



44355 Curricular research in social education: from epistemological diversity to methodological diversity

COURSE DATA

DATA SUBJECT

Code: 44355

Name: Curricular research in social education: from epistemological diversity to methodological diversity

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	Curricular research in social education: from epistemological diversity to methodological diversity	COMPULSORY

COORDINATION

BELMONTE AROCHA JORGE

SUMMARY

Students will be able to politically and socially assess various curricular research lines in social education, as well as to develop each one methodologically, at least in its most general aspects.

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 specified with other subjects in the curriculum

COMPETENCES / LEARNING OUTCOMES

-

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

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

Desarrollar estrategias para la problematización, el análisis y la investigación de la acción social y educativa, con el objetivo de diseñar y revisar vías para la intervención.

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 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

¿ Epistemological diversity and research proposals of curricular processes in social education

¿ Categories for the study of research proposals for curricular processes: technical decisions (elements and dimensions of the curriculum), theoretical (conceptions of the teaching-learning processes) and meta-theoretical (subject, world-history and education).

¿ Case studies of various research proposals of curricular processes in social education.

¿ Social and political debate around the various proposals

**WORKLOAD****PRESENCIAL ACTIVITIES**

Activity	Hours
Theory	5,00
Seminar	10,50
Classroom practices	5,50
Total hours	21,00

NON PRESENCIAL ACTIVITIES

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

TEACHING METHODOLOGY

MD5 - Exhibitions, seminars and debates

MD4 - Design and development of projects

MD7 - Study and work of the students to integrate the skills of the module (linked to autonomous work of the students)

EVALUATION

SE2 - Portfolios, which will include the different works carried out by the student

SE4 - Interviews with students

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

Belmonte, J. (2018) "Coeducación audiovisual, cultura mediática y crítica de la sociedad patriarcal", en Abiétar, M.; Belmonte, J. y Giménez, E. (coords.) Educación, cultura y sociedad: espacios críticos. Valencia: Tirant lo Blanch.

Belmonte, J. (2019) "Los estudios culturales (de género) y la semiótica (feminista) como desafíos para la educación del siglo XXI", en Monsalve, L., Pardo, M. I. y Vidal, M. I. (coords.) Pedagogía y cambios culturales en el siglo XXI. Repensando la educación. Barcelona: Octaedro.

Da Silva, T. T. (2001) Espacios de identidad. Nuevas visiones sobre el curriculum. Barcelona: Octaedro.

Sáez, J. (1992). Los educadores sociales ¿tecnólogos o intelectuales?. Pedagogía Social: Revista Interuniversitaria, (7), 179-189.