



## COURSE DATA

### DATA SUBJECT

**Code:** 33480  
**Name:** Educational intervention and mediation  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 4.5  
**Academic year:** 2025-26

### STUDY (S)

| Degree                            | Center   | Acad. year | Period        |
|-----------------------------------|--|------------|---------------|
| 1306 - Degree in Social Education | Facultat de Filosofia i Ciències de l'Educació | 4          | First quarter |

### SUBJECT-MATTER

| Degree                            | Subject-matter       | Character |
|-----------------------------------|----------------------|-----------|
| 1306 - Degree in Social Education | Education policy III | ELECTIVES |

### COORDINATION

GRAU VIDAL ROSER

VIANA ORTA MARIA ISABEL

## SUMMARY

This course aims to bring psychology intervention in socio-occupational contexts. This intervention focuses on the design and implementation of itineraries that provide citizens / as access to the labor market, for it is necessary that the competence development of these / professionals as integrated elements related to training processes occupation and employment, and active policies developed in this area. Furthermore, it should incorporate the knowledge and understanding of the tools and strategies for information, advice and guidance of people to their full social integration.

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

### OTHER REQUIREMENTS



**COMPETENCES / LEARNING OUTCOMES**

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

**DESCRIPTION OF CONTENTS**

1. Mediation: Basic Concepts
2. Family Mediation
3. Intercultural Mediation
4. School Mediation

**WORKLOAD**

**PRESENCIAL ACTIVITIES**

| Activity            | Hours        |
|---------------------|--------------|
| Theory              | 30,00        |
| Classroom practices | 15,00        |
| <b>Total hours</b>  | <b>45,00</b> |

**NON PRESENCIAL ACTIVITIES**

| Activity                              | Hours        |
|---------------------------------------|--------------|
| Attendance at other activities        | 4,00         |
| Individual or group project           | 0,00         |
| Independent study and work            | 30,00        |
| Preparation of lessons                | 21,00        |
| Preparation for assessment activities | 28,00        |
| Resolution of case studies            | 6,00         |
| <b>Total hours</b>                    | <b>89,00</b> |

**TEACHING METHODOLOGY**

Depending on the objectives and the specific content, various procedures and working methods may be used, including the following:

- ¿ Lectures by the teaching staff
- ¿ Reading of essays or articles
- ¿ Text analysis, problem-solving, and case analysis
- ¿ Practical assignments by students
- ¿ Group work
- ¿ Guest speakers in class



- ¿ Research and documentation gathering
- ¿ Presentations and debates

The teaching staff will explain the main content of each topic, which will be complemented by practical activities scheduled each week.

## EVALUATION

The following assessment tools may be considered, with their specific weight to be determined by the instructor in class:

Practical activities, in which, in addition to the criteria listed below, active participation in the development of the course will be especially valued.

- Theoretical content will be assessed through an exam scheduled in the institution¿s official calendar. The exam will cover all the content addressed in class, including both theoretical and practical sessions. This component will account for between 40% and 70% of the final grade.
- The relative weight of the components within continuous assessment and the written exam will be determined by each instructor in their specific course outline at the beginning of the academic term.

General Evaluation Criteria

All assessable content will be evaluated according to the following criteria:

- Theoretical foundation
- Understanding of the subject matter
  
- Methodological rigor
- Conceptual accuracy
- Grammatical and syntactic correctness
  
- Capacity for synthesis
- Personal, critical, and well-supported development of course content- Clarity of presentation
  
- Inclusion of critical thinking and well-argued viewpoints
- Quality of writing and structure
- Use of bibliographic and documentary references

Class attendance and participation are required to qualify for the standard assessment system. Students who are unable to attend due to justified reasons must consult with the instructor to determine their alternative method of evaluation.

Given the purpose of the course, students must refrain from engaging in any form of plagiarism, in any of its forms and formats¿books, journals, printed materials, documents, etc. All materials used, whether printed or digital, must be properly cited using an appropriate referencing system.

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: BINABURO, J.A. y MUÑOZ, B. (2007): Educar desde el conflicto. Guía para la mediación escolar. Ceac, Barcelona.

Referència b2: BOQUÉ, M.C. (2002): Guía de mediación escolar. Programa comprensivo de actividades de 6 a 16 años. Octaedro, Barcelona. BOQUÉ, M<sup>a</sup> C. (2003): Cultura de mediación y cambio social. Barcelona: Gedisa.

Referència b3: BOQUÉ, M.C. (2005): Tiempo de mediación. Taller de formación de mediadores y mediadoras en el ámbito educativo. Ceac, Barcelona.

Referència b4: GRUPO TRIÁNGULO (2007): Guía para la mediación intercultural. Marco, proceso e instrumento de evaluación. Cuaderno de mediación intercultural nº 1. Barcelona: Grupo Triángulo.

Referència b5: MARTÍNEZ USARRALDE, M.J. (2007): Compromisos con la vertiente socioeducativa: potencialidades y obstáculos para la profesionalización del mediador cultural. En R. LÓPEZ (coord.): Y llegó para quedarse Las múltiples caras de la mediación. Valencia. Universitat de València. pp., 172-214.

Referència b6: VIANA, M.I. (2011): La mediación en el ámbito educativo en España. Estudio comparado entre Comunidades Autónomas. Valencia: Servicio de Publicaciones de la Universidad de Valencia.

Referència c1: MARTÍNEZ USARRALDE, M.J. (2008): Una mirada comparada al contexto internacional: revisión de la realidad del mediador en algunos países. El caso de Italia, Portugal, Suecia y Canadá. Revista de Educación 345, 353-376. Madrid.

Referència c2: SIX, J-F. (1997): Dinámica de la mediación. Paidós Ibérica, Barcelona. SOUSA, J.V. (2002): Mediação. Lisboa: Quimera.

Referència c3: VIANA, M.I. (2012): Educación Social y Mediación Escolar. Estudio comparado entre Comunidades Autónomas. Comunicación presentada en el VI Congreso Estatal de Educación Social: Nuevas visiones para la Educación Social: Experiencias y retos de futuro. Celebrado en Valencia del 3 al 5 de mayo de 2012.