



COURSE DATA

DATA SUBJECT

Code: 33481
Name: Sociocultural and educational action programmes
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	Subject, educational experience and creation of the public spheres I	COMPULSORY

COORDINATION

BELMONTE AROCHA JORGE

SUMMARY

The course is part of the broader module 'Subject, Educational Experience, and the Construction of the Public Sphere'.

Its theoretical and practical objective is the study of culture and its social dimension for socio-educational curricular application. In other words, it focuses on cultural and social studies aimed at educational action, understood as a curricular practice that designs and implements socio-cultural and educational programmes.

The course is designed to enable students to critically engage with and analyse different cultural discourses, as well as the conceptions of subjects and social contexts that these discourses construct. The ultimate goal is for students to be able to apply this socio-cultural knowledge to their own discourses and curricular practices within the field 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

without requirements

COMPETENCES / LEARNING OUTCOMES

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Acknowledge and respect diversity and promote interculturality.

Apply and coordinate educational programmes and methodologies for personal, social and professional development.

Be able to conduct educational research in different contexts.

Be able to develop, promote and revitalise interpersonal communication skills.

Be able to integrate and communicate with experts in other areas and in different contexts.

Be able to work in multi- and inter-disciplinary teams.

Demonstrate organisational and planning skills.

Desarrollar y coordinar intervenciones educativas con personas o grupos, con necesidades educativas especiales, en situaciones de riesgo, de desigualdad o discriminación por razón de género, clase, etnia, edad, discapacidad y/o religión.

Design educational plans, programmes, projects, actions and resources in different contexts.

Develop innovation and creativity in professional practice.

Have capacity for analysis and synthesis.

Have critical and self-critical capacity.

Have problem-solving skills and decision-making capacity.

Intervene in socio-educational and community projects and services.

Know and understand the processes of teaching and learning and their impact on the comprehensive education and development of people and communities.

Lead and coordinate socio-educational plans, programmes and projects.

Promote processes of cultural and social revitalisation.

Show active ethical commitment to human rights, gender equality and sustainability.



Train agents and educators in socio-educational and community intervention.

DESCRIPTION OF CONTENTS

1. Design of Sociocultural and Educational Action Programmes.

2. Initial and Continuous Training of Sociocultural Educators.

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	27,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	3,00
Total hours	60,00

TEACHING METHODOLOGY

The teaching methodology of the course will be adapted to the context of the different subjects.

Thus, a learning process can be identified that develops progressively throughout the subjects and is structured as follows:

1. Lectures and Theoretical Classes. The course topics will be presented through lectures, complemented by other activities related to the topics covered (such as text analysis, group exercises, or group dynamics designed to help consolidate the different theoretical contents presented in the syllabus).



2. Additionally, the learning process may include discussion seminars based on selected readings that will be debated in class, workshops linked to specific topics, and the development of intervention and/or research projects.

EVALUATION

Assessment will be carried out through various procedures implemented on a continuous basis, in order to understand and guide the learning process, as well as to verify the fulfilment of the work plans previously established for the different teaching periods. The aim is to facilitate self-regulation and promote autonomous learning.

In order to certify the achievement of the learning objectives, mastery of the content, and the development of competences, the most appropriate assessment methods will be applied according to the specific components of each subject or course, taking into account the work plans and activities explicitly communicated to students.

In addition to continuous assessment activities, consideration will be given to the quality of students' work and assignments, the quality of responses in different tests, attendance and participation in practical activities, workshops and seminars, as well as the completion of individual and group projects.

The weighting assigned to each of these components when determining the final grade will be established based on the relevance of the activities and tasks developed in each particular case.

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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- Referencia b7: FREIRE, P. (1975). *La acción cultural para la libertad y otros escritos*. Buenos Aires: Tierra Nueva.
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- Referencia b10: GIROUX, H. (1997). *Cruzando límites. Trabajadores culturales y políticas educativas*. Barcelona: Paidós.
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- Referencia b14: HALL, S. (2003) *Sin garantías. Trayectorias y problemáticas en estudios culturales*. Instituto de Estudios Sociales y Culturales.
- Referencia b15: KELLNER, D. (2011). *Cultura mediática: estudios culturales, identidad y política entre lo moderno y lo posmoderno*. Ediciones Akal.
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- Referencia b17: MASTERMAN, L. (2010) *La enseñanza de los medios de comunicación*. Ediciones de la Torre.
- Referencia b18: SAÍEZ, J. (1992). Los Educadores Sociales ¿Tecnólogos o Intelectuales?. *Pedagogía Social: Revista Interuniversitaria*, (7), 179-189.