONAL ACTION**

Coordination: OCAÑA MARTOS, ERICA

Academic year 2020-21

## Subject's general information

<b>Subject name</b>	TEACHING SOCIO-EDUCATIONAL ACTION			
<b>Code</b>	100957			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	Degree	Course	Character	Modality
	Bachelor's Degree in Social Educator	2	COMPULSORY	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	1.8		4.2
	<b>Number of groups</b>	2		1
<b>Coordination</b>	OCAÑA MARTOS, ERICA			
<b>Department</b>	PEDAGOGIA			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
OCAÑA MARTOS, ERICA	erica.ocana@udl.cat	7,8	

## Learning objectives

1. Identify the main phases for the elaboration of socio-educational programs.
2. Detect and evaluating the socio-educational needs of individuals, groups and institutions.
3. Design programs, projects and socio-educational services adapted to different professional fields and socio-educational services.
4. Determine the objectives of the projects based on the detected needs.
5. Apply the usual strategies and techniques in socio-educational action, especially in group methodologies, motivation, assertiveness, negotiation and mediation.
6. Organize the human resources, materials and intangible assets used in the implementation of socio-educational projects.
7. Apply the evaluation models to the socio-educational projects.

## Competences

### General

CG1: Develop a critical capacity of analysis, synthesis, organization and planning.

CG2: Exercise autonomous learning, adaptation to new situations and openness to lifelong learning and development of creativity, initiative and entrepreneurial spirit.

CG3: Show ability to work as a team, to manage and lead groups, to resolve conflicts, to make decisions and develop skills for interpersonal relationships.

CE4: Analyze needs as well as design, apply and evaluate plans, programs, projects and socio-educational intervention activities in different contexts.

### Specific

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

CE2 Understand 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.

CE3 Know the philosophical, pedagogical, psychological, sociological and anthropological assumptions and any other theoretical foundations of the socio-educational intervention and its fields of action.

CE4 Analyze needs as well as design, apply and evaluate plans, programs, projects and socio-educational intervention activities in diverse contexts.

CE5 Know how to use socio-pedagogical procedures and techniques through intervention, mediation, analysis of personal, family and community and institutional reality in order to resolve possible conflicts.

CE6 Manage structures and processes of participation and community action.

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

CE8 Develop attitudes and linguistic domains that enable and favor work in multicultural and multilingual

environments.

CE9 Design and carry out initiation projects for the investigation of the social and institutional environment in which the intervention is carried out.

CE10 Design, use and evaluate the didactic resources and resources in the intervention.

## Subject contents

### **Block A.- Socio-educational action**

Intervene didactically in Social Education

The professional person of Social Education and its professional competences

Field of Socio-educational action

Functionalities and contexts of socio-educational action

Ethics in socio-educational action

### **Block B. - Planning and programming in socio-educational action**

The socio-educational intervention

Plan the intervention: Plan, Program and Project

Operational levels of planning

The needs analysis

### **Block C.- design of socio-educational action projects**

Design of intervention projects

1. Presentation
2. Justification
3. Contextualization
4. Diagnosis
5. Main objective of the intervention project
6. Matrix of the Intervention Program

- Objectives of the intervention
- Methodology
- Actions
- Resources
- Responsible
- Temporary
- Assessment

## Methodology

On-site

The working methodology will be based on the "Flipped Classroom" Model and the resolution of problems. Consists of assigning the less active tasks to the students, to take out of the classroom and perform the activities which require greater participation and interaction to do in the classroom. **Basically**, all the work will be competence, based on knowledge, know-how and know how to act.

What is expected is:

- Improve the work environment in the classroom.
- Improve the educational attention to each student, depending on their abilities, their learning style, etc.
- Turn the classroom into an active work space for all people.
- Encourage creativity and critical thinking.

## Development plan

### Development plan

Content block	Week
<b><i>Block A.- Socio-educational action</i></b>	
Intervene didactically in Social Education	1
The professional person of Social Education and its professional competences	2
Field of Socio-educational action	3
Functionalities and contexts of socio-educational action	4
Ethics in socio-educational action	5
<b><i>Block B. - Planning and programming in socio-educational action</i></b>	
The socio-educational intervention	6
Plan the intervention: Plan, Program and Project	7
Operational levels of planning	7
The needs analysis	8
Planning temp	9
<b><i>Block C.- design of socio-educational action projects</i></b>	
Design of intervention projects	9-15

## Evaluation

### Evaluation

Taking into account the Rules of Evaluation and the Qualification of Teaching in the Degrees and Masters to the UdL approved by the Governing Council on February 26, 2014, modified by the agreement 111/2016 of the Governing Council of April 27, 2016 And by agreement 231/2016 of the Governing Council of October 25, 2016, the Continuous Evaluation modality includes:

Continuous assessment:

For people who will attend the class on a regular basis:

Skill	Assesment	Percentatge

Knowledge	Test	25%
Know-how	Questionnaire	10%
	Intervention Program	25 %
	WEB designe	25%
Know how to act.	Blog	15%

ALTERNATIVE EVALUATION \* (According to article 1.5 of the Additional Rules of the FEPTS to the norm of the evaluation and the qualification of the Teaching in the Degrees and Masters to the Udl).

The person who opts for this evaluation will have to do:

Eina d'avaluació	Percentatge sobre el total
TEST 1	22%
Intervention Program	28%
Development of a theme (agree on the data provided by the professor)	28%
Web designe	22%

\* The student will have to present an instance to the Studies Commission of the center responsible for the Degree Teaching in the set period, to provide the supporting documentation of their work activity. If the result of the resolution is favorable, it will be necessary to notify the professor to consider the alternative evaluation.

## USE OF THE VIRTUAL CAMPUS

An essential requirement is the linguistic and formal correction in written productions following the faculty work guide: <http://www.fce.udl.cat/recursos/guies/guiatreballs.pdf>

The delivery of the activities will be done via the sakai virtual campus and the activities section. Work outside of this section of sakai will not be accepted.

All the works will have to be delivered via online and the file will be identified with the name and surnames of the author or authors.

Exercises will not be admitted that are not of own elaboration: the consulted bibliography, as much as published by traditional methods, as the accessible through Internet, has to serve as a base and not to copy it literally, in addition it must be punctually and conveniently referenced.

**IF THE SUBJECT IS SUSPENDED, NO FINAL NOTE OR WORK FOR FUTURE COURSES WILL BE SAVED.**

## Bibliography

Carrión, T. (2016). *Cuidadoras en red. Intervención socioeducativa 2.0 y su efecto en la promoción de la salud y la calidad de vida de las personas cuidadoras familiares de mayores y dependientes*. Tesis doctoral. Universidad de Málaga.

LLevot, N. (2006). Los docentes de Cataluña y el recurso del mediador intercultural. *Revista interuniversitaria de formación del profesorado* Nº 55. 125-140.

Orcasitas J. R. (1997). La detección de necesidades y la intervención socioeducativa. *Educar*, 21. 67-84.

Parcerisa, A., Giné, N., Forés, A. (2010). *El Educación Social. Una mirada crítica*. Bracelona. Graó.

Pèrez-Campanero, M.P. (2000). *Cómo detectar las necesidades de Intervención Socioeducativa*. Madrid. Narcea.

Pérez, G. (2003). *Pedagogía social i Educación social. Construcción científica e intervención pràctica*. Madrid. Narcea.

Riberas G. Rosa, G. (2015). *Inteligencia profesionalética, emociones y técnica en la acción socieducativa* España: Claret,

Sánchez, M.A., García, A. (2003). La intervención socieducativa en drogodependencias: del modelo jurídico represivo al modelo promocional de la salud. *Educación siglo XXI*. Vol. 20-21, (1), 143-158.

Tarabini, A. y Curran, M. (2015). El efecto de la clase social en las decisiones educativas: Un análisis de las oportunidades, creencias y deseos educativos de los jóvenes. *Revista de Investigación en Educación*, 13(1), 7-26. Ventosa, V. (2002). *Desarrollo y evaluación de proyectos sociales*. Madrid. CCS.

Tarabini, A. (2017). *Los factores de la exclusión educativa en España: Mecanismos, perfiles y espacios de intervención*. Madrid: UNICEF.

Wei, Ch. (2017). Seeking and avoiding information in a risky world. *Information research*. 22, (3). University of Borås. Sweden.