



COURSE DATA

DATA SUBJECT

Code: 33729

Name: The pedagogy of culture, leisure and free time

Cycle: Undergraduate Studies

ECTS Credits: 4.5

Academic year: 2025-26

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

BELLVER MORENO MARIA CARMEN

SUMMARY

The subject of pedagogy of culture, leisure aims, first, that the student knows and analyze the basic concepts related to the subject: free time, work, leisure, and its current and historical evolution.

It is necessary that the student values the different degrees of importance of leisure in different contexts and socio-professional and professional stages of life. This should lead to reflection on the use of leisure in our personal lives, professional and social.

The subject also delves into the methodologies and techniques for planning, implementation and evaluation of projects and programs related to the pedagogy of culture, leisure and recreation.

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 previous knowledge required for this course.

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.

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

Be able to analyse, design and evaluate the ICT applications associated with educational and training processes.

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 quality management models and processes for education and training.

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.

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 acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

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.

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

DESCRIPTION OF CONTENTS

1. Clarification of concepts: culture, leisure and free time. Sociocultural and educational foundations of leisure and free time.

2. Areas of the pedagogy of leisure and free time: non-specific (family, school, urban environment,... and specific: colonies, toy libraries

3. Design of programs linked to the pedagogy of culture, leisure and free time.

4. Leisure and free time: a challenge for the family

5. Leisure, quality of life and disability

6. Leisure, senior citizens and culture

7. leisure and sport

**WORKLOAD****PRESENCIAL ACTIVITIES**

| Activity | Hours |
|---------------------|--------------|
| Theory | 30,00 |
| Classroom practices | 15,00 |
| Total hours | 45,00 |

NON PRESENCIAL ACTIVITIES

| Activity | Hours |
|---------------------------------------|--------------|
| Attendance at other activities | 0,00 |
| Individual or group project | 37,50 |
| Independent study and work | 20,00 |
| Preparation of lessons | 5,00 |
| Preparation for assessment activities | 5,00 |
| Resolution of case studies | 0,00 |
| Total hours | 67,50 |

TEACHING METHODOLOGY

El desarrollo de la asignatura se estructura de la siguiente manera: En las clases teóricas se desarrollarán técnicas de análisis, comprensión de conceptos básicos, y propuestas de intervención. En las clases prácticas se trabajarán estudio de textos/vídeos/expertos invitados/ en pequeño grupo las actividades propuestas en cada tema, con contenidos vinculados al campo de intervención pedagógica del ocio y tiempo libre.

La metodología que se utilizará contempla las siguientes modalidades básicas: lectura de material, trabajo cooperativo, construcción del conocimiento desde el aprendizaje significativo y el aprendizaje por descubrimiento, estudio de casos y realidades contextualizadas y elaboración de programas. Las tutorías en horarios no lectivos se utilizarán para poder realizar un proceso de orientación/asesoramiento personalizado hacia cada alumno/a o por pequeño grupo cada vez que el alumnado lo necesito.

La metodología se ampliará en la medida que el alumnado, en su proceso de aprendizaje, necesito otras habilidades y aptitudes a desarrollar. Durante todo el proceso de enseñanza/aprendizaje se utilizarán diferentes técnicas y recursos didácticos adaptados a los temas a trabajar, que se adaptarán en la temática y a las necesidades del alumnado.

EVALUATION

La evaluación constará de tres partes diferenciadas:

1.- Trabajo GRUPAL sobre un proyecto de intervención en el ámbito de la cultura, ocio y tiempo libre elegido que comprenderá el 40% de la nota.



2.- Entrega de cada alumno/a de los documentos a trabajar en el aula que incluirá las preguntas de los textos trabajados en clase que será valorado sobre 45%. Se entregarán por aula virtual.

3.- Entrega de la recensión de un libro relacionado con el ámbito del ocio y del tiempo libre (15%)

University of Valencia regulations on fraudulent practices in the use of artificial intelligence

The fraudulent completion of evaluation tests and plagiarism in evaluation assignments will be considered in accordance with the University of Valencia's Regulations on Evaluation and Grading (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including artificial intelligence) that involves impersonation of the student or the automated generation of content in tests, exams, or evaluation assignments, when not expressly authorized by the teaching staff, will be considered a fraudulent practice and therefore subject to sanction.

REFERENCES

Basic references

- Reference b1: Martínez, E. (2006). *Mentes lúdicas*. Septem. Oviedo
- Reference b2: Martínez, G. (1999). *El juego y el desarrollo infantil*. Octaedro. Barcelona
- Reference b3: Bofarrull, I. (2005). *Ocio y tiempo libre : un reto para la familia*. Eunsa. Ediciones Universidad de Navarra.
- Reference b4: Buitrago y Pereira (2007) *Educación para la ciudadanía: los valores del ocio y tiempo libre*. Ed. Aljibe.
- Reference b5: Cuenca, M. (2004) *Pedagogía del Ocio: Modelos y propuestas*. Deusto : Bilbao

Complementary references

- Reference C1: CASTELLS, MANUEL (2012); *REDES DE INDIGNACIÓN Y ESPERANZA*; MADRID; ALIANZA.
- Reference C2: GERBAUDO, PAOLO; (2012); *TWEETS AND THE STREETS*; LONDON; PLUTOPRESS.
- Reference C3: GUTIERREZ, ALFONSO (2003); *ALFABETIZACIÓN DIGITAL. ALGO MÁS QUE RATONES Y TECLAS*; BARCELONA; GEDISA.
- Reference C4: JENKINS, HENRY Y OTROS (2015); *CULTURA TRANSMEDIA*; BARCELONA; GEDISA
- Reference C5: RAMONET, IGNACIO (2015); *EL IMPERIO DE LA VIGILANCIA*; MADRID; CLAVE INTELECTUAL



- Reference C6: RODRIGUEZ DIÉGUEZ; JOSE LUÍS (1977); LAS FUNCIONES DE LA IMAGEN EN LA ENSEÑANZA; BARCELONA
- Reference C7: GUSTAVO GILI. - ROSZAK, THEODORE (2005); EL CULTO A LA INFORMACIÓN; BARCELONA; GEDISA
- Reference C8: LEUNG, LINDA (2007); ETNICIDAD VIRTUAL. RAZA, RESISTENCIA Y WORLD WIDE WEB; BARCELONA; GEDISA.
- Reference C9: San Martín, Ángel (1995); La escuela de las tecnologías; Valencia; Universitat de València. retos educativos, nuevas prácticas docentes en DE PABLOS, J (coord.) Políticas educativas y buenas prácticas con TIC. Barcelona. Graó
- Reference C10: Silva, Mauro (2005); Educación interactiva. Enseñanza y aprendizaje presencial y on-line; Barcelona; Gedisa
- Reference C11: Viché, Mario (2013); @Ciberanimación; Valencia; Edición de autor.
- Reference C12: Viché, Mario (2015); Ciberciudadanía. La acción sociocultural en la sociedad digital; Valencia; Edición de autor