

PEDAGOGY, PARTICIPATION AND ASSOCIATIONISM

(Bachelor's Degree in Pedagogy)

Universidad Católica de Valencia



TEACHING GUIDE FOR THE MATTER AND/OR SUBJECT

			ECTS
Subject:			6
PEDAGOGY, PARTICIPATION AND ASSOCIATION	NISM		0
Subject-matter:			20
SOCIO-COMMUNITY INTERVENTION			30
Module:			20
SOCIO-COMMUNITY INTERVENTION			30
Type of Course:	Year: 4°	Como	ster: 2º
ELECTIVE	real. 4	Serrie	ster. Z
	Department:		
Teaching staff: OF EDUCATION AND TECHNOLOGICAL INNOVA		AND	
J. 10.5 J.E 01.1105	E-mail:		
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ORGANISATION OF THE MODULE

SOCIO-COMMUNITY INTERVENTION				30 ECTS		
Duration and temporal location within the curriculum: (breve justificación)						
	Matters and Subjects					
Materia Matter	ECTS	ECTS SUBJECT		Year/ Semester		
		Social policies and welfare systems	6	3rd/ 2nd		
CDECIFIC MEEDS AND		Pedagogy, participation and associationism	6	3rd/ 2nd		
SPECIFIC NEEDS AND ATTENTION TO DIVERSITY	30	Educational intervention in maladaptation problems	6	4th/ 1st		
DIAFUSILI		Socio-educational intervention in the elderly	6	4th/ 2nd		
		Pedagogy of the Game	6	4th/ 2nd		



TEACHING GUIDE SUBJECT:

PEDAGOGY, PARTICIPATION AND ASSOCIATIONISM

Prerequisites: THERE ARE NO PREREQUISITES

GENERAL GOALS

- a. To understand the process that begins with the knowledge of social reality and that, through ethics, takes us to shared commitment.
- b. To know the forms and expressions of citizen participation in Spain, with special attention to the possibilities that new technologies generate.
- c. To know the national and international documents that frame social participation and associationism.
- d. To participate in the project "Open Doors Day" performing specific actions and participating actively therein. This project is framed in Bachelor's Degree and its methodology "Learning by Projects.

CROSS-SECTIONAL SKILLS		Importance of the skill			
		1	2	3	4
C1 To acquire the ability to analyse and synthesise information.					х
C21 To acquire the value of commitment with identity, development are professional ethics.	nd				Х
SPECIFIC SKILLS		Importance of the skill			
		1	2	3	4
S14 To design techniques and construct instruments of diagnosis and detection of variables that justify a specific educational action (diagnosis needs, capacities, factors of exclusion and social discrimination, learning difficulties, etc.).	of				х
S21 To know ways of collaboration with the different sectors of the educational community and the social surroundings.					Х
LEARNING OUTCOMES SKILLS		ILLS			
2 The student promotes active participation and social associationism C1, C21, S14,		, S20			



EDUCATIONAL ACTIVITIES OF CLASSROOM WORK						
ACTIVITY	Relation wit Teaching-Learning Methodology skills of the module		ECTS			
PARTICIPATIVE MASTER CLASSES Teacher presentation of contents, analysis of skills, explanation and demonstration of capacities, abilities and knowledge in the classroom.		C-1, C- 20, S-7	1.08			
PRACTICAL CLASSES	Sessions of group work supervised by the professor. Study of cases, diagnostic analyses, problems, field work, computer classroom, visits, data search, libraries, network, Internet, etc. Meaningful construction of knowledge through the interaction and activity of the student.	C-9, C-10, S-11	0.44			
SEMINARS	Supervised monographic sessions with shared participation	C-7 S-16, S-20	0.26			
GROUP PRESENTATION OF PAPERS	Application of interdisciplinary knowledge	C-7, C-10, S-20	0.20			
IN-PERSON SUPERVISION Customised attention and in small group. Period of instruction and/or direction carried out by an advisor with the aim of reviewing and discussing the materials and subjects presented in the classes, seminars, readings, paper writing, etc. Set of tests oral and/or written used in the initial, formative or additive evaluation of the student.		C-7, C-10 S-20	0.32			
		ALL	0.10			



Total 2.40)
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EDUCATIONAL ACTIVITIES OF INDEPENDENT STUDENT WORK (BLENDED)					
ACTIVITY	Relation with Skills of the Module	ECTS			
ASYNCHRONOUS THEORETICAL VIRTUAL SESSIONS	THEORETICAL order of study of the materials that		0.80		
VIRTUAL SUPERVISING GROUP WORK Individual attention for the follow-up and direction of the learning process carried out by the advisor with the intention of reviewing and discussing the materials and subjects, seminars, readings, paper writing, etc. Group preparation of readings, essays, resolution of problems, seminars, papers, reports, etc. to present or to submit in the theoretical classes, practical classes and/or small group sessions. Work carried out on the platform or other virtual spaces.		TODAS	0.30		
		C-9, C-11, C-18, S-13, S-20	0.90		
DISCUSSION FORUMS	Active participation in discussion forums referred to the subject matter, moderated by the professor of the subject.	C-8, C-10, S-20	0.30		
CONTINUOUS ASSESSMENT ACTIVITIES	Self-assessments, submission of individual tasks on: resolution of problems, commentaries, reviews, to submit at different times throughout the course.	TODAS	0.40		



INDEPENDENT WORK	Study carried out by the student: Individual preparation of readings, tests, resolution of problems, seminars, paper writings, reports, etc. to present or to submit in the theoretical classes, practical exercises and/or individual or small groups. Work carried out on the platform or other virtual	C, C-15, T-21, S-11, S-13, S-21	0.90
	Total		3.60

ASSEMENT SYSTEM OF SKILL ACQUISITION AND MARKING SYSTEM			
Assessment Instrument	Allocated percentage		
Written tests	40 %		
Resolution of practical cases	20 %		
Oral presentation of group and individual papers	15 %		
Follow-up of student work in the non-face-to-face sessions	15 %		
Active Participation in the theoretical-practical sessions, seminars and supervised sessions	10 %		

CRITERIA FOR THE CONCESSION OF A PASS WITH HONOURS DISTINCTION:

To specify concrete criteria for the subject and faculty to which the degree is ascribed and in agreement with the general norm indicating that only a pass with honours can be granted to every 20 students. It cannot be granted to a fraction of 20 excluding the case of groups with fewer than 20 students altogether, in which case only one pass with honours can be granted.

BRIEF DESCRIPTION OF THE SUBJECT

Pedagogy, participation and associationism

Citizen participation. Different types of participation. What is solidarity? Constituent elements of solidarity. What is voluntary work? Voluntary action. What is a volunteer organisation? What is an association. Professional associationism: Official school of Pedagogues and Psychopedagogues of the Valencian Region. The General Board of the Official Association of Pedagogues of Spain



DESCRIPTION OF CONTENTS	SKILLS
Organisation in blocks of content or thematic groups. Development of the contents in the Teaching Guides.	(indicate, numerically, the related skills)
Block 1: SOLIDARY ACTION FOR SOCIAL CHANGE	
 The whys and wherefores of social action Sociedad, comunidad, cooperación y conflicto Forms of social participation and ICTs 	C1, S14
Block 2: FROM ASSOCIATIONISM TO THE NEW SOCIAL	
 MOVEMENTS Share capital in Spain Volunteer Work, associationism and self-organisation New social movements, active citizenry and real democracy 	C21, C20
BLOCK 3: FRAMEWORK DOCUMENTS AND SOCIAL REALITY	
 Documents of national domain Documents of international domain A social reality that takes us further on 	C1, S20

TEMPORAL ORGANISATION OF LEARNING (First-enrolment Students):					
	CONTENT BLOCK/DIDACTIC UNIT	N° DE SESIONES			
1	SOLIDARY ACTION FOR SOCIAL CHANGE	7			
2	FROM ASSOCIATIONISM TO THE NEW SOCIAL MOVEMENTS	7			
3	FRAMEWORK DOCUMENTS AND SOCIAL REALITY	1			



BIBLIOGRAPHY

Basic bibliography

- Castells, M. (2012), Redes de indignación y esperanza: los movimientos sociales en la era de internet. Alianza. Madrid.
- Criado, M. (2015). Participar. La ciudadanía activa en las relaciones Estado sociedad. Dykinson.
 Madrid.
- Chomsky, N. (2012), Ocupar Wall Street. Indignados en el centro del capitalismo mundial. Ed. Tendencias.
- Díe, L. (2010), La acción personal para el cambio social desde Ignacio Ellacuría. En
- Universidad Católica de Valencia "San Vicente Mártir"
- Senent, J.A., y Mora, J. (Dirs.) (2010), Ignacio Ellacuría 20 años después, Sevilla, Instituto Andaluz de Administración Pública.
- Díe, L. (2013), Crisis económica, crisis política, crisis social. En Moreno, G. (Ed.) (2014), Inmigración e impacto de la crisis. Anuario de la inmigración en el País Vasco 2013, Bilbao, Ikuspegi y Servicio de Publicaciones de la Universidad del País Vasco.
- Díe, L. (2013), Gracias por ser mucho más que 132. Carta abierta a los alumnos y alumnas de la Ibero. León (Guanajuato, México), Revista Entretextos.
- Díe, L. (2013), Reactions related to 'Indignados' social movements. En Vidal, F. y Mabille, F. (Eds.) (2013), A New Social Thought for a New Social Model: Looking for Alternatives, París, FIUC.
- Díe, L. (2013), Real Democracy or new 'Ancient Regimes', Trench (Slovakia), Political Science Forum.
- Díe, L. y Jaráiz, G. (2014), Transformaciones en los dinamismos de participación política y asociativa en la sociedad española. Una comparativa con base en los datos de la encuesta FOESSA de 2007 y 2013, Madrid, Fundación FOESSA.
- Fundación FOESSA (2014), VII Informe sobre exclusión y desarrollo social en España, Madrid, Fundación FOESSA y Cáritas Española.
- García Roca, J. (2001), En tránsito hacia los últimos. Crítica política del Voluntariado, Santander, Sal Terrae.
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- Pérez, C (Coord.) (2012), La acción educativa social: nuevos planteamientos, Bilbao, Desclée de Brouwer.
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- Vidal, F. (Ed.) (2006), La exclusión social y el Estado de Bienestar en España, Barcelona, Icaria.



Addendum to the Course Guide of the Subject

(Degree)

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:

<u>Situation 1: Teaching without limited capacity</u> (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:

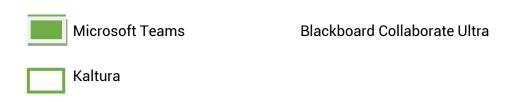
All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching.

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:

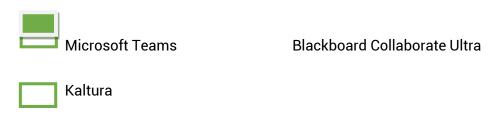


Situation 3: Confinement due to a new State of Alarm.

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:



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		Adaptati	on
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	Adaptat	
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.