



COURSE GUIDE
Universidad Católica de Valencia

Social Foundations of Education

Year 2024-25



COURSE GUIDE TO Social Foundations of Education

		ECTS
Subject: SOCIAL FOUNDATIONS OF EDUCATION		6
FIELD: Education		24
Module: Contextual and conceptual bases of education		36
Type of learning: Core Curricula	YEAR: 2 Semester: 1	
Teacher: Dra. Sara Cebrián Cifuentes	Department: General Didactics, Educational Theory and Innovation	
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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
OFFICE ASSISTANCE	0.1	R1, R2, R3, R4, R5	0.1



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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 and participation	R1, R2, R3, R4, R5	10%
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All parts must be approved to pass the subject. Deliveries of tasks must be completed within the stipulated period. Otherwise, the grade for the activity will not be taken into account and therefore it will be difficult to pass the corresponding part.

CRITERIA FOR GRANTING HONORABLE REGISTRATION:

Obtain the highest grade in all tests taken (number according to general regulatory criteria of the university). To achieve this qualification, the acquisition of all skills and the improvement of all learning outcomes will be assessed, with which not only cognitive aspects are assessed, but also attitudinal and professional aspects.

SINGLE EVALUATION:

Exceptionally, those students who, in a justified and accredited manner, cannot undergo the continuous evaluation system and request it within the first month of each semester from their teacher, will be eligible for this evaluation system.

In this case, it will be evaluated as follows:

- Written Test (60%).
- Group practical activity (30%). It will be done individually.
- Individual practical activities (10%).

According to the UCV evaluation regulations, the single evaluation consists of a set of works and/or exam(s) that allow the student's acquisition of all the subject's own competencies to be assessed and must be agreed upon by the teaching team of the subject).



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
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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>
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- 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/>