

**COURSE DATA****DATA SUBJECT****Code:** 33728**Name:** Family pedagogy**Cycle:** Undergraduate Studies**ECTS Credits:** 4.5**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1307 - Degree in Pedagogy	Facultat de Filosofia i Ciències de l'Educació	4	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	Socio-educational intervention II	ELECTIVES

**COORDINATION**

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**SUMMARY**

The subject *Family Pedagogy*, presented in this guide, is part of the Pedagogy Degree Program approved by Royal Decree 1393/2007, and introduced at the University of Valencia in the 2009¿2010 academic year.

This subject represents a firm and innovative commitment by the University of Valencia¿specifically by the Faculty of Philosophy and Educational Sciences¿within the framework of the European Higher Education Area (EHEA). It addresses a training need for Pedagogy students in this field. Thus, it begins its implementation as an elective subject in the new curriculum.

*Family Pedagogy* equips students with skills related to education, training, and intervention tasks in the socio-educational field, both in non-formal and informal education contexts. More specifically, it focuses on specialized education with families, community development, social promotion, and the planning, management, and evaluation of activities in these areas, to which it is therefore most closely related.

**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 enrollment restrictions with other subjects in the curriculum have been specified.

## COMPETENCES / LEARNING OUTCOMES

### 1307 - Degree in Pedagogy

Acknowledge and respect diversity and promote interculturality.

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 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 evaluate educational and training resources.

Be able to evaluate educational policies, institutions and systems.

Be able to evaluate the teaching-learning processes and the educational agents.

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

Be able to manage information.

Be able to recognise and value affective processes.

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.

Conduct prospective and evaluative studies on educational characteristics, needs and demands.

Demonstrate initiative and entrepreneurship.

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

Design programmes, projects and innovative proposals for training and for developing educational resources in work, family and institutional contexts, in both face-to-face and virtual environments.

Design training plans for teachers, trainers and other professionals that are suited to new situations, needs



and contexts.

Develop, promote and revitalise interpersonal communication skills.

Develop innovation and creativity in professional practice.

Develop organisational and planning skills.

Develop strategies and techniques to promote participation and lifelong learning.

Develop the capacity for criticism and self-criticism.

Develop the capacity to solve problems and make decisions.

Develop tools for gathering and analysing educational information.

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

Facilitate and manage cooperation in educational and professional processes.

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 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.

Organise and manage schools and educational institutions, services and resources.

Prepare and interpret technical, research and evaluation reports on educational actions, processes and results.

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.

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

## DESCRIPTION OF CONTENTS

### 1. Conceptualization and Evolution of the Family and the Child

This thematic unit arises from the need to understand how the family has been conceptualized and evolved as a primary educational agency concerning the child, within the framework of our discipline. After studying the necessity and importance of the family and the child as subjects with needs and rights, we embark on an in-depth analysis of the family's conceptualization, the functions it must fulfill, and the different family



typologies in which the child will experience their educational and developmental process. These typologies are differentiated according to three criteria: family forms, family dynamics, and basic problems. This undoubtedly constitutes one of the most important conceptual aspects of the discipline and, at the same time, is fundamental for the future professional practice of our students. It also involves a certain level of complexity, justified by the intrinsic difficulty in analyzing and studying such aspects.

Additionally, this unit incorporates the analysis of the different perspectives from which both the family and the child have been conceptualized within the discipline, providing students with various tools to undertake studies in this field. Thus, this didactic unit is particularly suitable for carrying out different learning activities, as will be the case in the following units, given the applied nature of the subject.

**2. Family Education as Parental Competence**

This unit focuses on one of the defining dimensions of family education: the family as an educational environment. The next unit will address family education from the professional perspective, but here it is understood as a parental competence ¿ the original and inherent responsibility of parents.

Throughout the three topics of this unit, we will explore the principles that underpin child education within the family context, which serve as a reference for the daily practices of many families, as well as the complexity of educational styles as constructs that guide and are shaped by educational practice itself.

There is no doubt that all this is approached with the child in mind, both as an active subject and as the recipient of family education. Ultimately, the child becomes the object of their parents¿ education and, above all, receives firsthand the influences derived from this education for their personal and social development.

**3. Family Education as a Professional Competence: Trends, Issues, and Challenges**

The third and final thematic unit of the course focuses on the role of professionals in the field of family education, addressing key approaches related to their work as well as the complex situations they frequently face and the predominant approaches they employ. Through the topics in this unit, students will delve into several issues directly linked to their future professional development, although the integration of theory and professional practice has been a recurring theme throughout previous units.

The strategies that professionals can implement when working with families, as well as the resources available, will be studied in this unit, always considering the role of the professional and the need to actively involve families. As in the previous two units, students will undertake various learning activities that require applying the knowledge acquired.

**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
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Attendance at other activities	0,00
Individual or group project	25,00
Independent study and work	20,00
Preparation of lessons	7,50
Preparation for assessment activities	10,00
Resolution of case studies	5,00
<b>Total hours</b>	<b>67,50</b>

## TEACHING METHODOLOGY

### Methodology Oriented Towards Whole-Class Work:

- Participatory Lecture
- Cooperative and Autonomous Learning
- Group Discussion, Debate, etc.

### Methodology Oriented Towards Small Group or Individual Work:

- Classroom Practices: application of theory, case studies, problem-solving, learning to use tests and instruments
- Reports
- Tutoring
- Seminars
- Written or Oral Exam

## EVALUATION

Continuous and final assessment will be carried out through different activities designed to evaluate the degree of knowledge, skills, and abilities acquired throughout the course. These activities are as follows:

- **Learning Activity Notebook:** Through this notebook, students will compile their work completed during the learning process (summaries of readings, case resolutions, practical activities, questions, etc.). The score assigned to this assessment task accounts for 30% of the final grade.
- **Research Project - Poster:** This task aims for students to work on a topic related to the field of Family Pedagogy during the course, either focusing on an intervention resource or a specific issue. The score assigned to this assessment task accounts for 20% of the final grade.
- **Written Exam:** Through this written test, students will solve a practical case that allows them to apply what they have learned throughout the course, based on the study materials and readings provided. The score assigned to this assessment task accounts for 50% of the final grade.

*To pass the course, students must pass all three assessment components*

### University of Valencia Regulations on Fraudulent Actions and the Use of Artificial Intelligence

The fraudulent completion of assessment tests and plagiarism in evaluated assignments will be addressed in accordance with the University of Valencia's Regulations on Assessment and Grading (ACGUV 108/2017) and the Protocol for Action Against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including artificial intelligence) that has not been previously and expressly authorised by the teaching staff for the preparation of assessment materials will result in those materials



not being considered as the student's own work. Such cases will be addressed according to current regulations and the Code of Conduct and Good Practices of the University of Valencia (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

## REFERENCES

### Basic references

RB1: Cánovas, P. y Sahuquillo, P. (2014) *Familias y menores: retos y propuestas pedagógicas*. Tirant lo Blanch.

RB2: Mèlich, J. C. (2021). *La fragilidad del mundo: ensayo sobre un tiempo precario*. Tusquets.

RB3: Orte, C., Pascual, B., & Sánchez-Prieto, L. (2024). *La formación de los profesionales en programas de educación familiar: claves para el éxito*. Ediciones Octaedro.

RB4: Sahuquillo, P., Riquelme, V. y Cánovas, P. (2022). *Educación, familias e infancia: desafíos y propuestas*. Tirant lo Blanch.

RB5: Torío, S.; Rodríguez, y García-Pérez (2022). La parentalidad positiva y la teoría de la autodeterminación: un avance en la formación parental. En S. RIVAS; BELTRAMO, C. (Coords.) *Parentalidad positiva. Una mirada a una nueva época*. Pirámide. (pp. 47-65).

RB6: Torre Puente, J. C. (2001). *Orientación familiar en los contextos escolares*. Universidad Pontificia de Comillas.

### Complementary references

RC1: Aguilar, M.C. (2002) *Educación familiar: Una propuesta curricular y disciplinar*. Aljibe.

RC2: Barudy, J., Dantagnan, M. (2006) *Los buenos tratos a la infancia*. Gedisa.

RC3: Barudy, J., Dantagnan, M. (2010) *Los desafíos invisibles de ser madre o padre: manual de evaluación de las competencias y la resiliencia parental*. Gedisa.

RC4: Beck, U., Beck-Gernsheim, E. (2003) *La reinención de la familia*. Paidós

RC5: Broffenbrenner, U. (1987) *La ecología del desarrollo humano*. Paidós

RC6: Buxarrais, M.R., Zeledón, P. (2004) *La familia un valor cultural*. Desclée De Brouwer.

RC7: Cánovas, P., Sahuquillo, P. (2007) *La mediación familiar* en López, R. (Coord.) *Las múltiples caras de la mediación*. Valencia: Universitat de València. 119-145.

RC8: Cánovas, P., Sahuquillo, P. (2010) *Educación y diversidad familiar: aproximación al caso de la monoparentalidad*. *Educatio Siglo XXI*. 28,1, 109-126.



RC9: Cánovas,P.,Sahuquillo,P. (2010) Educación familiar y mediación televisiva. Revista Interuniversitaria de Teoría de la Educación. 22, 117-140.

RC10: Cyrulnik, B. (2009) El amor que nos cura. Gedisa.

RC11: Cánovas Leonhardt, P.; Sahuquillo Mateo, P. M.; Císcar Cuñat, E. y Martínez Vázquez, C. (2014). Estrategias de intervención socioeducativa con familias: Análisis de la orientación familiar en los servicios especializados de atención a la familia e infancia de la comunidad valenciana. Educación XX1, 17 (2), 265-288. doi: 10.5944/educxx1.17.2.11491

RC12: Císcar, E.; Martínez, C.; Cánovas, P.; Sahuquillo, P. (2009). Orientación Familiar. De la capacidad de la funcionalidad. Tirant lo Blanch.

RC13: Ferré, A. (2022). *Cuéntalo con muñecos. Orientaciones prácticas para terapia y asesoramiento*. Octaedro.

RC14: González Vázquez, A. (2021). *Las cicatrices no duelen*. Planeta.

RC15: Gonzalo Marrodán, J. L. (2021a). *Traumaterapeutas en la caja de arena*. Sentir.

RC16: Gonzalo Marrodan, J. L. (2021b). *Una nueva vida florece. Historia resiliente de mi adopción*. Sentir.

RC17: Jiménez Ramírez, G. Y., Cortes Flores, A., & Luna Jiménez, M. D. (2024). Estrategias de acompañamiento familiar en la educación preescolar durante el contexto mexicano de la pandemia. *Actualidades Investigativas en Educación*, 24(3), 132-165.

RC18: Martínez Torralba, M. A. y Vásquez-Bronfman, A. (2006) La resiliencia invisible: infancia, inclusión social y tutores de vida. Gedisa.

RC19: Melero, R. y Cantero, M. J. (2021). Validación del Cuestionario de Apego Adulto-Revisado (CAA-r). *Revista de psiquiatría y salud mental*. <https://doi.org/10.1016/j.rpsm.2021.09.003>

RC20: Orte, C.; March, M.; Ballester, L.; Touza, C.; Fernández, C.; Oliver JL.. (2008) *Programa de Competencia Familiar (PCF). Manual del Programa de Competencia Parental.Manual del formador y de la formadora*. Fundación La Caixa.