



COURSE GUIDE
Universidad Católica de Valencia

Social Foundations of Education

Year 2023-24



COURSE GUIDE TO Social Foundations of Education

		ECTS
MODULE:		
FIELD: Education		24
Subject: SOCIAL FOUNDATIONS OF EDUCATION		6
Type of learning: Core Curricula	YEAR: 2 Semester: 1	
Teacher: Dra. Sara Cebrián Cifuentes	Department: Inclusive Education, Socio-Community Development and Occupational Sciences	
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SUBJECT ORGANIZATION

SOCIAL FOUNDATIONS OF EDUCATION			Nº ECTS: 6	
Duration and temporal location within the curriculum: Social Foundations of Education is a subject belonging to the subject of Education. This subject is taught in the first half of the second course including the following: Historical approach to the origins of social intervention. Society welfare and social education. The concept of social education and intervention areas.				
Subjects and Courses				
Subject	ECTS	Courses	ECTS	Course/ semester
EDUCATION		Educational Foundations and School Management	6	1
		Teaching and Educational Innovation	6	2
		Social Policy and Welfare Systems	6	1
		Techniques and Strategies for teaching and learning processes.	6	1
COURSE GUIDE TO THE SUBJECT: SOCIAL FOUNDATIONS OF EDUCATION				



Prerequisites: N/A				
GENERAL GOALS				
a- Analyze the origin and development of socio-political processes that have helped build the current conceptions of social education. b- Understand the fundamentals and basic concepts of social education, with an analysis of reality that can be related to the current scenarios of professional intervention. c- To facilitate understanding of the main element of one's professional identity of the educator and social educator.				
CROSS-SECTIONAL COMPETENCES	Competence measuring scale			
Instrumental	1	2	3	4
1. Ability to analyze and synthesize.			X	
2. Ability to organize and plan.				X
3. Oral and written communication in mother language				
6. Information management skills.				X
7. Ability for problem-solving and decision-taking			X	
Interpersonal				
8. Ability for general assessment and self assessment				X

Systemic	1	2	3	4
13. Independence in learning.				X
15. Creativity.		X		
SPECIFIC COMPETENCES				
	1	2	3	4
1. Being able to understand and identify the historic, socio-cultural and legislative processes that are related to the social education profession.				X



2. Ability to know and analyze the social welfare policies, the social and economical changes and the legislation related to perform the social education processes.			x	
5. Ability to analyze and diagnose the current situations that might need the socio - educational performance.			x	
20. Be empathetic, respectful, helpful and reliable with people and institutions related to the social education.				x

LEARNING OUTCOMES	COMPETENCES
R1- The student knows the origin and development of socio-political processes that have helped build the current conceptions of social education.	G1,G2,G3 E1, E2
R2- The student knows the fundamentals and basic concepts of social education, being able to relate to current professional intervention scenarios.	G2 E1, E5
R3- The student understands the main element of one's professional identity of the educator and social educator.	G2, G6, G7, G8 E1, E2, E5, E20
R4- The students identify and assimilate the areas of intervention of the educator and the social educator, identifying diversity and cultural differences	G2, G3, G13, G15 E1, E5, E20

ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship With Learning Outcomes for the subject	ECTS
ON-CAMPUS CLASS	1	R1, R2, R3, R4 , R5	0.5
PRACTICAL CLASSES	1.2	R1, R2, R3, R4 , R5	1.2



PI-02-F-16 ED. 00

OFFICE ASSISTANCE	0.1	R1, R2, R3, R4, R5	0.1
ASSESSMENT	0.2	R1, R2, R3, R4, R5	0.2
Total			2,5

INDEPENDENT WORK ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship of Course with Learning Outcomes	ECTS
INDEPENDENT WORK	<p>Student study: Group 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 (www.plataforma.ucv.es)</p>	R1, R2, R3, R4 , R5	3.5
Total			3,5

SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
Assessment Tool	LEARNING OUTCOMES ASSESSED	Allocated Percentage
written test	R1, R2, R3, R4, R5	50 %
Group practice activity	R1, R2, R3, R4, R5	30 %



Individual practical activities	R1, R2, R3, R4, R5	10 %
Assistance	R1, R2, R3, R4, R5	10%

Note: Must approve all parties to pass the course. Deliveries of the tasks must be completed within the stipulated period. Otherwise no account shall be taken note of the activity and therefore will be difficult to overcome the share.

The evaluation will include a long essay question in the final exams and a reading book related to the subject.

MENTION OF DISTINCTION:

The mention of Distinction will be awarded to students who have achieved a score equal to or greater than 9.0. The number of Distinctions granted will not exceed 5% of students enrolled in a subject in the corresponding academic year unless enrollment is under 20, in which case only one Distinction may be granted. (Royal Decree 1125/2003).

DEVELOPMENT OF THE SUBJECT IN SECOND AND SUBSEQUENT ENROLLMENTS:

There will be a special group for students who are not enrolling for the first time if they exceed the occupancy limit of the classroom and a teacher is assigned to that group.

The professor in charge of this group will conduct 4 follow-up sessions and tutoring for 2 hours each. Assessment of skills and abilities will be done through the scheduled practice sessions. In each session the subject will be developed so as to reinforce the work on the skills that each student needs to pass the course.

Assessment of content and skills will be made during the examination set in the official calendar for this course.



DESCRIPTION OF CONTENTS	COMPETENCES
DIDACTIC UNIT 1. Historical approach to the origins of social intervention. 1.1. Social welfare and treatment of poverty from the sixteenth century. (XVI) 1.2. Birth of the Welfare State.	G1,G2,G3 E1, E2, E5
DIDACTIC UNIT 2. Birth and development of the Social Education profession 2.1 Birth of the Welfare State 2.2 The professionalization of Social Education	G1, G2, G3, G6, G7, G8, G13, G15 E1, E2, E5, E20
DIDACTIC UNIT 3. The concept of social education and areas of intervention of the educator and the social educator. 3.1 Conceptualization of Social Education 3.2 Theoretical bases of Social Education: From pedagogy, to social pedagogy and to social education 3.3 Areas and functions of the social educator	G2, G6, G6, G7, G13, G15 E5, E20

TEMPORAL ORGANIZATION OF LEARNING:

	CONTENT/TEACHING UNIT	# OF MEETINGS
1	Historical approach to the origins of social intervention. HISTORICAL, POLITICAL AND EDUCATIONAL FOUNDATIONS	6
2	Birth and development of the Social Education profession	8
3	The concept of social education and areas of intervention of the educator and the social educator.	8



REFERENCES

BASIC

- Dapía Conde, M.D. y Fernández González, M.R. (2018). Educación Educación social y escuela en España. A propósito de la formación e inserción laboral. *Revista Iberoamericana de Educación*, vol. 76, 209-228
- García Molina, J. (Coord.). (2003). *De nuevo, la educación social*. Dyckinson.
- Gutiérrez Fernández, R. y Quintanal Díaz, J. (2018). La educación social en el ámbito sanitario. *Revista de educación social*, 27, 251-273 http://eduso.net/res/wp-content/uploads/2020/06/esamsanitario_res_27.pdf
- López, R (2000). *Fundamentos políticos de la educación social*. Síntesis.
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- Martínez Pérez, A. y Lezcano Barbero, F. (2020). Percepción del Impacto de la Covid-19 en los Profesionales de la Educación Social que Trabajan con Menores. *Revista Internacional de Educación para la Justicia Social*, 9, 223-243. <https://doi.org/10.15366/riejs2020.9.3.012>
- Pozo Serrano, F. J. (2013). La Educación Social Penitenciaria: ¿De dónde venimos y hacia dónde vamos? *Revista complutense de educación*, 24, (1), 47-68
- Romans, M., Petrus, A., Trilla, J. (2004). *De profesión educador (a) social*. Barcelona. Paidós.
- Ruiz, C. (2003). Educación social, viejos usos y nuevos retos. Valencia. Universitat de València.
- Sequera Martín N (2014). Una mirada histórica de l'atenció de lo social fins l'actualitat i algunes intuïcions de futur. *RES Revista de educación social*, 19
- Uceda Maza, F.X.(2011) Los servicios sociales en España: desarrollo y articulación de los nuevos escenarios. *Documentación social*, 162, 235-258
- VV.AA. (2007). *Documentos profesionalizadores*. Barcelona. ASEDES.

COMPLEMENTARY

- Garcés, J & Aleman, C. (1998). *Política social*. Madrid. Mc Graw Hill.
- Petrus, A. (1997). *Pedagogía social*. Barcelona. Ariel.
- Santolaria, F. (1997). *Marginación y educación. Historia de la educación social en la España moderna y contemporánea*. Barcelona. Ariel.
- Sedó, C. (1999). *Treballant com a educadora o educador social*. Barcelona. Edicions pleniluni.

ESPECIALIZED MAGACINES

- Revista de Intervención Socioeducativa. Pere Tarrés.
www.peretarres.org/revistaeducacionsocial.
 RES. Revista de Educación Social. CGEDS
<http://www.eduso.net/res/>



* NOTES:

ASSESSMENT METHODS:

This is a special model of training based on outcomes, i.e. student performance. Since Otter (1995)'s work, learning outcomes are used as the center to plan the curriculum, using a system that allows assessing learning outcomes.

METHODS FOR ASSESSMENT of teaching and learning will be:

Open-ended questions: written exam which primarily assesses theoretical knowledge and the student's ability to relate, integrate, and express knowledge coherently in written language.

Multiple-choice tests: multiple-choice tests with one of five possible correct answers. They provide a deeper understanding of the contents learned by the student and prepares him or her to deal with this assessment model for the entrance examination for the specialty (MIR).

Oral test: oral examination in which the student answers questions the teacher asks him or her, explaining verbally the knowledge he or she has acquired and allowing interaction with the teacher.

Presentation: The student presents orally, with or without support of audiovisual media, on a topic or task assigned by the teacher. This is the assessment method for the End-of-degree Project. At the end of the presentation, the teacher or the audience can ask questions.

Practice: Written test in which the student has to solve practical exercises, clinical cases or problems about knowledge of different subjects.

Papers: Individually or in groups, students craft a document reviewing or conducting research on a topic and submit it in writing to be assessed by the teacher.

Class participation: The teacher assesses participation, involvement and progress in student acquisition of knowledge and skills during lectures and practice sessions. It will never exceed 5% of the final mark.

Simulations, OSCEs: Through simulations, students will role-play situations similar to those in real life under standard conditions, which will allow the teacher to analyze the student's clinical skills in specific situations. Computer simulations or standardized fake patients or robots are used. The test known as OSCE (Objective Structured Clinical Examination) or Objective Structured Clinical Evaluation can be used.

(OSCE). The OSCE entails student rotation around a circuit of sequential stations where they are asked to apply a variety of different skills and techniques.

Practical examination: The student faces a test where they must demonstrate the acquisition of specific knowledge by means of its practical application. For example, histological or anatomopathological diagnoses, interpretation of images or diagnostic tests...

All these methods of assessment of teaching and learning allow us to evaluate all the specific competences specific to the degree in Medicine, Dentistry, Physiotherapy and Podiatry with no major differences between and among modalities.



Addendum to the Course Guide of the Social Foundations of Education

(SOCIAL EDUCATION)

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



PI-02-F-16 ED. 00

method combining onsite teaching in the classroom and synchronous online teaching.

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

☐ Kaltura

Explanation about the practical sessions:

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

ONSITE WORK

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.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used



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

Comments to the Assessment System:

The evaluation will include a long essay question in the final exams and a reading book related to the subject.

ONLINE WORK

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.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used



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