

**COURSE DATA****DATA SUBJECT****Code:** 44363**Name:** Individualized intervention: collection of information for intervention**Cycle:** Master's Degree**ECTS Credits:** 3**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 | Second quarter |

SUBJECT-MATTER

| Degree | Subject-matter | Character |
|---|---|-----------|
| 2192 - Master's Degree in Social and Education Action | Individualized intervention: collection of information for intervention | ELECTIVES |

COORDINATION

MORAL MORA ANA MARÍA

SUMMARY

At the end of the work in this subject, it is desirable that the students are able to design, develop and review instruments for collecting information in the field of intervention with minors, paying special attention to the use of case study methodology.

Previous knowledge. Relationship with subjects of the same degree:

Together with the rest of the subjects of the 'Minor' specialty, it forms the common formation 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.

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

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



OTHER REQUIREMENTS

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 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.

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

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

- ¿ The minor as subject of the intervention.
- ¿ Intervention protocols: a benchmark in different areas.
- ¿ The collection of information focused on the minor as support for the intervention: evaluation techniques and measurement techniques.
- ¿ Research and dissemination: the case study.

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 | 44,00 |
| Independent study and work | 5,00 |
| Preparation of lessons | 5,00 |
| Preparation for assessment activities | 0,00 |
| Resolution of case studies | 0,00 |
| Total hours | 54,00 |

TEACHING METHODOLOGY

- MD1 - Participatory Master Lesson
- MD2 - Troubleshooting
- MD3 - Collaborative and / or cooperative learning
- MD4 - Project design and development
- MD5 - Exhibitions, seminars and debates



MD6 - Workshops

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

MD8 - Individualized and / or group attention (linked to tutorials)

EVALUATION

SE1 - Examination, which will consist of one or more oral and/or written tests.

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

Alonso, María Margarita (2023). El Estudio de Casos como método de investigación cualitativa: Aproximación a su estructura, principios y especificidades. *Diversidad Académica*, [S.l.], v. 2, n. 2, p. 243-267,. Disponible en: <<https://diversidadacademica.uaemex.mx/article/view/20623>>. Fecha de acceso: 01 jul. 2024

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Sandín, M^a Paz (2003) Investigación cualitativa en educación. Fundamentos y tradiciones. McGraw&Hill.

Segura, Manuel (2007) Jóvenes y adultos con problemas de conducta. Desarrollo de competencias sociales. Narcea.

Stake, Robert (2023) (8^a Ed.) Investigación con estudio de casos. Morata.

Varela, Laura (2015) los profesionales de la educación social en los servicios sociales comunitarios: un estudio de casos. *Estudios sobre educación*, 29, 61-80.