

**COURSE DATA****Data Subject**

Code	33472
Name	Comparative social education
Cycle	Grade
ECTS Credits	6.0
Academic year	2019 - 2020

Study (s)

Degree	Center	Acad. year	Period
1306 - Degree in Social Education	Faculty of Philosophy and Educational Sciences	2	First term

Subject-matter

Degree	Subject-matter	Character
1306 - Degree in Social Education	312 - Comparative education	Obligatory

Coordination

Name	Department
VIANA ORTA, MARIA ISABEL	120 - Comparative Education and History of Education

SUMMARY

The subject COMPARATIVE SOCIAL EDUCATION, maintains close ties with other theoretical disciplines of foundation characters and relationships with virtually all of the subjects that make up the Degree: Social Education. In the second year of degree, the student meets the need to base from the theoretical perspective of their future professional educational intervention, so they need to know the context of intervention by social educators and how it's developed in the European context to conform to various environments and even methods of intervention based on the same principles. In that sense, it is relevant to know and compare the socio models developed in other countries, especially what concerns the European social convergence.



So, after a review to remember the areas of intervention of educators, especially in the Spanish context, it is essential a first knowledge of the basic tools of the comparative method to be applied later in the analysis of the European situation.

From this axis, a number of areas of intervention is articulated, and also a practical development of tools, techniques and possibilities for action, either by population groups, specific groups, specific issues, etc., which form the content of other subjects in the Degree, that need the foundation offered by our subject, along with others in the same line, as “Subjects, contexts and learning processes”, “Socio-institutional organization”, “History of Social Education”, “Social Education Policy”, etc.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

The Subject has not prerequisites for registration. However, its necessary to update knowledge and skills acquired in the first academic year in subjects as Social Pedagogy, Historical foundations of education and Introduction to Educational Research.

OUTCOMES

1306 - Degree in Social Education

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

LEARNING OUTCOMES



Regarding concepts:

Basic steps of the social education training in Europe and Spain: Theirs causes and consequences.

Concretion about the education systems of social educators in different "models. Its distribution in Europe.

Development of professional organizations of social educators in Spain and Europe. Role played by these organizations / associations in the implementation of the profession and in all social services of countries.

Development of social educator profession through the documents, in Europe, Spain and Valencia.

Regarding skills:

- To order correctly the events marking the birth of social education in a timeline of the nineteenth and twentieth centuries.
- Assess the political meaning of intervention in the field of social education
- Distinguish different types of comparisons according to their characteristics.
- Summarize the main ideas of a scientific article
- Know laying out a brief comparative work
- Summarize the main contents of a book
- Master the basics of working on the Internet: access, portals, links and search engines.
- Utilizar French and in English in searches and visits to Internet portals
- Ability to develop comprehensive synthesis of social phenomena
- Develop and interpret maps and graphs chronological

Regarding Attitudes and Social Skills

- - Ø Ability to insert the facts in a socio-historical context.
 - Ø Ability to work in groups on tasks of cooperation.
 - Ø Interest in the work of professionals in Social Education.
 - Ø Development of the political sense of the socio-educational intervention
 - Ø To promote social engagement and participation of students.
 - Ø Develop a capacity for critical unjust social situations

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	45,00	100
Classroom practices	15,00	100
Attendance at events and external activities	20,00	0
Development of group work	20,00	0
Development of individual work	20,00	0
Study and independent work	30,00	0
TOTAL	150,00	

TEACHING METHODOLOGY**English version is not available****EVALUATION****English version is not available****REFERENCES****Basic**

- Referencia b1: Caride, J.A. (2005). La animación sociocultural y el desarrollo comunitario como Educación Social. Revista de Educación, 336, 73-89.
- Referencia b2: Ferrer, F. (2002). La educación comparada actual. Barcelona: Ariel.
- Referencia b3: Ruiz, C. (Coord.) (2003). Educación Social. Viejos usos y nuevos retos. Valencia: Universidad de Valencia.
- Referencia b4: Senent, J.M. (1994). La Educación Social en Europa: Modelos formativos francófonos y mediterráneos. Valencia: Universidad de Valencia.
- Referencia b5: Senent, J.M. (2003). Desarrollo contemporáneo de la Educación Social en Europa. Perspectiva Comparada. En Ruiz, C. (Coord.), Educación Social. Viejos usos y nuevos retos (pp. 59-90). Valencia: Universidad de Valencia.



Additional

- Referencia c1: Castro, M. y otros (2007). Recursos de la Educación social en el centro Escolar. Barcelona: Graó.
- Referencia c2: Davagle, M. y otros (2008). Les carnets de l'éducateur. Namur: Rhizome.
- Referencia c3: Lázaro Lorente, L.M. (1997). Enredados en la red. Internet como fuente en la investigación en Educación Comparada. REEC, Revista Española de Educación Comparada, 3, 83-106.
- Referencia c4: Martínez Usarralde, M.J. (2003). Educación Comparada: nuevos retos, renovados desafíos. Madrid: La Muralla.
- Referencia c5: Martínez Usarralde, M.J.; Viana, M.I.; y Villarroel, C.B. (2015). La UNESCO. Educación en todos los sentidos. Valencia: Tirant lo Blanch.
- Referencia c6: Senent, J.M. (2011). Los nuevos grados de Educación Social en las universidades españolas. RES, Revista de Educación Social, nº 13.
- Referencia c7: Senent, J.M. (n.d.). Recursos metodológicos básicos en la comparación socioeducativa. Dossier de clase. Valencia: Documento no publicado.
- Referencia c8: Vega, L. (2005). Claves de Educación Comparada en perspectiva Social. Valencia: Tirant lo Blanch.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

English version is not available