

**COURSE DATA****DATA SUBJECT****Code:** 33467**Name:** Family and the minor**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	3	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1306 - Degree in Social Education	Socio-educational intervention I	COMPULSORY

COORDINATION

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SUMMARY

The subject Family and Minors, which this guide presents, is part of the Social Education Degree approved by Royal Decree 1393/2007 and implemented at the University of Valencia starting in the 2009¿2010 academic year. Specifically, it is included within the subject area ¿Socio-educational Intervention Y,¿ which also comprises the courses Social Pedagogy and Educational Intervention in Processes of Social Maladjustment.

This discipline represents a strong and innovative commitment by the University of Valencia, particularly through the Faculty of Philosophy and Educational Sciences, within the framework of the European Higher Education Area (EHEA). Thus, it is now being introduced as a compulsory subject in the new curriculum plans. However, there is also an elective subject titled Family Pedagogy, closely related to this one, which already existed in the Social Education Diploma Degree under the Study Plan approved by the University of Valencia in the Resolution of July 24, 2000 (Official State Gazette ¿ BOE, August 17, 2000).

Family and Minors equips students with the knowledge and skills necessary for education, training, and intervention tasks in the socio-educational field¿both in non-formal and informal education contexts. It focuses specifically on specialized education involving minors and their families, community development and social promotion, as well as planning, management, and evaluation in the fields in which professionals operate. Therefore, it is particularly connected to these areas.



PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

No restrictions on enrollment in conjunction with other courses in the curriculum have been specified

COMPETENCES / LEARNING OUTCOMES

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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.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

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 and Evolution of the Family and the Child

This thematic unit arises from the need to understand how the family has been conceptualized and evolved as a primary educational agency concerning the child, within the framework of our discipline. After studying the necessity and importance of the family and the child as subjects with needs and rights, we embark on an in-depth analysis of the family's conceptualization, the functions it must fulfill, and the different family typologies in which the child will experience their educational and developmental process. These



typologies are differentiated according to three criteria: family forms, family dynamics, and basic problems. This undoubtedly constitutes one of the most important conceptual aspects of the discipline and, at the same time, is fundamental for the future professional practice of our students. It also involves a certain level of complexity, justified by the intrinsic difficulty in analyzing and studying such aspects. Additionally, this unit incorporates the analysis of the different perspectives from which both the family and the child have been conceptualized within the discipline, providing students with various tools to undertake studies in this field. Thus, this didactic unit is particularly suitable for carrying out different learning activities, as will be the case in the following units, given the applied nature of the subject.

2. Family Education as Parental Competence

This unit focuses on one of the defining dimensions of family education: the family as an educational environment. The next unit will address family education from the professional perspective, but here it is understood as a parental competence and the original and inherent responsibility of parents. Throughout the three topics of this unit, we will explore the principles that underpin child education within the family context, which serve as a reference for the daily practices of many families, as well as the complexity of educational styles as constructs that guide and are shaped by educational practice itself. There is no doubt that all this is approached with the child in mind, both as an active subject and as the recipient of family education. Ultimately, the child becomes the object of their parents' education and, above all, receives firsthand the influences derived from this education for their personal and social development.

3. Family Education as a Professional Competence: Trends, Issues, and Challenges

The third and final thematic unit of the course focuses on the role of professionals in the field of family education, addressing key approaches related to their work as well as the complex situations they frequently face and the predominant approaches they employ. Through the topics in this unit, students will delve into several issues directly linked to their future professional development, although the integration of theory and professional practice has been a recurring theme throughout previous units. The strategies that professionals can implement when working with families, as well as the resources available, will be studied in this unit, always considering the role of the professional and the need to actively involve families. As in the previous two units, students will undertake various learning activities that require applying the knowledge acquired.

WORKLOAD

PRESENCIAL ACTIVITIES

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

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	10,00
Individual or group project	30,00
Independent study and work	12,00
Preparation of lessons	12,00
Preparation for assessment activities	8,00



Resolution of case studies	20,00
Total hours	92,00

TEACHING METHODOLOGY

Work-oriented approach on the whole class group:

- Participatory Lectures
- Learning by discovery
- Group discussion, debate, and so on.
- Follow-up

Work-oriented methodology in small group or individual:

- Research
- Development of reflections, comments, text, etc.
- Classroom Practices: Application of theory, case studies, problem solving, learning to use tests and instruments
- Tutorials

-seminars

EVALUATION

The student evaluation will consider the following:

a) Review the oral-interview program issues relating to the subject (theoretical contents explained by the teacher and the student readings / a in relation to the issues) as well as a monograph chosen by the student / a. The value of the interview will be 30% of the final grade.

b) Learning Activity Book:

Report on the learning activities undertaken. The value of this section will be 30% of the final

c) research team. Will be held during the course of research work related to the themes of the subject. The work will be discussed in class. The value of group work will be 40% of the final

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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