



PI-02-F-16 ED.00

TEACHING GUIDE FOR THE SUBJECT
Development of Socio -Cultural engagement and
Participation

Faculty of Teacher Education and Sciences

Degree in Social Education
Catholic University of Valencia

Year 2023/2024



PI-02-F-16 ED.00

TEACHING GUIDE OF THE SUBJECT

		ECTS
SUBJECT: Socio- Cultural Engagement and participation programs and Facilitation		6
FIELD: Non formal and in formal Education		18
MODULE: SOCIO-EDUCATIONAL INTERVENTION IN NON-FORMAL AND INFORMAL CONTEXTS		30
		YEAR: 3 Semester: 2
Teaching Staff: Tamar Shuali Trachtenberg PhD	Department: General Didactics, Theory of Education and Technological Innovation	
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MODULE ORGANIZATION

SOCIO-EDUCATIONAL INTERVENTION IN NON-FORMAL AND INFORMAL CONTEXTS				30 ECTS
Fields and Subjects				
Field	ECTS	Subject	ECTS	Course/ semester
PSYCHOLOGY	18	Development Psychology	6	1º/ 1º
		Specific Educational Support Needs	6	1º/ 2º
		Education Psychology	6	3º/ 1º
BASES FOR INTERVENTION IN NON-FORMAL AND INFORMAL CONTEXTS	12	Socio-Cultural Engagement and participation	6	3º/ 2º
		Social Skills Of The Social Educator	6	1º/ 2º



PI-02-F-16 ED.00

THE TEACHING GUIDE:**Socio Cultural Engagement and Participation Programs and Facilitation****Prerequisites:** None**GENERAL AIMS**

1. a) Develop critical knowledge on the pedagogical and socio-cultural fundamentals of the non-formal education field of action. Learning the role of non-formal education in the development of democratic culture
2. Get familiar and develop non-formal education programs and projects following the diverse communities needs and characteristics on the basis of a holistic and comprehensive approach.
3. Implementation of diverse modality of non-formal education programs and projects.
4. Engaging and developing commitment to social participation, youth participation and a culture of democracy

TRANSVERSAL COMPETENCES**Competence measuring scale**

	1	2	3	4
1. Capacity for analysis and synthesis				X
2 Organization and planning			X	
8 Critical and self-critical capacity				X
10. Recognition of and respect for diversity and multiculturalism				X
11 Interpersonal interaction Skills				X
12 Ethical commitment				X

SPECIFIC COMPETENCES**Competence measuring scale**

	1	2	3	4
2. Developing Knowledge and skills for the analysis and understanding of social were- fair policies and social justice processes as of addressing socio educational processes and intervention.				X
11. Develop and implement community engagement, active citizenship, and participation				x
15. demonstrate knowledge in the deployment and implementation of diversity of participatory and engaging technics and facilitation skills				X
18 Design, initiate and manage cultural social and environmental projects in the field of non-formal education participation and leisure time.				X
20. Demonstrate an emphatic approach, respect and solidarity towards social education institutions and beneficiaries.				X



LEARNING OUTCOMES	COMPETENCES
LO1. Demonstrate knowledge of socio- cultural and pedagogical epistemological foundations and its application in the diversity of its contexts and settings	TC1, TC2, TC6, TC10, TC12 SC6, SC11, SC18
LO2. Design and implement socio- cultural educational programs and facilitation skills following community and cultural and educational context.	TC6, TC10, TC11 SC6, SC11, SC18, SC15
LO3. Foster the commitment with participation and enhance the engagement with democratic values multicultural society and inclusion	TC1, TC8, TC10, TC12 SC2, SC11, SC15, SC18, SC20



PI-02-F-16 ED.00

TRAINING ACTIVITIES ON-CAMPUS STUDENT WORK			
Activity	Teaching-Learning Methodology	Relationship With Learning Outcomes for the subject	ECTS
KEY NOTES : THEORETICAL FAOUNDATION	Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom.	LO, LO,	1, ECTS
PRACTICAL CLASSES	Group work sessions in groups supervised by the teacher. Case studies, diagnostic analysis, problems, field study, computer classroom, visits, data search, libraries, online, Internet, etc. Meaningful construction of	LO, LO	1, ECTS
GROUP PRESENTAIONS AND PEER LEARNING	Application of interdisciplinary knowledge	LO, LO, LO, LO	0.30 ECTS
PERSONAL MENORING ACTIVITIES	Personalised attention in small groups. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings,	LO, LO,	0,5 ECTS
ASSESSMENT	A set of oral and/or written tests used in the initial, formative or summative assessment of the learner.	LO, LO, LO,	0.5 ECTS
Total			(2,4*)



PI-02-F-16 ED.00

TRAINING ACTIVITIES TO SELF STUDENT WORK			
ACTIVITY	Teaching-Learning Methodology	Relationship With Learning Outcomes for the subject	ECTS
GROUP WORK	Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the university platform (www.plataforma.ucv.es).	LO1, LO2, LO3, LO4, LO5	2.3 ECTS
AUTONOMOUS STUDY	Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the university platform (www.plataforma.ucv.es).	LO1, LO2, LO3, LO4, LO5	1.3 ECTS
TOTAL			3,6



PI-02-F-16 ED.00

SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
ASSESSMENT TOOL	LEARNING OUTCOMES ASSESSED	WEIGHTING
Written or Oral exam on epistemology of the subject	LO, LO	40%
Formative Evaluation of Practical Activities, cooperative learning and peer learning	LO, LO, LO	50%
Engaged approach towards learning and active participation	LO, LO	10%
<p>To pass the course, it will be essential to obtain a grade equal to or higher than 5 out of 10 in the Objective Test. Fulfilling this requirement, the grades in the rest of the evaluation instruments will be considered. The evidence of the different works carried out by the students will be delivered through the Virtual Platform in the time and form established by the teacher of the subject.</p> <p>Criteria for the awarding of Honor Grades: The Honor Grade, as a sign of academic exceptionality, will be awarded to the student who, in addition to obtaining a maximum grade in the above criteria, is considered by the professor to be deserving of such distinction.</p>		



PI-02-F-16 ED.00

DESCRIPTION OF CONTENTS	COMPETENCIES
UNIT I. Introduction to critical pedagogy, non-formal education, and socio-cultural facilitation <ul style="list-style-type: none"> • Pillars, conceptual framework, and challenges of y Socio – cultural engagement and facilitation. • Political, social, and pedagogical foundations and setting for Socio Cultural engagement and facilitation in community context. • Non -formal education, youth participation and active citizenship 	TC1, TC2, TC8, TC10 SC2, SC6, SC15
UNITE II. Socio- cultural Engagement and participation in civil society and community context <ul style="list-style-type: none"> • Non-formal education and community development. • Non formal education and school education • Youth participation, leadership, and vulnerable communities • Non formal education and the Development of competences for democratic culture 	
UNITE III Implementation of socio cultural engaging educational projects and programmes <ul style="list-style-type: none"> • Methodologies, resources, and dynamics for non-formal education activities • Development and implementation of non-formal education socio cultural engaging programs • Socio cultural engaging activities and the development of a participatory youth democratic culture 	TC2,TC10, TC11,TC12 SC11, SC15, SC 18, SC20



REFERENCES

- Aguirre García, A. Moliner Miravet, L. Traver Martí, J (2017). La Pedagogía Social, la Animación Sociocultural y la Educación No Formal en el tiempo libre y de ocio de la ciudadanía. *Infancia Contemporánea*. pp 1-20. Madrid UAM.
- Ander-Egg, E. (1992). *La práctica de la Animación Sociocultural*. Tenerife: Centro de la Cultura Popular Canaria.
- Aroca, I. (2008). *Técnicas de presentación y creación de ambientes*. Málaga: Ediciones Aljibe.
- Consejo de Europa (2018) Competencias Para Una Cultura Democrática Convivir en pie de igualdad en sociedades democráticas culturalmente diversas <https://rm.coe.int/libro-competencias-ciudadanas-consejo-europeo-16-02-18/168078baed>
- Núñez Sans, M (2019) Las misiones pedagógicas: Un proyecto republicano de animación. Cabás nº23 junio 2020, págs. 161-183 EOI: eoi.citefactor.org/10.11206/muesca.01.23.008
- Quintanal Díaz, J. La integración del educador social en la Escuela. *Revista de Educación social* . Nº24, enero 2017. Madrid
- Shuali Trachtenberg, T., Bar Cendón, A., (2023), “Los valores europeos y el desarrollo de la competencia democrática e intercultural en el profesorado”, en Arrufat Alberto, Sanz, Roberto (Coor.), *La identidad europea ante el reto multicultural y el pluralismo jurídico: Estudios sobre educación, cultura, seguridad, familia y medioambiente en un escenario de creciente desinformación* (Valencia: Tirant lo Blanch, 2023) (ISBN: 978-84-1130-121-3), pp. 65-102.
- Shuali Trachtenberg, T., Centeno, C., (2023) “La UE y el desarrollo de la cultura democrática: Una perspectiva desde la educación (en prensa) en Bar, A. Lopez, M. *La UE : desafíos y retos postpandemia* (Madrid: ARANZADI)
- Trilla, J. et al (2017) La construcción de un modelo pedagógico del empoderamiento juvenil: espacios, momentos y procesos. *Empoderamiento Juvenil y pedagogía social*. [SIPS - PEDAGOGÍA SOCIAL. REVISTA INTERUNIVERSITARIA [(2017) 30, 19-34 TERCERA ÉPOC
- Trull-Oliva, C., Janer Hidalgo, Á., Corbella Molina, L., Soler-Masó, P. y González-Martínez, J. (2022). Sobre las estrategias metodológicas de los/as educadores/as para contribuir al empoderamiento juvenil. *Educación XX1*, 25(1), 459-483. <https://doi.org/10.5944/educXX1.3001>

Webgrafía:

- Consejo de Europa recursos departamento juventud: <https://www.coe.int/en/web/youth/resources>
- Consejo de Europa/ recursos educación no formal: <https://www.salto-youth.net/tools/>
- Consejo de Europa (2018) *Enseñando temas controvertidos*. https://sede.educacion.gob.es/publiventa/descarga.action?f_codigo_agc=17231
- Stories that move: <https://www.storiesthatmove.org>



PI-02-F-16 ED.00

TEMPORAL ORGANISATION OF LEARNING:		
	CONTENT BLOCK/ DIDACTIC UNIT	Nº OF SESIONS*
1	INTRODCUTION	4
2	CONTEXTS AND SETTINGS	4
3	DEVELOPMENT AND IMPLEMENTATION	18



Addendum to the Course Guide of the Subject Social Cultural Engagement and facilitation

(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 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



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



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:

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.