

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

**Code:** 44353  
**Name:** Educational relationship and resocialisation practices  
**Cycle:** Master's Degree  
**ECTS Credits:** 4  
**Academic year:** 2026-27

**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	Educational relationship and resocialisation practices	COMPULSORY

**COORDINATION**

NAVAS SAURIN ALMUDENA ADELAIDA

**SUMMARY**

The aim is to analyze, describe and think about the educational relationship and the practices of re-socialization in contexts of vulnerability and social exclusion, based on the work with the agencies, agents and discourses of re-socialization, emphasizing the structure of the pedagogical discourse.

**PREVIOUS KNOWLEDGE****RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

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

**OTHER REQUIREMENTS**

**Previous knowledge / Relationship with other subjects**



Relationship with subjects of the same degree: Together with the rest of the subjects of the compulsory module, it configures the common training of the Master in Social and Educational Action, which will facilitate the acquisition of the basic, general and transversal competences of the master. No enrollment restrictions have been specified with other subjects in the curriculum.

## COMPETENCES / LEARNING OUTCOMES

### 2192 - Master's Degree in Social and Education Action

Analizar críticamente los discursos de la relación educativa, y construir los elementos de revisión de la propia identidad profesional y de la relación con el otro.

Analizar las políticas socioeducativas en los diversos contextos e interpretar las formas de intervención que plantean.

Analizar los entornos, los contextos y las experiencias de la acción social y educativa, para revisar críticamente, diseñar y desarrollar los principios y presupuestos de la 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.

Conocer y analizar las tendencias de la intervención socioeducativa y sus consecuencias en las políticas públicas.

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

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.

Saber diseñar, utilizar y analizar críticamente los medios y las tecnologías para dinamizar la acción social y educativa.

Saber participar y liderar procesos de investigación pertinentes para comprender, explicar y dinamizar la acción social y educativa.

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 communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

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

- The institutional, political and practical aspects of resocialization:
- ¿ Power, education and conscience
  - ¿ The structure of pedagogical discourse in contexts of vulnerability.
  - ¿ The social division of labor in resocialization agencies
  - ¿ The languages of description.
  - ¿ The educational relationship and the experience of (trans) training
  - ¿ The educational relationship as an experience of otherness: subjectivity and difference
  - ¿ Experience, language and (trans) training
  - ¿ The exploration of the practice of the educational relationship: knowledge in the training of educators.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	7,00
Seminar	14,00
Classroom practices	7,00
<b>Total hours</b>	<b>28,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	72,00
Independent study and work	0,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>72,00</b>

## TEACHING METHODOLOGY

- MD5 - Exhibitions and debates
- MD7 - Study and student work to integrate the skills of the module (linked to autonomous student work)

## EVALUATION



Written and/or oral examination on the scheduled date (provided that the material conditions for the oral examination allow it; if not, the oral examination will be adapted so that it can be held on the scheduled date).(provided that the material conditions for the oral test allow it; if not, the oral test will be adapted so that all students can take it).

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

Bernstein, B. (1988). Poder, educación y conciencia: sociología de la transmisión cultural.

Connell, R., & Connell, R. W. (1985). Teachers' work. Allen & Unwin.

Isabel, N., & Ana, M. (2001). Text and Context in Educational Systems: Studies of Recontextualising Spaces, w: A. Morais (red.). Towards a Sociology of Pedagogy. The Contribution of Basil Bernstein to Research, 223-249.

Morais, A. M., & Antunes, H. (1994). Students¿ differential text production in the regulative context of the classroom. British journal of sociology of education, 15(2), 243-263.

Singh, P. (2002). Pedagogising knowledge: Bernstein's theory of the pedagogic device. British journal of sociology of education, 23(4), 571-582.