

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

Code: 44358
Name: International trends in social and educational intervention
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	International trends in social and educational intervention	COMPULSORY

COORDINATION

GRAU VIDAL ROSER

SUMMARY

This course aims to show what are the fundamental trends of socio-educational intervention at the international level, with special indication in Europe and Latin America, as well as the role played by professionals in socio-educational intervention and the political guidelines that mark the meaning of this intervention.

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

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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.

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.

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

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.

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.

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

Saber diseñar, utilizar y evaluar estrategias de comunicación y habilidades sociales, tanto en grupos interdisciplinarios de expertos como en la relación con los sujetos de intervención.



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

1. Socio-educational intervention in Europe: its development in the last thirty years. Its relationship with socio-political and economic evolution.
2. The training of professionals in European socio-educational intervention: from professional practice to the conceptualization of social intervention.
3. Emerging areas of socio-educational intervention. Its relationship with NICTs and changes in social behavior.
4. Neoliberal policies and the precariousness of the intervention. Its consequences in the EU.
5. Characteristics of the socio-educational intervention in Latin America. Its impact on the training of professionals.
6. Convergence with other social professionals.

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 and debates

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

EVALUATION

Briefcase, in which the different works carried out by the student will be included -

Exhibitions in class of work done -

Participation in the different class activities. -

Group 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

Elfert, M. (2018). UNESCO's Utopia of Lifelong Learning: an Intellectual History. New York, NY: Routledge.

Mannion, G., Biesta, G., Priestley, M., & Ross, H. (2011). The global dimension in education and education for global citizenship: genealogy and critique. *Globalisation, Societies and Education*, 9(3-4), 443-456.

doi:10.1080/14767724.2011.605327

Senent, J. M. (s. f.). Educación social: la diversidad como eje de trabajo en clave internacional. Universitat de València.

UNESCO (2015a). Global citizenship education: topics and learning objectives. Paris: UNESCO.

UNESCO (2015b). Rethinking education: towards a global common good? Paris: UNESCO.



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Course Guide
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