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**TEACHING GUIDE**

**SOCIAL PEDAGOGY**

*(Bachelor's degree in Pedagogy)*

**Universidad Católica de Valencia**

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Academic Year 2020/2021



## TEACHING GUIDE FOR SOCIAL PEDAGOGY

		<b>ECTS</b>
<b>SUBJECT:</b> SOCIAL PEDAGOGY		4.5
<b>ACADEMIC FIELD:</b> SOCIAL (COMMON FIELD)		19.5
<b>MODULE:</b> SOCIAL PEDAGOGY		19.5
<b>Type of course:</b> BASIC	<b>Year:</b> 1 <sup>st</sup> <b>Semester:</b> 2 <sup>nd</sup>	
<b>Teaching staff:</b> Dr. LUIS DÍE OLMOs	<b>Department:</b> EDUCATION <b>SCIENCES</b>	
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### ORGANISATION OF THE MODULE

SOCIAL PEDAGOGY		<b>19.5</b>		
<b>Term and temporal location within the curriculum</b>				
<b>Fields and Subjects</b>				
Academic Field	ECTS	SUBJECT	ECTS	Year/ semester
SOCIAL (COMMON FIELD)	19,5	Social Pedagogy	4.5	3/2
		Sociology of education	4.5	3/2
		Counselling Models	4.5	3/1
		Mentoring: plans and techniques	6	1/2

**TEACHING GUIDE FOR SOCIOLOGY OF EDUCATION**

<b>CROSS-SECTIONAL SKILLS</b>	<b>Measuring scale for the skill</b>			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Instrumental Skills</b>				
1. Acquiring the ability to analyse and synthesise information			X	
2. Organise and plan.				X
7. Problem-solving and decision-making			X	
<b>Interpersonal Skills</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
10. Identify and respect diversity and multiculturality.			X	
12. Develop a personal and professional ethical commitment in the field of Pedagogy.				X
13. Adopt attitudes to respect fundamental rights and equality between men and women				X
14. Acquire values belonging to the culture of peace and democracy.				X
<b>Systemic Skills</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
15. Learn independently.			X	
16. Be able to adapt to new situations.			X	
17. Develop creativity.				X
18. Acquire the capability of leadership.				X
19. Develop initiative and entrepreneurship.				X
21. Acquire the value of commitment with professional identity, development and ethics.				X



<b>SPECIFIC SKILLS</b>				
<b>Conceptual Skills</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
9. Know and apply correctly methods and strategies of educational research.				X
12. Design, develop and assess orientation programmes adapted to distinguishing features of subjects and situations, in the different educational contexts.				X
13. Design, develop and assess training programmes adapted to distinguishing features of subjects and situations, in the different educational contexts.				X
14. Design techniques and construct tools for diagnosing and detecting variables which justify a specific educational action (needs diagnosis, capabilities, exclusion and social discrimination factors, learning difficulties...).				X
020. Learn ways to collaborate with different agents of the educational community and the social environment.				X

<b>LEARNING OUTCOMES</b>	<b>SKILLS</b>
R-1 The student presents a complete socio-educational intervention project applied to a social group with specific characteristics which have been previously detected through basic social research. In this project, the student should clearly present the pedagogue's personal responsibility and the leadership he or she must practice through an ethical personal commitment, with the addressees of that socio-educational intervention.	<b>T2; T12; T17; T18; T19; T21; E9; E12; E13; y E14</b>

<b>IN-CLASS EDUCATIONAL ACTIVITIES WORK</b>		
<b>Activity</b>	<b>Teaching-Learning methodology</b>	<b>Relationship with learning outcomes</b>


**Teaching Guide for Sociology of Education**

PRACTICAL LESSONS	Group work sessions monitored and overseen by the professor. Case studies, diagnosis analysis, problems resolution, field study, computer room, data searching, institutional visits... Significant construction of knowledge through student activities and interaction with professors.	R1	0.7
SEMINARS	Overseen monographic sessions with shared participation	R1	0.4
GROUP-WORK PRESENTATIONS	Application of multidisciplinary knowledge	R1	0.4
TUTORING	Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, readings, papers, etc.	R1	0.2
ASSESSMENT	Set of oral and/or written tests used in initial, formative or additive assessment of the student.	R1	0.1
Total			(2,4)

EDUCATION ACTIVITIES OF STUDENT INDEPENDENT WORK (BLENDED)			ECTS
ACTIVITY	Blended Teaching-Learning methodology	Relationship with learning outcomes	ECTS
SYNCHRONOUS VIRTUAL MEETING (video)	Professor presentation of content, skills analysis, explanation and demonstration of skills, abilities and knowledge in the virtual classroom.	R1	0.4
VIRTUAL THEORETICAL ASYNCHRONOUS SESSION	Through prior planning the professor provides a detailed guide of study materials for use in the virtual classroom: documents, video lessons created by the teacher at UCV, external links and/or additional literature.	R1	0.3
DISCUSSION FORUMS	Active participation in discussion forums related to the subject moderated by the teacher.	R1	0.5



INDEPENDENT WORK	Student work: individual preparation of readings, testing, problem solving, seminars, papers, reports, etc...to be submitted or presented in the theoretical or practical lessons and/or small group mentoring. It is also referred to as on-line work.	R1	0.4
		Total	(1.6)

EDUCATIONAL ACTIVITIES OF STUDENT INDEPENDENT WORK			
ACTIVITY	Teaching-Learning methodology	Relationship with learning outcomes	ECTS
GROUP-WORK	Preparation of readings, essays, problem solving, seminars, papers, reports, etc.. to be presented or submitted in the lectures as well as practical and/or small group mentoring. Work done on the e-learning platform of the university ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> )	R2; R5	1
INDEPENDENT WORK	Student work: to be presented or submitted in the lectures as well as practical and/or small group mentoring.  It is also referred to as on-line work through the university e-learning on-line platform <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a>	R1; R2; R3; R4; R5	1
Total			(2)



ASSESSMENT OF SKILLS ACQUISITION SYSTEM AND GRADING		
Assessment Tools	LEARNING OUTCOMES ASSESSED	Awarded percentage
INDIVIDUAL TEST (Oral and written test, or any other instrument considered appropriate or useful for continuous assessment)	R1	60%
INDIVIDUAL OR GROUP WORK PRESENTATIONS	R1	30%
INDIVIDUAL INVOLVEMENT (Interest, dedication and effort, class attendance...)	R1	10%

### MENTION OF PASS WITH HONOURS

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 in the group is under 20, in which case only one distinction may be granted. (Royal Decree 1125/2003).

At the discretion of the teacher, the mention of distinction will be awarded for every 20 students (not for fraction of 20; apart from the first 20 students).

The grade of **Pass with honours** will only be granted for the student's first examination session for the first year of registration in the subject.



DESCRIPTION OF CONTENTS	SKILLS
<b>UNIT 1: INTRODUCTION TO SOCIAL PEDAGOGY</b> 1. What does "Social Pedagogy" mean? 2. Social Pedagogy as specialised education for groups with specific situations or difficulties. 3. The Social Pedagogue as a leader.	<b>T10; T13; T14; T15; T21; E20</b>
<b>UNIT 2: HOW TO MAKE A SOCIO-EDUCATIONAL INTERVENTION PROJECT</b> 4. Methods and techniques of social research.	<b>T1; T2; T7; T12; T16; T17; T18; T19; E9; E12; E13; y E14</b>

5. Planning of socio-educational intervention. 6. Personal commitment as a key resource of socio-educational intervention.	
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<b>TEMPORAL ORGANISATION OF LEARNING</b> (only students of first enrolment in the subject)		
	UNITS	Nº OF LESSONS
<b>1</b>	1. What does "Social Pedagogy" mean?	<b>1</b>
	2. Social Pedagogy as specialised education for groups with specific situations or difficulties.	<b>2</b>
	3. The Social Pedagogue as a leader.	<b>2</b>
<b>2</b>	4. Methods and techniques of social research.	<b>5</b>
	5. Planning of socio-educational intervention.	<b>5</b>
	6. Personal commitment as a key resource of socio-educational intervention.	<b>1</b>





## BIBLIOGRAPHY

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### ADDITIONAL INFORMATION:

### TEACHING OF THE SUBJECT FOR STUDENTS IN SECOND OR SUBSEQUENT ENROLMENT:

There will be a specific group for students who do not enroll in the subject for the first time and one professor in charge of that group.

In that group there will be a number of monitoring and mentoring sessions established by

UCV (from 2 to 6 hours each) where the work on the skills the students need to pass the course will be emphasised.

Those sessions are included in the following timeframe.

<b>TEMPORAL ORGANIZATION OF LEARNING</b> (only students of second and following registrations in the subject)		
	<b>UNITS</b>	<b>Nº OF LESSONS</b>

**Teaching Guide for Sociology of Education**

<b>1</b>	1. What does “Social Pedagogy” means?	<b>1/2</b>
<b>2</b>	2. Social Pedagogy as specialized education for groups with specific situations or difficulties.	<b>1/2</b>
<b>3</b>	3. Social Pedagogue as a leader.	<b>1/2</b>
<b>4</b>	4. Methods and techniques of social research.	<b>2</b>
<b>5</b>	5. Planning of socio-educative intervention.	<b>2</b>
<b>6</b>	6. Personal commitment as a key resource of socio-educative intervention.	<b>1/2</b>