

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

Code	33478
Name	Politics of social education
Cycle	Grade
ECTS Credits	6.0
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. year	Period
1306 - Degree in Social Education	Faculty of Philosophy and Educational Sciences	3	First term

Subject-matter

Degree	Subject-matter	Character
1306 - Degree in Social Education	319 - Social education policy II	Obligatory

Coordination

Name	Department
GARCIA DEFEZ, MARIA SANDRA	120 - Comparative Education and History of Education

SUMMARY

The purpose of the Social Education Policy subject is to create teaching and learning spaces around the social and educational policies that frame the Social Education field of work. The aim is to delve into this subject in the political dimensions of Social Education, in the links between politics and education (formal, non-formal and informal) and how these always respond to more or less visible ideological positions that need to be recognized. to critically analyze and understand the social, economic and partisan interests that sustain them. Debate about current welfare systems, the participation of citizens in their own detection and resolution of problems (community action, volunteering, social movements) and the functions that Social Education can and must play in these processes, are the axis backbone of matter. Analyzing the educational and social reality from a political perspective, allows the future social educator to have a critical, reflective and community perspective on the social reality and on their professional role as a social educator.



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 es requisito para cursar la materia tener conocimientos previos. En todo caso, como se cursa en tercero, el alumnado ya ha tenido un primer contacto con la Política de la Educación en la asignatura que se cursa en segundo del grado en Educación Social.

OUTCOMES

1306 - Degree in Social Education

- 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.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

LEARNING OUTCOMES

The expected learning outcomes in Social Education Policy are related to those necessary for the professional exercise of Social Education in communities, organized groups and Institutions, based on prior knowledge and analysis of the social, political, economic, cultural context, etc. . It is expected that the students internalize those basic competences for the development of the necessary work strategies in the fundamental areas of Social Education. In addition, it seeks to consolidate in each student the need to review and maintain personal and relational objectives that have a lot to do with the Social Education Policy: the recovery of optimism regarding the practice of the profession; the development of communication strategies and capacities in front of other professionals in the institutional framework; learn to live with conflicts and to change meanings of professional life and social, political and educational events. It is also intended to expand the instrumental background in the practice of the profession: develop flexibility in social, political and educational points of view; expand the sensitivity and capacity for critical analysis of the social, educational, political and all kinds of processes that make up today's societies, respecting thoughts, ideas and positions different from their own, as long as they respect fundamental human rights.



DESCRIPTION OF CONTENTS

1. Política de la educación social: conceptos y dimensiones.

- 1.1 Epistemología de la Política de la educación social
- 1.2 Aproximación conceptual a la Política de la educación social.
- 1.3 La disciplina y los ámbitos de actuación de la Política de la educación social
- 1.4 La Política de la educación social: entre el sistema y la acción

2. La Política y la educación social

- 2.1 Las ideologías y la política
- 2.2 El Estado y la Política de la educación social: perspectiva estatal y comunitaria
- 2.3 La democracia como condición de la Política de la educación social
- 2.4 Los Derechos Humanos como marco de referencia de la Política de la educación social

3. Las transformaciones del Estado como marco político de referencia de la educación social.

- 3.1 Las corrientes ideológicas fundamentales del Estado de bienestar
- 3.2 La Política de la educación social en la génesis y consolidación del Estado de Bienestar
- 3.3 Crisis y reformulación del Estado de Bienestar
- 3.4 Modelos del Estado de Bienestar europeos

4. Las transformaciones socio-culturales y económicas actuales y la educación social.

- 4.1. La globalización y su carácter contradictorio: repercusiones en la Política de la educación social
- 4.2 Las estructuras familiares como base de las políticas sociales
- 4.3 Los nuevos movimientos sociales y las políticas socioeducativas
- 4.4 El Tercer sector
- 4.5 La participación ciudadana y el voluntariado

5. La Política y la educación social

- 5.1 Marco legislativo autonómico en Servicios Sociales e inclusión social de la Comunitat Valenciana
- 5.2 El ámbito local como espacio para la articulación de la educación social
- 5.3 Los Servicios Sociales municipales

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	45,00	100
Classroom practices	15,00	100
Attendance at events and external activities	2,00	0
Development of group work	25,00	0
Development of individual work	10,00	0
Study and independent work	15,00	0
Readings supplementary material	8,00	0
Preparation of evaluation activities	10,00	0
Preparing lectures	20,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

The teaching methodology of the subject Politics of social education consists of using expository and participatory techniques in which the use of resources that allow to establish interactions with the students is encouraged in order to make the existing pre-concepts explicit in such a way that they are It can redirect the common thread of the initially planned theme to the benefit of adapting to the possibilities of the group of students to integrate scientific concepts loaded with conceptual meaning that replace previously existing ones on an intuitive basis. The understanding of the contents together with the planned training activities will allow the development of the competences to be acquired. The teaching style that is proposed therefore starts from trying to achieve a level of communication with the group of students, and with each student, that allows two-way communication, between the contents that are exposed, and in which they work from different resources, and the information that the group and each member of the group provide in order to check if the learning objectives that are intended are achieved or blocked by previous factors unrelated to the content to be worked on in each teaching-learning session. Communication, feed-back, feedback during the teaching-learning process, therefore refer to the need to establish interactions in the classroom, interactions that require both didactic techniques and personal attitudes that facilitate the creation of said climate of interpersonal communication in which the contents to be transmitted, and their complementary experiences, are not a mere unilateral action disconnected from the reality of the learning group but rather a logical continuation of the exchange of ideas, opinions and informative contents on the basis of which pre-concepts collapse and scientific concepts are built. Logically, for such interactions to derive in knowledge, from which competencies emerge, it is necessary to have, prior to the work sessions in the classroom, a strategy that facilitates the study and preparation of the recommended readings and the cases and practical assumptions to be developed in each session, as well as a wide range of problems (cases, data, dilemmas, etc.) and resources (games, simulations, group dynamics, reflections, seminars, etc.) through which the concepts are not only transmitted, but also experienced, lived, aroused emotions, and fostered attitudes and aptitudes from which competencies are developed.



EVALUATION

The evaluation will be continuous and therefore will include various instruments to assess the work of each student:

- Inter-area work in coordination with the rest of the subjects of the semester
- Group readings, practical activities in the classroom and autonomous work
- Comprehensive knowledge acquisition test, especially what has been worked on in the subject: contents, practices, readings, etc.

REFERENCES

Basic

- Referència b1: Alemán, Carmen. (2009). Políticas sociales. Cívitas.
- Referència b2: Carbonell, Jaume. (2018), Leducació és política. Octaedro.
- Referència b3: Dewey, John. (1993). Democracia y educación. Losada.
- Referència b4: Fernández, Tomás y de la Fuente, Yolanda. (Coords.). (2009). Política social y trabajo social. Alianza Editorial.
- Referència b5: Freire, Paulo. (1990). La naturaleza política de la educación. Cultura, poder y liberación. Paidós y Mº de Educación y Ciencia.
- Referència b6: López, Ramón. (2000). Fundamentos políticos de la educación social. Síntesis

Additional

- Referència c1: Bauman, Zygmunt. (2013). Sobre la educación en un mundo líquido. Paidós.
- Referència c2: Carmona, Rosario. (Coord.) (2001). 50 Aniversario de la Declaración universal de los derechos humanos: su influencia en la evolución de los derechos del niño. Universidad de Cádiz UNICEF.
- Referència c3: Castells, Manuel. (2017). ¿Es reversible la globalización? Vanguardia dossier 65, 32-36.
- Referència c4: Chacón, Fernando, Pérez, Tania y Vecina, Mª Luisa (Coords). (2011). Motivaciones del voluntariado: factores para la permanencia y vinculación del voluntariado. Documentación social 160. 131-148.
- Referència c5: Chomsky, Noam. (2017). El miedo a la democracia. Crítica.
- Referència c6: Cortina, Adela. (2017). Aporofobia, el rechazo al pobre: un desafío para la sociedad democrática. Paidós.
- Referència c7: Crespo, Teresa. (2011). El tercer sector sectorial, un sector emergent. RTS: Revista de treball social, 193. 45-5
- Referència c8: Esping-Andersen, Gösta y Palier Bruno. (2010). Los tres grandes retos del estado de bienestar. Ariel
- Referència c9: Expósito, Enriqueta. (2012). La participación directa del ciudadano en el ámbito local. En Torres, Antonio. Constitución y democracia: ayer y hoy: libro homenaje a Antonio Torres del Moral,



Vol. 3 (pp. 2835-2854). Universitas.

Referència c10:Krmptic, Claudia. (Comp.) (2010). La protección social sin Estado. De la ayuda a la asistencia social. Espacio Editorial.

