



Programme

"Youth cultures and arenas of experience"

Grupo E1

2013-2014

Almudena A. Navas Saurin

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Subject:	Youth Cultures and arenas of experience
Kind:	Optional
language:	English
Degree:	<i>Grado Educación Social</i>
Department:	Didáctica y Organización Escolar 6th level Facultat de Filosofia i CC. de l'Educació
Teachers:	Almudena A. Navas Saurin Almudena.Navas@uv.es Tutoring hours, <ul style="list-style-type: none">▪ W, 11:30-13:30▪ Th, 16-17▪ Online Fernando Marhuenda Fluixá
Assistance:	Compulsory ¹

Introduction to subject

"Youth Cultures and arenas of experience" is a four-monthly subject of optional nature that is part of the subject matter, "Educational experience and construction of that public" of the degree in Social Education. Its committed training is designed to ensure that the student knows and are able to build arguments around the social construction of the youth and the multiplicity of forms of expression of the youth cultures, as well as the role of youth in alternative educational relations.

The core competencies that must demonstrate at the end of the same are:

- CB 2: Apply knowledge to their work as well as develop and defend arguments, to solve problems in the study area.
- CB 3: Collect and interpret relevant data to make judgments that include a reflection on relevant subjects of, social, scientific or ethical nature.
- CB 4: Convey information, ideas, problems and solutions.
- CB 5: Develop skills for further studies with a high degree of autonomy.

The specific competence in which we will place emphasis on this subject is the no. 26, which focuses on the student ability able to identify and

¹ This is a compulsory subject; nevertheless, if due to any particular reason a student would prefer to avoid the class attendance, he or she should communicate this to Almudena A. Navas before october the 15th.

buildn reasoned judgments about educational problems to improve professional practice in non-formal contexts.

Workload

Class Attendance	45
Preparation classes/activities/work	25
Exam preparation; Study	25
Exam realization	5
Attendance at tutorials	12'5
Total	112'5
Total ECTS	4'5

Objetives

- Be able to build questions, problems and actions that contribute to explore new ways of thinking and do education, in the field of youth
- To Train in the search, selection and use of various sources (documentary, bibliographical, literary, film...) for thinking about education in the field of youth.
- To train for the work of critical nature, either in its collaborative and individual modality.

Contents

1. Historical and theoretical approach to youth: what it is said that is worth to us?
 - In this section we should be able to review a broad selection of texts that have as a fundamental aim to describe, make problematic and analyze youth in different historical moments or in different geographical locations. We will look for information on how to construct the gaze on the youth, from a critical perspective to those who built and we will try to see what implications this construction has on the practical possibilities of young people. We'll use current references, which enable us to find out and describe the youth of today, without leaving of side the fundamental historical references that have enabled us to build different discourses around the fact of being considered young. Thus, we will work with references as disparate as the

contributions of Talcott Parsons, Margaret Mead, Carles Feixa or Zygmunt Bauman.

2. Programs and plans on youth: how to use our political frame, mainly from a glocal perspective?

- In this block of content we will focus on the guidelines that we find the time to define youth policies. These guidelines come from, to a large extent, the study of the proposals made by the agencies both supranational and national policies on matters of youth. The very dynamics of these agencies will oblige us to unite their proposals with a critical analysis of the same, that takes into account the changes produced in the Third Sector due to the GEC: The deadlines for implementation in which they move the agencies will redraw on the micro level. We should devote to this section between 3 and 6 weeks of dedication.

3. Youth experiences: between the old and the new arenas.

- As its name indicates, and on the basis of the knowledge that on youth we have developed, we will focus on various experiences of young people, led by young people or for young people. It is not my intention to submit examples of good practice, but to test the concepts discussed in the previous paragraphs.

Methodology and activities

The subject will be developed with a methodology aiming to establish a process of learning based on the participation and inquiry of the students. Such effects to the mode of teaching will combine lectures with activities and projects whose work dynamics urge the student, on an individual basis and, if suitable, as a group, to take an active role and develop a provision to the investigation of the problems.

The methodology articulated two modalities of activities: the theory of classes and activities for the study.

- Classes of theory. Attendance is mandatory. It is intended to present and frame different subjects from the theoretical discourse, following the proposed organization of the contents. These classes shall consist essentially of exhibitions, the realization of small jobs and comments of texts, videos, and visits to specialists.
- Activities of study. Not in the classroom. Aimed at the preparation of the work done by the student, and another on-site support.

Learning assessment

The assessment shall be carried out through various procedures.

Some, of a continuous and formative nature, aimed at understanding and guide the learning processes: tutorials, documents produced by the students for the realization of activities...

Others, of summative nature, with the purpose of checking the compliance of the plans of work scheduled and the degree of achievement of the goals, the mastery of the contents and the strengthening of the powers: workbook, final testing, presentation of individual papers/group...

Assessment criteria

- Conceptual Precision and proper use of terminology
- Proper understanding of the content
- Ability to integrate the content
- Relevance, richness and creativity of the elaborations personal/group
- Active involvement and participation in the development of the subject
- Use of literature and documentation
- Expository clarity and quality of the presentation, expression and spelling

Students will demonstrate such evaluation criteria in the following tests, at least:

- Written Test of a theoretical nature practical on the date of the official convocation
- Practical work resulting from the development of classes as well as the seminars.
- Participation in the development of class sessions.

Bibliography

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