

**COURSE DATA****DATA SUBJECT**

**Code:** 33451  
**Name:** Teaching and educational organisation  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 12  
**Academic year:** 2025-26

**STUDY (S)**

Degree	Center	Acad. year	Period
1306 - Degree in Social Education	Facultat de Filosofia i Ciències de l'Educació	1	Annual

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1306 - Degree in Social Education	Education	BASIC

**COORDINATION**

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**SUMMARY**

Didactics and educational organisation is an annual basic training subject that forms part of the subject "Education" of the Bachelor's Degree in Social Education.

We offer a minimum content base that allows students to progress in class -throughout the school year- with the feeling of knowing, of knowing more and of knowing better. To this end, there will be a common substratum of readings for the whole group and, in addition, each student will choose at least two books from among those recommended.

Through the study and knowledge of a complex reality, educational practice, we can begin to identify keys for analysis and educational action. And we can also try to clarify the complexity we face, formulating and asking ourselves specific questions about the meaning of socio-educational intervention.

We will work on the tensions that educational practice faces, which is why we must be wary of the pretensions of goodness that we tend to attribute to this practice, trying to replace them with a utopian view that, by revealing the contradictions, seeks to promote change and improvement. With the academic work on the contents of the subject we intend to engage the students in the work of discovering their own position.



Didactics and organisation are interrelated, but they are reference planes located at different levels, which gives rise to tensions and contradictions between them, in addition to those that each of them already suffers from.

Through reflective work on the content, we will try to make students clearly aware of the normative agendas that are installed in education, with different origins, but which lead to three crucial questions in educational work: what is to be done, what is to be done, and what is possible to do to promote learning that serves to generate autonomy and contributes to social inclusion.

This subject addresses SDGs 4, 8, 10 and 16.

This subject is an active part of the school's Innovation Plan.

Please note: this subject is not taught in English.

## PREVIOUS KNOWLEDGE

## RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

## OTHER REQUIREMENTS

None

## COMPETENCES / LEARNING OUTCOMES

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Be able to communicate professionally, both orally and in writing, in the Universitat de València's native languages.

Demonstrate organisational and planning skills.

Design educational plans, programmes, projects, actions and resources in different contexts.

Diagnose needs, complex situations and possibilities of people as a basis for educational actions.

Facilitate and manage cooperation in educational and professional processes.

Have capacity for analysis and synthesis.

Have critical and self-critical capacity.

Have problem-solving skills and decision-making capacity.



Have skills for information management.

Know and analyse educational policies, their legislative development and their impact on socio-educational reforms.

Prepare and interpret technical, research and evaluation reports on educational actions, processes and results.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Understand the theoretical references that constitute the human being as an active player in education.

## DESCRIPTION OF CONTENTS

### 1. Educational practice

The educational relationship has evolved throughout history and with it the pedagogical approaches and didactic models that underpin it. The different didactic paradigms explain educational practice in terms of how they describe the learning environment in which the relationship is going to develop (considering the phases of the activity, the roles of the participants and the norms or rules to promote learning, as well as the devices and materials that support it). Knowing the pedagogical models, as well as the different approaches and educational styles is relevant to understand that didactics takes sides with one or another element of educational praxis. Every practice involves a process of cultural transmission and socialization so that people learn to internalize the sociocultural elements of the environment. In this process of learning in the social sphere, educators must establish a relationship of accompaniment that places the person and groups at the centre of the educational work, protecting and helping in the development of full autonomy; and this work takes on a very different meaning depending on whether it is carried out in an open or closed environment. Under the protection of the social action and intervention agreement, we will address different contexts and processes that affect the subjects of education.

### 2. Assessment and progress of learning: a formative assessment for vital autonomy.

Any educational process is justified by the intention that someone learn something. Evaluation tries to show what has been learned and what has not and why. It is educational when it is aimed at improving learning, both in quality and quantity. Evaluation is a fundamental process of the teaching and learning processes and in social education it is usually formative, always oriented to improvement, the acquisition of knowledge and personal development in different areas, but also with the purpose of recognizing learning.

### 3. The educational project of an institution: Meaning and formulation.



Educational institutions and the people who make them up, including in the field of social education, must work under a common umbrella of principles and values that legitimize their practice. For this reason, it is necessary to reach agreements that give a global vision of the direction of the institution in order to eliminate individualistic positions and increase the feeling of belonging to the organization. This shared proposal will direct and guide the educational intervention processes of the institution, determining the objectives, principles of action, contents and educational processes. This decision-making is not neutral and manifests itself in regulated rituals that reflect the informal face of the organization, contributing to the socialization of the subjects.

**4. Social intervention organizations, organizations that educate, and organizations that are dedicated to education. The Third Sector of Social Action.**

Social education is carried out by some public institutions, such as municipalities, and especially private social or civil initiative entities, which are often not profit-making: associations, cooperatives and foundations, users, their families or professionals with a shared project. Some companies have also seen social education as a business opportunity. There are social institutions that offer educational services, although their main mission is more social assistance than education. Third sector organisations are made up of the people who make them up, who have to relate to others to find the resources with which to carry out their work. They must also gain legitimacy in the environment in which they work, in the eyes of users, the administrations that authorise them, the companies that finance them as well as other institutions that operate in similar fields.

**5. Educational organizations in relation to the environment: Supply and demand, conditioning factors of educational intervention**

While school has a compulsory stage, in social education attendance is voluntary (except in the case of judicial measures). However, there are not enough places to cater for people who could benefit from a good education. For this reason, the institutions that work have to be clear about which group of people they are targeting, as well as what criteria they use to select those who will get the most out of their educational offer. This produces a specialization that allows for more adjusted educational care to be provided but also runs the risk of segregating populations, thus making it difficult to access a normalized life. The processes of recruitment, selection, training, intermediation and referral are involved in the adaptation of educational processes in the long term.

**WORKLOAD**

**PRESENCIAL ACTIVITIES**

Activity	Hours
Theoretical and practical classes	120,00
<b>Total hours</b>	<b>120,00</b>

**NON PRESENCIAL ACTIVITIES**

Activity	Hours
Attendance at other activities	0,00
Individual or group project	20,00
Independent study and work	100,00



Preparation of lessons	20,00
Preparation for assessment activities	0,00
Resolution of case studies	40,00
<b>Total hours</b>	<b>180,00</b>

## TEACHING METHODOLOGY

The teaching staff of this subject focuses on two pillars:

- the study of texts and their application to the analysis of practice, working with specific cases and situations of teaching and learning of people cared for by institutions working in social education.
- regular class attendance, which requires punctuality and avoiding interruptions. You come to class to learn, listen to teachers and colleagues, take notes, discuss the texts to be studied, analyse and solve practical cases.

The development of the course is structured around:

- a) Explanations by the teaching staff;
- b) Readings to be done by each student;
- c) Group practices that will be carried out in the classroom, for which the participation of all the members of a work team is essential; d) Individual written exercises to be carried out in the classroom.
- d) Individual written exercises to reflect on the readings;
- e) Class debates, using key points from the readings, on the practices carried out in the classroom;
- f) Individual and group reflection exercises and peer evaluation on the syllabus, through a seminar on reflective thinking;
- g) Sharing work with the class group;
- h) Case work, video projections, analysis of examples and reports; and
- i) Visits to educational organisations or social education professionals in class, as well as specific round tables and workshops.

All of the above serves to address the concepts, approaches, organisation and teaching models for training and educational accompaniment; thus seeking to achieve the objectives and competences that justify the subject and achieve the learning outcomes.



The class is organised for those who attend actively and face-to-face, so attendance is assumed. We will try to generate educational experiences typical of university academic life: reading, study, writing, search for sources, memorisation, reflection, reasoning skills, search for precision, penetration and consistency of arguments, clarity and conciseness in the communication of knowledge, critical thinking, assimilation, formation and integration of abstract concepts as well as the establishment of relationships of those with concrete examples, on simulated situations and through individual and shared reflection.

To this end, an open disposition to reason, freedom and criticism in an atmosphere of trust is recommended, which gives rise to self-criticism and the possibility of correction. It is also part of this university awareness or disposition to adopt ethically justified positions on the issues addressed.

Insofar as many of the forms of professional work in social education are concerned with the collaborative, participatory and shared aspect of teaching and knowledge, it is appropriate to provide opportunities for the students' collective work in its different phases, from enquiry and study to the presentation of work reports, but individual work is fundamental, as is the individual demonstration of learning.

The professional work in social education is not only about intervention, but also about communication, often in writing, with colleagues, clients, administrations, other organisations, .... Writing reports is part of the work, and therefore writing will be a regular exercise in class.

These principles can be put into practice through some of these activities, which are recommended to be carried out regularly:

1. Reading and study of the bibliography, and class discussion of the readings as well as problems and practicals.
2. Carrying out individual and group exercises in stable teams throughout the four-month period.
3. Case work, which will be sequenced throughout the course. In addition to the case studies, the practices carried out by colleagues will also be assessed.
4. Essay writing on the basis of the practicals, using the literature studied.
5. Public confrontation in class of essays in which arguments that can be found are sustained, in order to promote the deepening of the arguments behind the discrepancies.

Carrying out these activities contributes to achieving the learning outcomes and, therefore, to successful exams.

UV is a face-to-face university and the current regulations apply, in particular regulation ACGUV 108/2017.

## EVALUATION

The evaluation process of the subject is understood as a formative (not summative) process. What this assessment proposal involves is constant work in class, in which the activities carried out during the course cannot be added up or weighted. They will be activities, most of them non-marked, with a formative purpose, to facilitate learning and identify errors; all of them oriented towards the learning progression of the students.



The evaluation is based on the final exam on the official date, as well as a partial exam, also on an official date (but which is not a graded exam). Therefore, it is necessary to pass the exam in order to give a quantifiable value in the final grade to the rest of the activities developed in class.

In class, the evaluation will be based on the contents that appear in the minimum shared reading bibliography, as well as in the reading books. The assessment criteria are: identification, understanding and correct use of the contents of the subject; quality, clarity, depth and coherence of the argumentation, showing the acquisition of concepts, arguments and theoretical models of didactics and organisation; capacity for synthesis. In addition, any exercise submitted must be previously revised and comply with the spelling and grammatical rules of the language in which it is written, as well as the usual rules of academic work (originality, format, citations and references according to regulations), and may not be corrected if these rules are not complied with.

The products of the course work must be valuable and relevant, so we will avoid work with the sole purpose of being evaluated. All work will be accessible to the teaching staff and other students in the course. Any exercise done in class must be worthwhile and meaningful for each student, be it reading, doing the practicals, revising them, reflecting on the readings and practicals. Class exercises are at the service of learning rather than grading.

Thus, in addition to the partial exam (which has no official value and can eliminate subject matter if six points or more out of 10 are obtained) and the final exam (which is official and passes with five points or more, according to the University of Valencia regulations), these other products are corrected and assessed (not necessarily with a mark or grade), which will be specified in the presentation sheets for each subject:

1. Practical exercises, prepared as a group, one per topic, group.
2. Reading worksheet on the topic, with quotations, summary and/or outline, individual.
3. Book reading sheet, one per four-month period, individual.
4. Reflection on the practices, individual.
5. Preparation and presentation of the individual exercise of reflection on the content of the subjects, by means of a seminar on reflective thinking, one per subject.

Each part of the exam must be passed in order to be able to calculate marks above a pass mark, and it is essential to express oneself correctly in spelling and grammar in order to pass the subject.

We propose the following guidelines for the completion of the different tasks:

- They must be addressed to colleagues and not only to the teacher, they must be interesting and productive. They should be short, direct, concise and relevant.
- Some activities will result in products. Unless otherwise stated, the products will be group products, and any member of the group must be able to give an account of the whole.
- Internet references may be used, provided that the source is acknowledged and preferably as annexed documents.
- All products will be available in the virtual classroom, so that other colleagues can access them.
- The products submitted are corrected, but not all are marked.
- Practicals are done in class and handed in during the course.
- Essays are handed in on flexible deadlines that will be indicated during the course of the classes;



a well thought-out essay that is justifiably late is preferable to an essay that is handed in on time but is not worth the effort.

- The length of essays and practicals will be limited and will be indicated in the lectures.

The preparation of the subject -both theoretical and practical- will be based on the reading of the bibliography indicated in this programme for each of the subjects, as well as at least one study book per term and other materials worked on in class that are of interest for the subject.

FOR THOSE WHO DO NOT USUALLY ATTEND CLASS, the evaluation will be carried out by means of the final exam, both theoretical and practical, which will take place on the date and place officially designated by the faculty. They will also have to read books (at least one on organisational content and another on didactics) and complete a reading assignment, completing and submitting a worksheet, in the same way as those who usually attend class. These readings will be asked about in the exam

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

## REFERENCES

### Basic references

- Corzo, J.L. (2007). *Educar es otra cosa. Manual alternativo*. Popular.
- Dubet, F. (2010). *Decadència de la institució escolar i conflictes entre principis*. Fundació Jaume Bofill
- Faierstein, G. & Gyssels, S. (2003). *¿Cómo se enseña?* Federación Internacional Fe y Alegría.
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- Martínez, I. (coord..)(2021). *La formación en las escuelas de segunda oportunidad acreditadas en España. Perfil, trayectoria y condiciones de éxito de las y los jóvenes*. Universitat de València.

### Additional references

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