



Course Guide Pedagogy of Leisure  
Partnership

PI-02-F-16 Ed. 00

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## **COURSE GUIDE PEDAGOGY OF LEISURE**

**Social Education Degree  
Psychology, Teaching and Science of Education  
Faculty.  
Catholic University of Valencia San Vicente Mártir.**

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## COURSE GUIDE TO PEDAGOGY OF LEISURE

|  |   |             |
|--|---|-------------|
|  |   | <b>ECTS</b> |
| <b>MODULE:</b> Itinerary Optional courses: Educator Specialist in Sociocultural animation. |   | 30          |
| <b>FIELD:</b> Educator Specialist in Sociocultural animation..                             |   | 30          |
| <b>Subject:</b> Pedagogy of leisure  |   | 6           |
| <b>Type of learning:</b> Optional  | <b>YEAR:</b> 3 <sup>o</sup><br><b>Semester:</b> 1 <sup>o</sup>              |             |
| <b>Teacher:</b><br>Jose Boquera Navarrete  | <b>Department:</b>  |             |
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### MODULE ORGANIZATION

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|  |      |         |             |                     |
|--|------|---------|-------------|---------------------|
| EDUCATOR SPECIALIST IN SOCIOCULTURAL ANIMATION   |      |         | Nº ECTS: 30 |                     |
| <b>Duration and temporal location within the curriculum:</b> This module is one of the Elective Training Itineraries on offer in the Curriculum of Social Education. It has a total of 30 ECTS and consists of five different subjects, each of 6 ECTS. The first subject is active in the in the second half and in particular is "Social Participation and Partnership." The second is "Pedagogy of Leisure and Leisure" and is taught in third grade in the second half. The other three subjects are activated in the fourth grade, between the first and second semester. These are: "Group dynamics", "animation techniques, expression and creativity" and "the game as an educational tool." They all make up the module Educator Specialist in Sociocultural animation. |      |         |             |                     |
| Field and Subject  |      |         |             |                     |
| Field  | ECTS | Subject | ECTS        | Course/<br>Semester |



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|   |    |   |   |     |
|---|----|---|---|-----|
| Specialist educator in sociocultural animation. | 30 | Participation and partnership                       | 6 | 2/2 |
|   |    | Group dynamics                                      | 6 | 3/2 |
|   |    | Pedagogy of Leisure                                 | 6 | 4/1 |
|   |    | The Game as an educational tool                     | 6 | 4/1 |
|   |    | Expression's techniques and creativity's techniques | 6 | 4/2 |

**COURSE GUIDE TO THE SUBJECT: PEDAGOGY OF LEISURE**

**Prerequisites: None**

**GENERAL GOALS**

- a. Assuming the need for pedagogy in the Free Time as complementary to formal education institution agent.
- b. Acquire the technical training needed to develop intervention models for leisure time. These models have to be related with Pedagogy of Leisure.
- c. Experiencing through group life, a series of experiences of nature outdoors as a tool for revision of attitudes, values and behavior patterns
- d. Show creativity in the proper management of the technical elements acquired for the global management of learning situations in contexts within the Pedagogy of Leisure.

| <b>CROSS-SECTIONAL COMPETENCES</b>                           | <b>Competence measuring scale</b> |          |          |          |
|--|-----------------------------------|----------|----------|----------|
| <b>Instrumental</b>  | <b>1</b>                          | <b>2</b> | <b>3</b> | <b>4</b> |
| 1. Ability to analyze and synthesize.                        |                                   |          | X        |          |
| 2. Ability to organize and plan.                             |                                   |          |          | X        |
| 6. Information management.                                   |                                   |          | X        |          |
| 7. Solving issues and decision taking                        |                                   |          | x        |          |
| 8. Criticism capability and self-criticism                   |                                   | x        |          |          |
| 10. Knowledge and respect for diversity and multiculturality |                                   |          | x        |          |
| 11. Interpersonal skills                                     |                                   |          |          | X        |

|   |          |          |          |          |
|---|----------|----------|----------|----------|
| 12. Ethic commitment.   |          |          | X        |          |
| 13. Autonomy in the learning process.   |          |          | x        |          |
| 14. Adaptation to new situations  |          |          | X        |          |
| 15. Creativity  |          |          | X        |          |
| 17. Identity commitment, development and professional Ethic.  |          |          |          | X        |
| <b>SPECIFIC COMPETENCES</b>   |          |          |          |          |
|   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
| 5. Analyze and diagnose of different complex realities which can be foundation for development of the proper social and educative process.      |          |          |          | X        |
| 9. Know and use the tools, instruments and resources needed for been applied in a social and educational varied contexts                        |          |          | x        |          |
| 8. To know the pedagogical, psychological and sociological assumptions that are at the basis of the processes of socio-educational intervention |          |          | x        |          |
| 11. To know in order to facilitate process of social, cultural and educational mediation  |          |          | X        |          |
| 12. <i>Management of structures and process for participation and communal actions</i>  |          | x        |          |          |
| 15. To know and be able to use specific techniques for social and educational and communal intervention.  |          |          |          | X        |
| 20. Show empathy, respect, solidarity and trustworthiness to people and institutions related with social education                              |          |          | x        |          |

| <b>LEARNING OUTCOMES</b>  | <b>COMPETENCES</b>           |
|---|------------------------------|
| R1 The student knows and identifies the foundations of community development in today's society and its evolution.  | G1, G7, G15<br>E6, E9        |
| R2 The student identifies and dominates the group needed to promote development through the prism of pedagogy leisure strategies.                                       | G1, G6,<br>E5, E8            |
| R3 Students understand the fundamentals of associations and their evolution   | G6, G10, G13<br>E9, E11, E20 |
| R4 The student knows appropriate tools and methodologies for the analysis of reality on which to intervene.   | G1, G3, G6<br>E11, E15       |
| R5 The student shows critical capacity and an empathic and respectful attitude towards the different groups involved in volunteering and professionalized associations. | G10, G11, G19<br>E20         |



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|   |                              |
|---|------------------------------|
| R6 Students know, interpret and properly designed technical reports on the complex realities involved in the social educator. | G6, G3<br>E5, E17, E12       |
| R7 Students generate appropriate strategies for individual and group participation in Leisure Educational projects.           | G2, G7, G11, G15<br>E11, E20 |

| <b>ON-CAMPUS EDUCATIONAL ACTIVITIES</b> |  |  |             |
|---|--|--|-------------|
| <b>ACTIVITY</b>                         | <b>Teaching-Learning Methodology</b>   | <b>Relationship With Learning Outcomes for the subject</b> | <b>ECTS</b> |
| ON-CAMPUS CLASS                         | Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.  | R1, R2, R3, R5   | 1           |
| PRACTICAL CLASSES                       | Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity. | R1, R6,R7,R8   | 0.5         |
| SEMINARY                                | Application of multidisciplinary knowledge   | R1, R6   | 0.7         |
| ASSESSMENT                              | Set of oral and/or written tests used in initial, formative or additive assessment of the student  | R1, R4, R5, R6, R7   | 0.2         |
| Total                                   |  |  | 2.4         |

| INDEPENDENT WORK ACTIVITIES |  |   |      |
|-----------------------------|--|---|------|
| ACTIVITY                    | Teaching-Learning Methodology  | Relationship of Course with Learning Outcomes | ECTS |
| GROUP WORK                  | <p>Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions.</p> <p>Work done on the university e-learning platform ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> )</p>                               | R1-R8   | 1.6  |
| INDEPENDENT WORK            | <p>Student study: Group<br/>Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions.</p> <p>Work done on the university e-learning platform ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> )</p> | R1-R8   | 1.7  |
| Total                       |  |   | 3.6  |

| SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM |  |                      |
|---|--|----------------------|
| Assessment Tool   | LEARNING OUTCOMES ASSESSED                                   | Allocated Percentage |
| - Practice Activity: (2)  | R1, R2, R6, R7,R8,R11,R13,R15,R19,E5,E9,E11,E12,E13,E15, E20 | 30+30%               |
| -Bibliographic synthesis  | R6, R13  | 10%                  |
| - Written test  | R1, R2, R6, R7,R8,R11,R13,R15,R19,E5,E6,E9,E11,E12,E13,E15   | 25%                  |



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|  |                |    |
|--|----------------|----|
| - Class attendance and active participation  | R1, R2, R6, R7 | 5% |
| <p>It's absolutely necessary the assistance to one of the two mandatory camping. Exposing one of the 7 subjects.</p> <p>Criteria for granting the license plate of Honor: From obtaining a 9 and the result is always the result of an excellent academic achievement coupled with an effort and interest in the matter.</p> <p>In case there are more candidates than possible tuition grant, there will be a development test consisting of a single open question about the content of the course.</p> <p>In order to pass the course, it is necessary to demonstrate an advanced level of linguistic proficiency in all oral and written productions. Therefore, each spelling mistake will be penalized with 0.50 points in papers and exams. Three missing accents will be equivalent to one spelling mistake.</p> |                |    |

Each student must be attached to one of the following working groups:

1. DANCES AND PRESENTATION GAMES.
2. EVENING GAMES AND CAMP FIRE. (NIGHT OF ANIMATION Tec)
3. GAMES WITH MAPS AND COMPAS
- 4 GAMES WITH TECHNICAL OUTDOOR SKILLS:
5. COOPERATIVE GAMES.
6. COMPETITION GAMES
7. ORGANIZING TEAM ACTIVITIES Camping

| DESCRIPTION OF CONTENTS   | COMPETENCES   |
|---|---|
| <ul style="list-style-type: none"> <li>- Introduction to the History of Sociocultural Animation.</li> <li>- Facilities, resources and services of the ASC.</li> <li>- Educational Objectives of the PTL and ASC.</li> <li>- Figure Animator.</li> <li>- Outdoor techniques as a methodological tool:</li> <li>. Guidance and mapping.</li> <li>. Camping.</li> <li>. Transmissions and tracking.</li> <li>- Programming Camps: technical, logistical and training aspects.</li> <li>- Legislation and management of youth activities.</li> <li>- Game Theory and typology.</li> <li>- Animation techniques and group dynamics.</li> <li>- Technical review.</li> <li>- Programming and evaluation of a recreational activity.</li> <li>- Evening games and campfires</li> </ul> | <p style="text-align: center;">R1, R2, R6,<br/>R7,R8,R11,R13,R15,R19,<br/>E5,E6,E9,E11,E12,E13,E<br/>15</p> |

### TEMPORAL ORGANIZATION OF LEARNING:

|   | CONTENT/TEACHING UNIT   | NºOF MEETINGS |
|---|---|---------------|
| 1 | SINGLE BLOCK CONTENT DISTRIBUTED BETWEEN TWO SESSIONS camping and CLASSROOM | 13 + 2 CAMPS  |

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*Year 2023/2024*

**Addendum to the Course Guide of the Subject:**  
**Free time pedagogy**

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject:

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:



## ***1. Educational Activities of Onsite Work:***

**All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous onlineteaching.**

Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:



Microsoft Teams



Blackboard Collaborate Ultra



Kaltura

### **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

## ***1. Educational Activities of Onsite Work:***

**All the foreseen onsite activities described in this section of the Course Guide,**

as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:



Microsoft Teams



Blackboard Collaborate Ultra



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### *Clarifications concerning practical sessions:*

The practical part of the course will be completed with the visualization and analysis of both articles and videos, as well as their corresponding explanation and resolution of doubts.

## ***2. System for Assessing the Acquisition of the competences and Assessment System***

### **Regarding the Assessment Tools:**



The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.



The following changes will be made to adapt the subject's assessment to the online teaching.



The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

### **Comments to the Assessment System:**

Both the instruments and the percentages established in the teacher's guide are presented. Due to the current situation, no changes will be made to the assessment instruments, but the value of the percentages will be changed. The evaluation tests will be done via telematics through the resources established according to the situation of the university.