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**PEDAGOGY, PARTICIPATION AND  
ASSOCIATIONISM**

*(Bachelor's Degree in  
Pedagogy)*

**Universidad Católica de Valencia**

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**Year 2020/2021**



**TEACHING GUIDE FOR THE MATTER AND/OR SUBJECT**

			ECTS
Subject: <b>PEDAGOGY, PARTICIPATION AND ASSOCIATIONISM</b>		<b>6</b>	
Subject-matter: <b>SOCIO-COMMUNITY INTERVENTION</b>		<b>30</b>	
Module: <b>SOCIO-COMMUNITY INTERVENTION</b>		<b>30</b>	
Type of Course: <b>ELECTIVE</b>	Year: <b>4º</b>	Semester: <b>2º</b>	
Teaching staff:  <b>Dr. LUIS DÍE OLMOS</b>	Department:  <b>GENERAL DIDACTICS, THEORY OF EDUCATION AND TECHNOLOGICAL INNOVATION</b>		
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**ORGANISATION OF THE MODULE**

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



TEACHING GUIDE SUBJECT: <b>PEDAGOGY, PARTICIPATION AND ASSOCIATIONISM</b>							
<b>Prerequisites:</b> THERE ARE NO PREREQUISITES							
<b>GENERAL GOALS</b>							
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.							X
C21.- To acquire the value of commitment with identity, development and professional ethics.							X
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 of needs, capacities, factors of exclusion and social discrimination, learning difficulties, etc.).							X
S21.- To know ways of collaboration with the different sectors of the educational community and the social surroundings.							X
LEARNING OUTCOMES				SKILLS			
2.- The student promotes active participation and social associationism				C1, C21, S14, S20			



<b>EDUCATIONAL ACTIVITIES OF CLASSROOM WORK</b>			
<b>ACTIVITY</b>	<b>Teaching-Learning Methodology</b>	<b>Relation with skills of the module</b>	<b>ECTS</b>
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.	C-7, C-10 S-20	0.32
IN-PERSON ASSESSMENT	Set of tests oral and/or written used in the initial, formative or additive evaluation of the student.	ALL	0.10



Total	2.40
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<b>EDUCATIONAL ACTIVITIES OF INDEPENDENT STUDENT WORK (BLENDED)</b>			
<b>ACTIVITY</b>	<b>Teaching-Learning Methodology</b>	<b>Relation with Skills of the Module</b>	<b>ECTS</b>
ASYNCHRONOUS THEORETICAL VIRTUAL SESSIONS	Through previous planning the professor distributes a detailed guide with the order of study of the materials that he/she activates in the virtual classroom: documents, video-lessons created by the professor at UCV, external links and/or additional bibliography.	C-6, C-7, S-8, S-9	0.80
VIRTUAL SUPERVISING	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.	TODAS	0.30
GROUP WORK	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.	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

<b>ASSEMENT SYSTEM OF SKILL ACQUISITION AND MARKING SYSTEM</b>	
<b>Assessment Instrument</b>	<b>Allocated percentage</b>
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.*

<b>BRIEF DESCRIPTION OF THE SUBJECT</b>
<p><b>Pedagogy, participation and associationism</b>            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 Psycho-pedagogues of the Valencian Region. The General Board of the Official Association of Pedagogues of Spain</p>



DESCRIPTION OF CONTENTS	SKILLS
<p>Organisation in blocks of content or thematic groups. Development of the contents in the Teaching Guides.</p>	(indicate, numerically, the related skills)
<p>Block 1: SOLIDARY ACTION FOR SOCIAL CHANGE</p> <ul style="list-style-type: none"> <li>• The whys and wherefores of social action</li> <li>• Sociedad, comunidad, cooperación y conflicto</li> <li>• Forms of social participation and ICTs</li> </ul>	C1, S14
<p>Block 2: FROM ASSOCIATIONISM TO THE NEW SOCIAL MOVEMENTS</p> <ul style="list-style-type: none"> <li>• Share capital in Spain</li> <li>• Volunteer Work, associationism and self-organisation</li> <li>• New social movements, active citizenry and real democracy</li> </ul>	C21, C20
<p>BLOCK 3: FRAMEWORK DOCUMENTS AND SOCIAL REALITY</p> <ul style="list-style-type: none"> <li>• Documents of national domain</li> <li>• Documents of international domain</li> <li>• A social reality that takes us further on</li> </ul>	C1, S20

TEMPORAL ORGANISATION OF LEARNING (First-enrolment Students):		
	CONTENT BLOCK/DIDACTIC UNIT	Nº 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

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- 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.
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- 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.
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- Díe, L. (2013), *Real Democracy or new 'Ancient Regimes'*, Trench (Slovakia), Political Science Forum.
- Díe, L. y Jaráiz, G. (2014), *Transformaciones en los dinanismos 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.
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- Pérez, C (Coord.) (2012), *La acción educativa social: nuevos planteamientos*, Bilbao, Desclée de Brouwer.
- Rivera, R.D. (2016). *Del Internet a las calles: #Yo soy 132, una opción alternativa de hacer política*. Editorial A Contra corriente. Raleigh, North Carolina.
- 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:

**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

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:**

**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.