

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

Code: 33726
Name: Social pedagogy
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1307 - Degree in Pedagogy	Facultat de Filosofia i Ciències de l'Educació	2	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	Socio-educational intervention I	COMPULSORY

COORDINATION

MARTINEZ AGUT MARIA DEL PILAR

SUMMARY

This course, situated within the scientific framework of Educational Theory, introduces teaching professionals to the different areas of Social Pedagogy. Key topics related to socio-educational action and intervention will also be covered, as educators must have training that enables them to operate from this perspective.

It should be noted that the course is divided into distinct sections: a conceptual approach to Social Pedagogy; the origin and historical evolution of Social Pedagogy; areas of intervention in Social Pedagogy; qualitative research in Social Pedagogy; and keys to designing a socio-educational project.

The course is presented from a theoretical, methodological, applied, and critical perspective, since all educational action is based on a dynamic social reality, and therefore educators must constantly question this situation and the group with which they work.

The aim is also to ensure that future educators, within the organization where they carry out their daily work, are capable of designing and implementing training programs for different audiences, combining their needs with those of the organization. Pedagogical action, teaching, and evaluation are also addressed. Guidelines are provided for program design in all areas 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

Social pedagogy is a second-year course. There are compulsory subjects that constitute the first important conceptual basis for our students and will facilitate the understanding of many aspects worked in our subject. In particular, are especially important: "Historical Foundations of Education", "Introduction to educational research", "Theory of Education", "Strategies for learning and participation in college," "Developmental Psychology in Education" and "Anthropology of Education."

COMPETENCES / LEARNING OUTCOMES

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

Apply strategies and techniques for tutoring, training, peer counselling, consultation and guidance in educational and training processes.

Be able to advise on the pedagogical use and curricular integration of teaching media.

Capacidad crítica y autocrítica.

Capacidad de adaptación a situaciones nuevas.

Capacidad de aprendizaje autónomo a lo largo de la vida.

Capacidad de comunicación profesional oral y escrita en las lenguas propias de la Universitat de València.

Capacidad de gestión de la información.

Capacidad de resolución de problemas y toma de decisiones.

Capacidad de trabajar en equipos multi e interdisciplinares.

Capacidad de utilización de las TIC en el ámbito de estudio y contexto profesional.

Capacidad para desarrollar, promover y dinamizar habilidades de comunicación interpersonal.

Capacidad para integrarse y comunicarse con expertos de otras áreas y en distintos contextos.

Capacidad para realizar investigación educativa en diferentes contextos.

Capacidad para reconocer y valorar los procesos afectivos.



Compromiso ético activo con los derechos humanos y la sostenibilidad.

Desarrollo de la innovación y la creatividad en la práctica profesional.

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

Develop organisational and planning skills.

Develop quality management models and processes for education and training.

Develop strategies and techniques to promote participation and lifelong learning.

Facilitar y gestionar la cooperación en los procesos educativos y profesionales.

Iniciativa y espíritu emprendedor.

Know the principles and fundamentals of attention to diversity in education and implement and coordinate educational interventions with persons or groups with special educational needs or in situations of risk, inequality or discrimination based on gender, class, ethnicity, age, disability and/or religion.

Reconocimiento y respeto a la diversidad y fomento de la interculturalidad.

Show commitment to professional identity, development and ethics.

Skills in analysis and synthesis.

Understand the theoretical references that constitute the human being as an active player in education.

DESCRIPTION OF CONTENTS

1. Conceptualization of Social Pedagogy

1.1. What do we mean when we talk about Social Pedagogy?

1.2. The object of study of Social Pedagogy

1.3. Conceptual approach to social education: diversity of meanings

1.4. Social Pedagogy versus School Pedagogy

2. Origin and historical evolution of Social Pedagogy

2.1. Historical, social, and political circumstances that contributed to the emergence of Social Pedagogy in Europe.

2.2. Key figures of Social Pedagogy in Europe

2.3. Key figures of Social Pedagogy in Spain



- 2.4. Evolution of Social Pedagogy after World War II
- 2.5. Stages of Social Pedagogy in Spain: key events and moments.

3. Areas of intervention of Social Pedagogy

3.1. Areas of Social Pedagogy: sociocultural development; adult education; education of the elderly; intercultural education; social maladjustment; family and minors; new technologies; social education and school; other areas

3.2. New spaces for Social Pedagogy

3.3. Ethical commitment: practicing Social Pedagogy by educating in values and changing attitudes.

4. Qualitative research in Social Pedagogy

4.1. Qualitative research modality in social pedagogy

4.2. Qualitative research techniques in social pedagogy: life history, focus group, and interviews.

5. Design and development of a socio-educational intervention project

5.1 Educational planning and intervention in the non-formal setting

5.2 Phases and components of a socio-educational project

5.3 Introductory section: identifying data

5.4 Diagnostic phase and characteristics of its components

5.5 Planning phase and characteristics of its components

5.6 Implementation phase

5.7 Evaluation phase.

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	30,00
Independent study and work	28,00
Preparation of lessons	19,00
Preparation for assessment activities	8,00
Resolution of case studies	0,00



TEACHING METHODOLOGY

The methodology that will be carried out in this subject starts from the premise that the students are an active and fundamental part in the dynamics of the class.

Depending on the learning objectives, different methods will be used that will be specified in the different activities (lectures, practical sessions, tutorials, seminars, dialogical gatherings, etc.): expository methodology, cooperative work, group discussion, readings and individual essays, debates, practical and application activities both individual and group.

In the theoretical classes an expository and participatory methodology will be used with the application of group dynamics techniques.

The development of practical classes will be guided in a guide that will be made available to the students. Timely completion and presentation of the internship reports will be announced in advance.

Throughout the course, the student will compile a series of documents and make a series of readings and activities for the preparation and study of the subject; these documents, readings and activities must be specified and related in a didactic folder or portfolio that each student will deliver to the teacher, on the dates that are duly notified.

Team work. During the course of the course, the students will carry out a project on topics proposed by the teacher in any of the areas of Social Pedagogy. There will be a follow-up and orientation in group tutorials by the teacher. The project will be delivered in writing to the teacher and will be presented in class orally on the agreed date.

EVALUATION

1. Portfolio: Collection of evidence of completed work (based on class attendance, reflections on readings, seminar attendance, presentation of practical exercises, reports, essays, and, in general, the student's productions throughout their learning process).

2. Evaluation and presentation of a guided written assignment, taking into account (a) bibliographic and information search skills, (b) the timeliness of the work completed, (c) the organization of ideas and arguments expressed, (d) appropriate writing and presentation, (e) the originality, relevance, and interest of the topic.

3. Individual final written exam, which will assess (a) knowledge acquisition, (b) adequate comprehension, (c) presentation and argumentation skills, and (d) the ability to apply this knowledge to topics and problems in Social Pedagogy.

4. Final self-assessment by the student, which will assess autonomy and the self-critical capacity to judge one's own achievements.

General assessment criteria:



- ¿ Attendance at theoretical and practical sessions, seminars, and joint activities.
- ¿ Active participation, commitment, and interest.
- ¿ Conceptual mastery and precision.
- ¿ Clarity of presentation and ability to summarize.
- ¿ Structured, systematic, and documented presentation.
- ¿ Personal, critical, and substantiated elaboration of what has been learned.
- ¿ Correct grammar and spelling.
- ¿ Compliance with the deadlines set during the course.

REGULATIONS FRAUDULENT ACTS AND USE OF THE IAG

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

Referencias básicas

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García Raga, L. y Sahuquillo, P. (2010). *Fundamentos básicos de Pedagogía Social*. Tirant lo Blanc.

Lebrero, M. P.; Montoya, J. y Quintana, J. M. (2003): *Pedagogía Social*. Universidad Nacional de Educación a Distancia.



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- Natorp, P. (2001). *Pedagogía Social. Teoría de la voluntad sobre la base de la comunidad*. Biblioteca Nueva.
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Referencias complementarias

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- Ucar, X. y Llena, A. (2006): *Miradas y diálogos en torno a la acción comunitaria*. Graó.



Legislación básica

- Declaración Universal De Los Derechos Humanos (1948, 10 de diciembre), Naciones Unidas.
- Declaración De Los Derechos Del Niño (1959, 20 de noviembre), Naciones Unidas.
- Constitución Española (1978, 6 de diciembre de 1978).
- Ley Orgánica 8/1985 del 3 de Julio, de Derecho a la Educación (LODE)
- Llei 5/1982, Estatuto de Autonomía de la Comunidad Valenciana
- Ley Orgánica 1/1996 de 15 de enero de protección jurídica del menor, de modificación parcial del código civil y de la ley de enjuiciamiento civil.
- Ley de la C. A. de Valencia 15/2003 de 24 de noviembre de creación del Colegios Oficial de Educadores Sociales de la Comunidad Valenciana.
- Ley Orgánica 2/2006, de 3 de mayo, de Educación (LOE) (BOE 4 mayo 2006)
- Ley 39/2006, de 14 de diciembre, de Promoción de la Autonomía Personal y Atención a las personas en situación de dependencia (BOE 15 diciembre de 2006).
- Ley 8/2006 de responsabilidad penal del menor.
- Ley de la Comunidad Autónoma de Valencia 8/2008, de 20 de junio, de la Generalitat, de los derechos de salud de niños y adolescentes.

- Revistas:

Revista Interuniversitaria de Pedagogía Social <https://recyt.fecyt.es//index.php/PSRI>

Revista Interuniversitaria de Teoría de la Educación

Revista Quaderns d Educació Social <http://www.ceesc.cat/>

- Páginas Web:

Sociedad Iberoamericana de Pedagogía Social (SIPS): <http://www.sips.es>

Sociedad Española de Pedagogía: <http://www.uv.es/soespe/>

El portal de la Educación Social. <http://www.eduso.net>