



COURSE DATA

DATA SUBJECT

Code: 44367
Name: Research on transitions between education and employment
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 Educational 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 Educational Action	Research on transitions between education and employment	ELECTIVES

COORDINATION

PALOMARES MONTERO DAVINIA

SUMMARY

"Research on transitions between education and employment" is a subject that forms part of the specialisation itinerary in Minors of the Master's Degree in Social and Educational Action. The main objectives of the subject are: to analyse transitions between education and employment as an object of research; to critically analyse research carried out on transitions between education and employment; and to identify and critically analyse results and conclusions of research on transitions between education and employment, contrasting them with each other.

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



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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.

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.

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

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

DESCRIPTION OF CONTENTS

1. Delimitation of the object of study and research: transitions, training and employability.

Research strategies on transitions: review and study of research reports and doctoral theses focusing on transitions.

Advances in research on transitions: The contexts of training and changes in work. Training issues. Youth and labour markets. Transition pathways from school to working life. Secondary education, vocational training and other learning environments: Experience, reflection and training in transitions. Research on informal learning and tacit learning.

2. Transitions as an epistemological challenge.

Research on transition processes: approaching people in transition as well as the institutions they frequent. Research on professional identities, learning in the working and professional career. Research on transitions in vulnerable groups.

3. Transition policies and programs

Support policies to improve success and prevent truancy. Second Chance policies: PFB, EA, Probos Access... Second Chances? DLTETs and dropout prevention: no young person without educational resources.

**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	22,00
Independent study and work	32,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	54,00

TEACHING METHODOLOGY

MD1 – Master class

MD5 - Lectures, seminars and debates

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

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

EVALUATION

Evaluation criteria:- Integration of the contents of the subject. - In-depth study of the subject developed: bibliographical review, theoretical framework, etc.- Bibliography and referenced sources of documentation. Use of pertinent references to the content of the subject.- Formal structure of the writing adequate to the format of a research article and use of specialized language.- Clarity in the use of concepts and specialized language.- Adequate use of language: grammatical and spelling correction.- Correct citation of references, both in the text and in the bibliography. Plagiarism, even if unintentional, is irrevocable reason for failure.

**Assessment methods:**

1. Activities (individual and/or group) in the face-to-face sessions.
2. Examination on the assigned date.

Students who are unable to attend the face-to-face sessions (at least 80%, according to the UVEG's Assessment and Qualification Regulations, ACGUV 108/2017) will have to contact the teacher to specify the work plan and the assessment methods.

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

10.1 Referències bàsiques

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- Casal, J., García, M., Merino, R., & Quesada, M. (2006). Aportaciones teóricas y metodológicas a la sociología de la juventud desde la perspectiva de la transición. *Papers*, 79, 21-48.
- Chisvert Tarazona, M. J., Palomares Montero, D., García Gracia, M., & Merino Pareja, R. (2025). ¿Derivar o ir a la deriva? Jóvenes en transición entre institutos de educación secundaria y escuelas de segunda oportunidad. *Revista De Educación*, 1(409), 119-136. <https://doi.org/10.4438/1988-592X-RE-2025-409-693>
- du Bois-Reymond, M., & López Blasco, A. (2004). Transiciones tipo Yo-Yo y trayectorias fallidas: hacia las políticas integradas de transición para los jóvenes europeos. *Estudios de Juventud*, (65)
- García Gracia, M. (2013). La implementación de un programa de reducción del absentismo y del abandono escolar. En García Gracia, M. *Absentismo y abandono escolar* (pp.123-141). Madrid: Editorial Síntesis.
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- Stauber, B., & Walther, A. (2006). De-standardised pathways to adulthood: European perspectives on informal learning in informal networks. *Papers*, 79, 241-262.

**10.2 Referències complementàries**

Abiétar López, M., Bernad i Garcia, J. C., Córdoba Iñesta, A., Giménez Urraco, E., Meri Crespo, E., & Navas Saurin, A. A. (2023). Factores diferenciales en los itinerarios en Formación Profesional: un estudio longitudinal. *Revista de Educación*(401), 155-178. <https://doi.org/https://doi.org/10.4438/1988-592X-RE-2023-401-587>

Adame Obrador, M. T., & Salvà Mut, F. (2010). Abandono escolar prematuro y transición a la vida activa en una economía turística: el caso de Baleares. *Revista de Educación* (351), 185-210.

Bernardi, F., & Cebolla, H. (2014). Clase social de origen y rendimiento escolar como predictores de las trayectorias educativas. *Revista Española de Investigaciones Sociológicas*, 143, 3-22.

Casal, J., García, M., Merino, R., & Quesada, M. (2006). Itinerarios y trayectorias. Una perspectiva de la transición de la escuela al trabajo. *Trayectorias*, VIII (22), 9-20.

Cerdà-Navarro, A., Salva-Mut, F., & Comas Forgas, R. (2019). A typology of students in intermediate vocational education and training programmes based on student engagement factors, sociodemographic characteristics, and intentions of dropping out. *European Journal of Education. Research, development and policy*, 54(4), 635-650. <https://doi.org/10.1111/ejed.12361>

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Navarrete Moreno, L. (dir.) (2011). Desmontando a ni-ni. Un estereotipo juvenil en tiempos de crisis (Instituto de la Juventud ed.). Madrid: Observatorio de la Juventud en España.

Navas Saurin, A. A., Abiétar López, M., Bernad i Garcia, J. C., Córdoba Iñesta, A. I., Giménez Urraco, E., Meri Crespo, E., & Quintana Murci, E. (2021). Implicación del estudiantado en Formación Profesional: análisis diferencial en la provincia de Valencia. *Revista de Educación*(394), 189-213. doi:10.4438/1988-592X-RE-2021-394-505

Salvà-Mut, F., Tugores-Ques, M., & Quintana-Murci, E. (2022). Early School Leaving and Transition to Adulthood: A Case Study of a Spanish Mediterranean Region. *Emerging Adulthood*. <https://doi.org/10.1177/21676968221091360>

Monogràfics sobre transicions:

- Papers. *Revista de Sociologia*. Vol. 105, núm.2 (2020). Transiciones educativas y desigualdades sociales: una perspectiva sociológica. Disponible en: <https://papers.uab.cat/issue/view/v105-n2>.