

**COURSE DATA****DATA SUBJECT****Code:** 33711**Name:** Organisation: strategies for educational action in various contexts**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1307 - Degree in Pedagogy	Facultat de Filosofia i Ciències de l'Educació	1	Second quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	Education	BASIC

**COORDINATION**

LOPEZ REQUENA ESTEFANIA

**SUMMARY**

The present assignment aims to contextualize the learning process surrounding the different contexts: formal, informal and informal. We will inquire into the characteristics and criteria given in each of these to critically reflect on the possibilities we have as future teachers and pedagogues in transforming educational action. But before transforming it we have to know it thoroughly, know what are the possibilities for organization in the different structures, what are the impossibilities and disorders that arise in educational practice, venture also into our own formative lives to discover alternatives of change. In this framework we will address the concept of organization, in its broadest sense; we will also land on the organizational structure of educational institutions, and even, of societal ones. In any of these Institutions, the figure of the pedagogue is fundamental to analyze the realities, detect needs and undertake improvements on the contexts with our intervention, in an innovative and creative way. As a practical proposal in this subject the learner is given the opportunity to approach the context he is interested in observing, investigating and participating, empowering himself from his learning process and establishing agreements with those entities he wants to know and intervene. This proposal framed in the ApS methodology will enable reflection on own action, fostering among the learner meaningful learning and competency development geared towards their professional future, but also ethical and personal linking our actions in the performance of the SDGs.

**PREVIOUS KNOWLEDGE**



## RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

## OTHER REQUIREMENTS

No tuition restrictions are specified with other subjects of the curriculum.

## COMPETENCES / LEARNING OUTCOMES

### 1307 - Degree in Pedagogy

Acknowledge and respect diversity and promote interculturality.

Be able to adapt to new situations.

Be able to communicate professionally, both orally and in writing, in the Universitat de València's native languages.

Be able to conduct educational research in different contexts.

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

Be able to manage information.

Be able to use ICT in the field of study and in the professional context.

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

Be prepared for independent lifelong learning.

Demonstrate initiative and entrepreneurship.

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

Develop, promote and revitalise interpersonal communication skills.

Develop the capacity for criticism and self-criticism.

Develop the capacity to solve problems and make decisions.

Diagnose needs, complex situations and possibilities of people as a basis for educational actions.

Facilitate and manage cooperation in educational and professional processes.

Que los estudiantes sean capaces de supervisar y evaluar planes, programas, proyectos y centros.

Show active ethical commitment to human rights and sustainability.

Show commitment to professional identity, development and ethics.



Skills in analysis and synthesis.

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.

Support and collaborate in teaching activities in different socio-educational contexts.

## DESCRIPTION OF CONTENTS

1. Different contexts in education.

- What do we understand by learning context?
- Educational contexts: formal, non-formal, and informal.

2. Actions for educational transformation in diverse contexts.

- Why do we educate? About the threads of educational action.
- The right to learn. What to learn in the 21st century?
- What do we understand by organization? Action of the educator in socio-educational organizations.
- Introduction to educational organization. Reality or utopia?
- Socio-educational institutions: impossibility and disorders.

3. Educational uses of contextual characteristics.

- Human rights and education.
- Actions for the educational transformation of diverse contexts.
- Community social pedagogy.
- The SDGs in the formal, non-formal, and informal context.
- What is SDGS? Its use in vulnerable contexts.
- SDG projects: needs assessment, agreements, design, and implementation.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
<b>Total hours</b>	<b>60,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	30,00



Independent study and work	15,00
Preparation of lessons	15,00
Preparation for assessment activities	10,00
Resolution of case studies	20,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

The distribution according to the type of formative proposals will follow the following pattern:

- Reading and analysis of texts and sources.
- Theoretical-practical classes: master class, group problem solving, case studies, role playing, text analysis, video-forum, group dynamics, exhibitions and debates.
- Professional seminars, to exchange differing views between attendees on some relevant issue.
- Teamwork activities, conducting portfolios and classroom, study and work practices individual, documentary source searching, project management, collaborative learning, personal/group tutoring and assessment.

## EVALUATION

The assessment system will be based on:

- 40% oral and written test (memory 30% and defense 10%).
- 60% portfolio: classroom practices.

The assessment conditions may differ between the first and second session. These differences will be addressed individually based on the student's attendance and participation during the course.

## FRAUDULENT ACTIONS AND USE OF GENERATIVE ARTIFICIAL INTELLIGENCE

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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