COURSE DATA

DATA SUBJECT

Code: 33475
Name: History of social education in Spain
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	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1306 - Degree in Social Education	History of social education	COMPULSORY

COORDINATION

CONCHELL DIRANZO RAQUEL

VILLAR HERRERO MÓNICA

SUMMARY

The aim of this subject is to give a basic knowledge about the main questions in History of Social Education. Among these aspects, we can mention the historical and educational basis and the most important ideas, in the case of Spain, about assistance, poverty and education of several social groups located in the edge of the society. The objective is to make students to internalize concepts and processes thanks to which they could think critically about and identify historical antecedents of the ways of work in Social Education nowadays.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

It is not a requirement to have prior knowledge to take this subject.

COMPETENCES / LEARNING OUTCOMES

1306 - Degree in Social Education

Have capacity for analysis and synthesis.

Have critical and self-critical capacity.

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

Know and interpret the historical processes of education and training systems, institutions and organisations.

Know and understand the current educational and training systems in the international context.

Show commitment to professional identity, development and ethics.

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.

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

DESCRIPTION OF CONTENTS

1. Foundation of the History of Social Education in Spain: From the trade to the profession.

1.1. History of Social Education in Spain.
1.2. The beginnings of the "trades" of Education in Spain: Adult education, non-formal and specialized.
1.3. Social Education is like a university degree.
1.4. Code of Ethics of Social Education.

2. Assistance, protection, reforms, reeducation and social education in the Late Middle Ages and first modernity (16th and 17th centuries)

2.1 The social response of poverty in the Late Middle Ages

2.2. Prostitution in the Late Middle Ages in Valencia.
2.3. The perception of poverty in the 16th and 17th centuries.
2.4. Authors of the time (XVI and XVII) and their proposals on the care of the poor (J. L. Vives, Domingo de Soto, Juan de Medina y Cristóbal Pérez de Herrera).
2.5. The hostel as a key piece of the reform of the poor.
2.6. The reeducation of women and the education of boys and girls in the 16th and 17th centuries.

3. Assistance and reeducation of the 18th and 19th centuries

3.1. Poverty in the 18th century.
3.2. The social program of the Enlightened.
3.3. The marginalisation and poverty of women in the 18th century.
3.4. The phenomenon of abandonment of boys and girls in the 18th century.
3.5. The institutions of social action of the eighteenth century (the houses of mercy, the hospices, houses and colleges of orphans and houses of correction).
3.6. The phenomenon of the charity-care system of the nineteenth century in Spain and the helplessness of delinquent children.

4. Education and assistance in the XX century

4.1. Care for children in the first third of the twentieth century.
4.2. Most relevant aspects on the changes in Social Action in the Second Spanish Republic.
4.3. Education and assistance during the Franco regime.
4.4. The configuration of social services as a public and organised system of social protection

WORKLOAD

PRESENCIAL ACTIVITIES

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

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	2,00
Individual or group project	35,00
Independent study and work	25,00

Preparation of lessons	18,00
Preparation for assessment activities	10,00
Resolution of case studies	0,00
Total hours	**90,00**

TEACHING METHODOLOGY

The teaching methodology is based on the development of content through a close link between theory and practice, combining both group and collaborative work as well as individual work. In addition to seminars, tutorials and complementary activities.

Different teaching strategies will be used, including participatory lectures, guided debates, role-playing, video forums, cooperative learning, education through art, project-based learning (PBL), gamification (educational escape room), ICT (infographics), AI, etc.

In terms of the practical part, for those enrolled in three or more subjects in the first semester of the third year, a research project will be proposed. For students who are not enrolled in the other first-semester subjects, a specific work plan will be designed.

EVALUATION

The assessment will include:

- Practical activities. Participation will be particularly valued and will account for 50% of the final mark. These activities will be of different types: written, oral, individual and group. A minimum mark of 5 will be required.
- The theoretical content covered will be assessed by means of a test that will be determined and carried out on the official date. It will account for 50% of the final mark. A minimum mark of 5 will be required.

A minimum mark of 5 will be required in both parts in order to calculate the average.

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

- Referència b1: López, R., Conchell, R. y Villar, M. (2022). Hoy es el mañana de la Educación Social. Octaedro.
- Referència b2: Ruiz, C., Palacios, I., López, R., Senent, J. M., Martínez, M. J., Bascuñan, J. y Catalá, R. (2003). Historia de la Educación Social. Universitat de València.
- Referència b3: Tiana A., Somoza, J. M. y Badanelli A. M. (2014). Historia de la Educación Social. UNED.
- Referència b4: Ruiz, C., Palacios, I., López, R., Senent, J. M., Martínez, M. J., Bascuñan, J. y Catalá, R. (2003). Historia de la Educación Social. Universitat de València.
- Referència b5: Vivesiana (2018). Associació d¿Amics de Lluís Vives. Universitat de València.
- Referència b6: Santolaria, F. (1997) Marginación y educación. Historia de la educación social en la España moderna y contemporánea. Ariel Educación.
- Referència b7: Tiana A. y Sanz F. (2003). Génesis y situación de la Educación Social en Europa. UNED

- Referència c1: Asociación Estatal de Educación Social y Consejo General de Colegios de Educadoras y Educadores Sociales. (2007). Documentos profesionalizadores. ASEDES. https://www.eduso.net/categoria_recursos/profesion/documentos-profesionalizadores/.
- Referència c2: Instituto de la UNESCO para el Aprendizaje a lo Largo de Toda la Vida (2020). 4º informe mundial sobre el aprendizaje y la educación de adultos. UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000374755.
- Referència c3: Ministerio de Educación y Ciencia. (1986). El Libro Blanco. Educación de Adultos. Centro de Publicaciones del Ministerio de Educación y Ciencia. https://sede.educacion.gob.es/publiventa/libro-blanco-educacion-de-adultos/educacion/906
- Referència c4: Otero, E., Navarro, R. y Basanta, S. (2013). Las colonias escolares de vacaciones y la Institución Libre de Enseñanza. Historia y actualidad. Revista de Investigación en Educación, 11(2), 140-157.
- Referència c5: Real Decreto 1480/1991 de 30 de agosto, por el que se establece el título universitario oficial de Diplomado en Educación Social y las directrices generales propias de los planes de estudios conducentes a la obtención de aquél. Boletín Oficial del Estado, núm 244, de 11 de octubre de 1991, pp. 33003 a 33018. https://www.boe.es/eli/es/rd/1991/08/30/1440.
- Referència c6: Rangel, N. (2008). Moras, jóvenes y prostitutas: acerca de la prostitución valenciana a finales de la Edad Media. Miscelánea Medieval Murciana, 32, 119-130.