



## COURSE DATA

### DATA SUBJECT

**Code:** 44352  
**Name:** The city as a research and a social education project  
**Cycle:** Master's Degree  
**ECTS Credits:** 3  
**Academic year:** 2025-26

### STUDY (S)

Degree	Center	Acad. year	Period
2192 - Master's Degree in Social and Education Action	Facultat de Filosofia i Ciències de l'Educació	1	First quarter

### SUBJECT-MATTER

Degree	Subject-matter	Character
2192 - Master's Degree in Social and Education Action	The city as a research and a social education project	COMPULSORY

### COORDINATION

APARISI ROMERO JOAN ANTONI

## SUMMARY

As an academic discipline, the compulsory module of the Master's Degree in Social and Educational Action comprises several subjects to be taken in the first semester. "The city as a project of research and social education" corresponds to Subject I. This subject constitutes a training area of special relevance for the professional profile because it provides the group of students with essential knowledge for their intervention in educational processes in cities.

It deals with the study of cities, maps and discursive itineraries. Public policies on urbanism and the critical construction of cities require understanding and discussion of elaborations and studies that analyse the role of cities in the construction of citizenship. The role of education is essential in the views and research, for which texts will be analyzed, but also experiences and case studies that show how cities are built and possible alternatives. The development of innovative projects is part of this matter, since research and investigation are essential to analyze and transform social reality. Education and the re-elaboration of public space from educational and didactic perspectives can help us to recover public space for people. Together with the other subjects that make up the compulsory generic module, the aim is to provide professionals with the necessary training to be able to critically analyse the educational reality in which they have to carry out their work, to solve problems in a complex and changing environment and to intervene in the educational context that is their responsibility, as reflective and effective professionals.



## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

### OTHER REQUIREMENTS

With the other subjects of de Master, configures the communal formation of the Master in Social and Educational Action, which will facilitate the acquisition of the basic, general and transversal competencies of the master.

## COMPETENCES / LEARNING OUTCOMES

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Analizar y sintetizar situaciones, aportaciones teóricas y metodológicas, y estrategias diversas de intervención.

Anticipar consecuencias y situar en el desarrollo histórico las problemáticas concretas del contexto de intervención socioeducativa.

Asumir la responsabilidad de su propio desarrollo profesional y de su especialización en el ámbito social y educativo.

Comprender y utilizar conocimientos avanzados en el contexto de la investigación socioeducativa.

Evaluar teorías y metodologías para formular juicios críticos sobre la propia práctica socioeducativa y el contexto en el que se desarrolla.

Integrarse y liderar equipos de trabajo interdisciplinarios, para ofrecer una perspectiva compleja en el análisis de situaciones y el diseño de intervenciones.

Problematizar realidades sociales complejas e intentar resolver situaciones y conflictos, que desde una perspectiva socioeducativa requieren la comprensión y puesta en relación de intereses divergentes.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should demonstrate self-directed learning skills for continued academic growth.

Students should possess and understand foundational knowledge that enables original thinking and research in the field.



## DESCRIPTION OF CONTENTS

1.

### 2. Contents

- Epistemologies of the city. Exploration of maps and discursive itineraries about the city as an experience and subjectivation. The city as an inclusive and multicultural space. Difference as an integrating value.
- Critical approach to urbanism. Construction of intelligent, sustainable, ecological, human and educational cities
- Relationship between education and the city. Educating cities. Central and peripheral neighbourhoods. Urban resources and educational resources.
- Research methodology on the city. Research in cities. Models and paradigms. Projects and practical experiences of innovation in cities. Study of case studies, biographies, innovative projects and neighbourhood and city experiences

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	5,00
Seminar	10,50
Classroom practices	5,50
<b>Total hours</b>	<b>21,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	20,00
Independent study and work	30,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	4,00
<b>Total hours</b>	<b>54,00</b>

## TEACHING METHODOLOGY

Depending on the competencies, learning objectives and contents, different methods will be used: expository methodology, cooperative work, group discussion, text commentary, individual and group practical and application activities, workshops, etc. A participative and dynamic methodology will be used



in order to promote the involvement and participation of students in the classes, including explanations from the teaching staff to clarify the theoretical assumptions. Debate will be used when appropriate and practical work, exhibitions and projects of various kinds related to the city will be developed, as well as viewing of documentaries.

## EVALUATION

The evaluation of the acquisition of competences, contents and learning by the students will be carried out by combining different types of information, linked to the different activities developed in the module. The evaluation will consist of a portfolio comprising two parts:

- a) Theoretical essay on some topic developed in the contents of the module on the city (50% of the qualification).
- b) Outline of a city project looking for creativity and originality in its design. (50% of the qualification)

To pass the module it will be necessary to approve each of the two components, a) and b).

General evaluation criteria:

Attendance to the theoretical-practical sessions, workshops and joint activities.

Active participation, commitment and interest.

Mastery of specific terminology and conceptual precision.

Ability to present the contents of the subject in an orderly, systematic and documented manner.

Personal, critical and well-founded elaboration of what has been learned.

Creativity, originality and innovation of the proposals made.



Grammatical and syntactic correction in the expression.

Fulfilment of the deadlines set during the course for the delivery of work.

In exceptional situations, classified as such by the CCA of the MASE, the teaching staff will establish specific evaluation systems.

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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ESSOMBA, M.A. (2012). Inmigración e interculturalidad en la ciudad. Principios, ámbitos y condiciones para una acción comunitaria intercultural en perspectiva europea. Barcelona: Editorial Graó.

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ROSA, A. (2013). Ciudad y Educación Social. De la calle al medio abierto. Barcelona: Editorial UOC.

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