

**COURSE DATA****DATA SUBJECT****Code:** 44445**Name:** Pedagogical relationship with otherness**Cycle:** Master's Degree**ECTS Credits:** 3**Academic year:** 2025-26**STUDY (S)**

Degree	Center	Acad. year	Period
2211 - Master's Degree in Psychopedagogy	Facultat de Filosofia i Ciències de l'Educació	1	Second quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
2211 - Master's Degree in Psychopedagogy	Common training I	COMPULSORY

**COORDINATION**

JODAR RICO FRANCISCO

**SUMMARY**

The starting point of the subject revolves around the question of the educational meaning of the links with otherness that can be built in the pedagogical relationship. At least three basic problematic axes converge at this starting point.

Firstly, the conceptual reconstruction of the field of curriculum studies, where the traditional emphasis on planning concepts or effectiveness in learning moves towards the problem of identity, difference and otherness in education.

This reconceptualization runs parallel, secondly, to the transition that public education, according to official documents and specialized discourses, would be experiencing in recent decades from normalization, correction and segregation towards diversity and inclusion.

This double passage highlights, finally, the need to build a new look at education, at the processes that take place in educational institutions. A careful look at the (trans)formative possibilities of the pedagogical relationship with otherness. A look with unavoidable pedagogical, ethical and political implications. Those that are activated once the meaning of public education is put into play, and the possibilities of the educational experience in the construction of a us open to difference.



Consequently, the general purpose is to provide students with training that enables them to deal with the educational meaning of the educational relationship as an experience of otherness and its formative possibilities.

## PREVIOUS KNOWLEDGE

## RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

## OTHER REQUIREMENTS

No enrolment restrictions with other subjects in the curriculum have been specified.

## COMPETENCES / LEARNING OUTCOMES

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Actuar con profesionalidad y comportamiento ético en el desempeño de sus tareas.

Colaborar con el profesorado en el desempeño de la función docente, tutorial y en la de organización de los centros educativos y Asesorarle y colaborar con él en el diseño de procedimientos e instrumentos de evaluación, tanto de los aprendizajes del alumnado, como del mismo proceso de enseñanza, así como en técnicas de dinámica y manejo de grupo, resolución de conflictos, mediación escolar y fomento de la convivencia y valores democráticos

Mantener un comportamiento reflexivo y crítico ante la realidad social y educativa y favorecer los cambios, transformaciones e innovaciones que lleven a mejorar la calidad de vida individual y social.

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.

## DESCRIPTION OF CONTENTS

### 1. Education, alterity and identity

- The relational conception of identity
- Relationship and otherness in the formation of who we are
- Interdependence, vulnerability and organization of common life
- Body and relationship with otherness. Pedagogy of cruelty



**2. Normalizing education and total institutions. Normalized alterity in the disciplinary society**

- The norm in the pedagogical device of modernity
- Correctional pedagogy and barracks schools
- Obsession with the different: differentialism and classification/labeling of childhood

**3. Neoliberal education and business school. The missing otherness in the neoliberal society**

- The neoliberal subject: expulsion of difference and loss of educational experience
- The links in the competitive and profit school: market relations
- Neoliberal psychologization of education

**4. Pedagogy, ethics and relationship of otherness. The encounter and involvement in the common world**

- Investigate and get to know the other. Listen and pay attention.
- Pedagogical relationship of otherness: body, affection and resonance
- Pedagogy, otherness and common life.

**WORKLOAD**

**PRESENCIAL ACTIVITIES**

Activity	Hours
Tutorials	2,00
Theory	7,00
Group work	6,00
Classroom practices	7,00
<b>Total hours</b>	<b>22,00</b>

**NON PRESENCIAL ACTIVITIES**

Activity	Hours
Attendance at other activities	0,00
Individual or group project	15,00
Independent study and work	28,00
Preparation of lessons	0,00
Preparation for assessment activities	10,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>53,00</b>

**TEACHING METHODOLOGY**



- Participatory master class
- Cooperative learning
- Individual and group classroom work
- Individualized and / or group attention

## EVALUATION

The evaluation will be carried out combining different types of information, linked to the different activities that the students will carry out in the development of the subject. For this, different procedures may be used:

- Essay, which will consist of the realization of a written text where the contents of the subject are addressed and the bibliographic references are used.
- Portfolios, in which the different works carried out by the student will be included.
- Classroom exhibitions.
- Participation in the different class activities and tutorials.

Each of these mechanisms will be assigned a value of the final grade according to the importance given. In order to qualify for the passing grade and above, it is necessary to pass all the tests evaluated.

Evaluation criteria:

- Adequate use of conceptual tools and bibliographic references, materials and resources.
- Compression and capacity of relation and integration of the contents.
- Expository clarity and argumentation of the presentations and works that are carried out.
- Spelling and expression correction.
- Adequacy in time and form of the presentation of the assigned tasks

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

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Skliar, C. y Larrosa, J. (comp.) (2009): *Experiencia y alteridad en educación*. Homo Sapiens, Rosario.

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Van Manen, M. (1998): *El tacto en la enseñanza*. Barcelona: Paidós

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Frigerio, G. et al. (2003): *Educación y alteridad*. Novedades Educativas, Buenos Aires.

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