

**COURSE DATA****DATA SUBJECT****Code:** 33465**Name:** Social pedagogy**Cycle:** Undergraduate Studies**ECTS Credits:** 6**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	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1306 - Degree in Social Education	Social pedagogy	COMPULSORY

COORDINATION

GARCIA RAGA LAURA

SUMMARY

This course, located in the scientific framework of the Theory of Education, deals with introducing the professional of the Social Education in the different areas of Social Pedagogy. In addition, will deal with key contents related to socio-educational action and intervention since social educators must have a training that allows them to act from this perspective.

It should be noted that the subject presents differentiated parts: conceptual approach to Social Pedagogy ; origin and historical evolution of Social Pedagogy; areas of intervention in Social Pedagogy; qualitative research in Social Pedagogy and keys for the design of a socio-educational project.

We work from a theoretical, methodological, applied and critical perspective since all educational action starts from a dynamic social reality and, therefore, the social educator must constantly ask himself/herself about this situation and the collective with which he/she works.

It is also intended that the future social educator, from the organization in where he/she carries out his/her daily work, is able to design and implement training programs for different target audiences, combining their needs and those of the organization. It also deals with the pedagogical action , its teaching and evaluation. Guidelines are given for the design of social intervention projects in all areas of social education.



PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

There is no specific requirement because it is a 1st year course. Although it is true that for the reading, comprehension and study of the texts of the subject it is required to have an adequate level of reading and reading comprehension.

COMPETENCES / LEARNING OUTCOMES

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

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

DESCRIPTION OF CONTENTS

1. Conceptualization of Social Pedagogy

- What do we mean when we talk about Social Pedagogy?
- The purpose of social pedagogy
- Conceptual approach to social pedagogy: diversity of meanings
- Social Pedagogy versus School Pedagogy

2. Origin and historical evolution of Social Pedagogy

- Historical, social and political circumstances that contributed to the birth of social pedagogy in Europe.
- Referents of Social Pedagogy in Europe.
- Referents of Social Pedagogy in Spain.
- Evolution of Social Pedagogy after the Second World War.



- Stages of Social Pedagogy in Spain: key events and moments.

3. Spheres of intervention of Social Pedagogy

- The fields of Social Pedagogy: sociocultural animation; adult education; education of the elderly; intercultural education; family and children; social education and school; gender; art and social education; addictions; socio-community intervention, etc.
- New spaces for Social Pedagogy
- Ethical commitment: doing social pedagogy by educating in values and changing attitudes.

4. Research in Social Pedagogy

- Modalities of research in Social Pedagogy
- Research techniques in Social Pedagogy: life history, discussion groups, interviews, etc.

5. Design and elaboration of a socio-educational intervention project.

- Planning and educational intervention in the non-formal setting.
- Phases and components of a socio-educational project
- Introductory section: identifying data
- Diagnostic phase and characteristics of its components
- Planning phase and characteristics of components
- Implementation phase
- Evaluation phase

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	30,00
Independent study and work	15,00
Preparation of lessons	35,00
Preparation for assessment activities	10,00
Resolution of case studies	0,00
Total hours	90,00



TEACHING METHODOLOGY

The methodology that will be used in this course starts from the premise that the students are an active and fundamental part of the dynamics of the class. The theoretical foundations of the subject will be worked from an expository and participatory methodology with the application of group dynamics techniques. The practical classes will involve individual and joint reflection from the written and oral work guided by the teacher, through dialogic gatherings, presentation of social problems for critical discussion and debate, viewing of films and documentaries, invitation of external persons, etc. The design and elaboration of a social project on any of the areas of Social Pedagogy will be carried out in a group of 4-5 people. The project will be supervised by the teacher. It must be formally presented in writing and defended orally before the group-class according to the established guidelines.

EVALUATION

1. Didactic portfolio/portfolio of individual work. Reflections on practices and readings carried out in the form of essays/recension; reasoned report of final self-evaluation and, in general, individual productions of the student throughout the learning process in the different blocks in which the subject is divided. The score assigned to this evaluation task is equivalent to 40% of the final grade.
2. Group realization and defense of a guided social project. The following will be taken into account: bibliographic and information research skills, the temporal organization of the work done, the organization of the ideas and arguments expressed, the appropriate writing and exposition, the originality, topicality and interest of the topic and the oral presentation. The score assigned to this evaluation task is equivalent to 20% of the final grade.
3. Final individual written test. This will evaluate: the acquisition of knowledge, its adequate understanding, the capacity for exposition and argumentation and the capacity to apply this knowledge to topics and problems of the branch of knowledge of Social Sciences in general, and of Social Pedagogy, in particular. The score assigned to this evaluation task is equivalent to 40% of the final grade.

General evaluation criteria:

- Attendance to theoretical-practical sessions and joint activities.
- Active participation, commitment and interest.
- Conceptual mastery and precision.
- Clarity in the exposition and synthesis capacity.
- Structured, systematic and documented exposition.
- Personal, critical and well-founded elaboration of what has been learned.
- Correct grammar and spelling.
- Compliance with the deadlines set during the course.

Students who regularly attend at least 80% of the classes are considered to be students with the attendance option; if the attendance is not regular or does not meet the minimum required, it is recommended that the student chooses the "non-attendance" option, as described below.



Evaluation under "non-attendance" conditions: Students who cannot attend class regularly will have to contact the professor responsible for the subject during the first two weeks of the term, explaining and justifying their option and their inability to take the subject normally. Likewise, the purpose of the interview with the professor is to specify the alternative work plan (consult the teaching guide of each professor).

*Important note: In order to pass the course and to be able to apply the averages or percentages of the different exercises, it is necessary to pass or pass each of them, obtaining at least 50% of the scores assigned to each activity, whether theoretical or practical. This criterion will be applied both to the students of the classroom option and to the non classroom option.

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).

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Basic references

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- *Sociedad Iberoamericana de Pedagogía Social (SIPS)*: <http://www.sips.es>
- *Sociedad Española de Pedagogía*: <http://www.uv.es/soespe/>
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