

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

Code: 33478
Name: Politics of social education
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	Social education policy II	COMPULSORY

COORDINATION

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SUMMARY

The subject **Politics of Social Education** aims to create spaces for teaching and learning through social and educational policies that frame the field of Social Education work. This subject focuses on deepening the political dimensions of social education, the links between politics and education (formal, non-formal, and informal), and how these always respond to more or less visible ideological positions that need to be recognized in order to critically analyze and understand the social, economic, and partisan interests that support them.

Debating current welfare systems, citizen participation in the identification and resolution of their own problems (community action, volunteering, social movements), and the roles that Social Education can and should play in these processes are the core themes of the subject.

Analyzing educational and social reality from a political perspective enables the future social educator to develop a critical, reflective, and community-oriented view of social reality and of their professional role as a social educator.

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. In any case, since it is taken in the third year, students have already had initial contact with the Politics of Education in the course offered in the second year of the Social Education degree.

COMPETENCES / LEARNING OUTCOMES

1306 - Degree in Social Education

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 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. Social Education Policy: Concepts and Dimensions

- 1.1 Epistemology of Social Education Policy
- 1.2 Conceptual Approach to Social Education Policy
- 1.3 The Discipline and Areas of Action of Social Education Policy
- 1.4 Social Education Policy: Between the System and Action

2. Politics and Social Education

- 2.1 Ideologies and Politics
- 2.2 The State and Social Education Policy: State and Community Perspectives
- 2.3 Democracy as a Condition for Social Education Policy
- 2.4 Human Rights as a Framework of Reference for Social Education Policy



3. Transformations of the State as the Political Framework of Reference for Social Education

- 3.1 The Main Ideological Currents of the Welfare State
- 3.2 Social Education Policy in the Genesis and Consolidation of the Welfare State
- 3.3 Crisis and Reformulation of the Welfare State
- 3.4 European Welfare State Models

4. Current Socio-Cultural and Economic Transformations and Social Education

- 4.1 Globalization and Its Contradictory Nature: Impacts on Social Education Policy
- 4.2 Family Structures as the Basis of Social Policies
- 4.3 New Social Movements and Socio-Educational Policies
- 4.4 The Third Sector
- 4.5 Citizen Participation and Volunteering

5. Social Education Policy at the Regional and Municipal Levels

- 5.1 Regional Legislative Framework on Social Services and Social Inclusion in the Valencian Community
- 5.2 The Local Sphere as a Space for the Articulation of Social Education
- 5.3 Municipal Social Services

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	15,00
Preparation of lessons	28,00
Preparation for assessment activities	10,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY

The teaching methodology of the course *Social Education Policy* consists of using both expository and participatory techniques that encourage the use of resources enabling interaction with students, with the aim of making their preconceptions explicit. In this way, through the course content, new information, perspectives, and analyses are introduced to support the group's ability to integrate conceptually rich scientific concepts that replace previous intuitive understandings. The comprehension of the content, combined with the planned learning activities, will facilitate the development of the intended competencies.

The proposed teaching style aims to establish a level of communication with the group and with each student that allows for a two-way exchange between the course content and the various resources used. The information shared by the group and its individual members with the rest of the class is intended to verify whether the intended learning objectives are being achieved or are hindered by pre-existing misconceptions.

Communication, feedback, and ongoing dialogue throughout the teaching-learning process point to the need to create classroom interactions. These interactions require not only appropriate teaching techniques but also personal attitudes that help create a climate of interpersonal communication. The goal is to relate the course content to students' life experiences, avoiding a one-sided approach that is disconnected from the group's reality. This methodology represents a logical continuation of the exchange of ideas, opinions, concepts, and essential theories for the profession.

Naturally, since such interactions lead to knowledge that becomes competencies, it is necessary to prepare in advance for classroom sessions with a strategy that supports the study and preparation of recommended readings and the development of case studies and practical scenarios in each session. It also requires a wide range of problems (cases, data, etc.) and resources (games, simulations, group dynamics, reflections, seminars, etc.) through which concepts are not only conveyed but also experienced, lived, emotionally engaged with, and used to foster attitudes and aptitudes from which competencies are developed.

EVALUATION

Assessment will be continuous and will therefore include various tools to evaluate each student's work:

1. Interdisciplinary work coordinated with the other courses of the semester



2. Group readings and practical activities in the classroom, along with independent work
3. Acomprehensive knowledge acquisition test covering all aspects of the course: content, practical work, readings, etc.

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

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- Referència b6: López, Ramón. (2000). Fundamentos políticos de la educación social. Síntesis

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- Referència c2: Carmona, Rosario. (Coord.) (2001). 50 Aniversario de la Declaración universal de los derechos humanos: su influencia en la evolución de los derechos del niño. Universidad de Cádiz & UNICEF.
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- Referència c7: Crespo, Teresa. (2011). El tercer sector sectorial, un sector emergent. RTS: Revista de treball social, 193. 45-5
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- Referència c9: Expósito, Enriqueta. (2012). La participación directa del ciudadano en el ámbito local. En Torres, Antonio. Constitución y democracia: ayer y hoy: libro homenaje a Antonio Torres del Moral, Vol. 3 (pp. 2835-2854). Universitas.
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