



COURSE DATA

DATA SUBJECT

Code: 33482
Name: Education, social participation, communitary development and inclusion
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	Subject, educational experience and creation of the public spheres I	COMPULSORY

COORDINATION

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SUMMARY

Before introducing the subject, we would like to explain the conditions under which this guide was developed. This guide is written and presented with consideration for:

http://www.uv.es/didorg/guiesdocents/escrit_vicerecores.pdf.

We consider that the present format refers to a certain way of thinking and shaping university teaching, we also consider that teaching is a space for creation, experience and transformation. However, this format makes us think of teaching as something that can be foreseen, as something that is given and not as something that is put in relation.

This subject is compulsory in the third year of the Social Education Degree and aims to introduce students to the knowledge of the city, community development and social participation, as key elements that transcend the institutional to emphasize the construction of the public. The city as an environment and



context where the work of social educators is mostly developed, a territory crossed by multiple frontiers and forms of subjectivation of people, groups and communities. We inhabit the city from a certain position, and it interpellates us in a relationship not exempt of conflicts, exclusions and resistances. In this sense, the public space worked from a logic of community action causes the community to play a leading role as an educational agent for social change. Community work should make it possible to manage the needs of the people and communities that use it, to link the resources that work directly or indirectly, and to incorporate people as protagonists in the construction of social issues.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

Not required. However, it is advisable to have passed the subjects Didactics and educational organisation in the first year, as well as Subjects, processes and contexts and Organisation of socio-educational institutions in the second year of the Bachelor's Degree in Social Education.

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 and implement processes of social participation and community development.

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.

Identify and make reasoned judgments about socio-educational problems in order to improve professional practice in non-formal contexts.

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.

Know the principles and fundamentals of attention to diversity.

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.

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 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.

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

DESCRIPTION OF CONTENTS

According to the document VERIFICA of the Degree in Social Education approved by ANECA, the descriptors and contents selected for this subject are:

1. Education, social participation, community development and inclusion.
2. The educational meaning of participation.
3. Logics of social and educational exclusion: class, gender and culture.



- 4. Education, subjects of collective action and new social movements.
- 5. Identity, recognition of the other and education of difference.
- 6. Inclusion and construction of the public sphere.

Although this guide presents some general descriptors, in this subject we work on four thematic blocks where the contents are related to the descriptors of the subject, these are not closed blocks that must necessarily have a specific order, as all of them are in continuous relation. Given the theoretical-practical nature of the subject, we work on a transversal block that will be introduced throughout the course as we deal with the different thematic blocks, with the intention of going deeper into the methodologies, techniques and resources necessary to develop socio-educational work, both with the subjects of education and in the community environment. The aim is that students, once they have completed the course, will have the conceptual and practical tools to be able to develop professionally in socio-educational action.

WORKLOAD

PRESENCIAL ACTIVITIES

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

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	5,00
Individual or group project	45,00
Independent study and work	40,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY

In order to specify the way of working in the subject, reference is made to the programmes of the teachers who teach the subject with each group.

Broadly speaking, we can say that the methodology will combine work on documents, class discussion of these documents, students' own work, explanations and clarifications by the teachers, among others. There will be theoretical classes where the role of the teacher is to clarify and guide the theoretical points of view, and practical classes where experiences and works elaborated by the students will be presented.



EVALUATION

In order to know precisely how the subject will be assessed, the syllabuses of the lecturers responsible for each group should be consulted. These programmes will specify the assessment procedures, among others: individual and group work, attendance to tutorials, reading materials, written tests, presentations of individual and group work.

The main assessment criteria are:

- Accuracy in the application of the concepts studied.
- Capacity for analysis and criticism of different points of view.
- Good synthesis of information with a good structure.
- Presenting documentary evidence prepared with semantic and orthographic rigour.
- Creativity in the design of practical experiences.
- Use reflection in the development of practical experiences.
- Use inclusive language.

However, more detailed assessment criteria can be found in the teachers' syllabuse

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

- Referencia c1: Area, M.; Parcerisa, A. y Rodríguez, J. (coords.) (2010). *Materiales y recursos didácticos en contextos comunitarios*. Barcelona: Graó.



- Referencia c2: Ávila Cantos, D.; Cassian Yde, N.; García García, S. y Pérez Pérez, M (2019): Por una acción social crítica. Tensiones en la intervención social.
- Referencia c3: Ávila D. Y García, S. (2015) ¿viejas y nuevas periferias en la ciudad neoliberal: Seguridad y desigualdad social¿ en Enclaves de riesgo. Gobierno neoliberal, desigualdad y control social. Traficantes de Sueños. Madrid
- Referencia c4: Ballús, N., Camallonga, S., Fuster, N., Giménez, R., Pedrocchi, M., Puigdoménech, L., y Sambola, G. (2016). Territorios habitables. Editorial UOC.
- Referencia c5: Bauman, Z. (2003) Comunidad. En busca de la seguridad en un mundo hostil. Madrid: Siglo XXI.
- Referencia c6: Blanco, I., Fleury, S., & Subirats, J. (2012). Nuevas miradas sobre viejos problemas: Periferias urbanas y transformación social. Gestión y política pública, 21(spe), 3-40.
- Referencia c7: Castel, R- (2003). La inseguridad social ¿Qué es estar protegido? Buenos Aires: Manantial.
- Referencia c8: Mouffe, CH. (1999): ¿El retorno de lo político. Comunidad, ciudadanía, pluralismo, democracia radical¿. Barcelona. Piados.
- Referencia c9:Planella i Ribera, J. P. (2004). Fonaments per a una pedagogia de l'acompanyament en la praxi de l'educació social. Revista Catalana de Pedagogia, 13-33.