

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

Code	33481
Name	Sociocultural and educational action programmes
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	Second term

Subject-matter

Degree	Subject-matter	Character
1306 - Degree in Social Education	321 - Subject, educational experience and creation of the public spheres I	Obligatory

Coordination

Name	Department
BELMONTE AROCHA, JORGE	100 - Education and School Management

SUMMARY

The subject is located within the broader module "Subject, educational experience and construction of the public". Its theoretical-practical object is the study of culture and its social dimension for socio-educational curricular application, that is, cultural and social studies oriented to educational action, understood as a curricular practice that develops sociocultural and educational programs.

PREVIOUS KNOWLEDGE



Relationship to other subjects of the same degree

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

Other requirements

OUTCOMES

1306 - Degree in Social Education

- Have capacity for analysis and synthesis.
- Demonstrate organisational and planning skills.
- Have problem-solving skills and decision-making capacity.
- Have critical and self-critical capacity.
- Be able to work in multi- and inter-disciplinary teams.
- Be able to integrate and communicate with experts in other areas and in different contexts.
- Acknowledge and respect diversity and promote interculturality.
- Be able to develop, promote and revitalise interpersonal communication skills.
- Show active ethical commitment to human rights, gender equality and sustainability.
- Develop innovation and creativity in professional practice.
- Be able to conduct educational research in different contexts.
- Know and understand the processes of teaching and learning and their impact on the comprehensive education and development of people and communities.
- Design educational plans, programmes, projects, actions and resources in different contexts.
- Apply and coordinate educational programmes and methodologies for personal, social and professional development.
- Intervene in socio-educational and community projects and services.
- Lead and coordinate socio-educational plans, programmes and projects.
- Promote processes of cultural and social revitalisation.
- Train agents and educators in socio-educational and community intervention.

LEARNING OUTCOMES

None



DESCRIPTION OF CONTENTS

1. Diseño de programas de acción sociocultural y educativa.

2. Formación inicial y permanente del(a) educador(a) sociocultural.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	45,00	100
Classroom practices	15,00	100
Study and independent work	60,00	0
Preparation of evaluation activities	3,00	0
Preparing lectures	27,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

The methodology of the matèria will adapt to the context of the different assignments. Pot reconèixer-se, així, a procés d'aprenentatge that is unwrapped through them assignatures, and that is articulated in the following way: 1. Presentació i classes teòriques. The themes are developed through the masterful lliçó, complementary to this modality d'enyament amb altres activitats concordants amb els temes tractats (comments of text, group exercises or group dynamics that help to consolidate the different coneixements teòrics impartits als temaris etc.) 2. In a complementary way, the treball dynamic is able to establish at the Seminars to discuss lectures that will be subject to debate, workshops related to some issues, and the development of projects that intervened and / or investigated.

EVALUATION

The assessment has been carried out through various procedures, which are carried out continuously in order to understand and guide the processes of apprenticeship, as well as to check the compliance of the plans of treball prèviament programs for als different temps lectius, in order to facilitate the self-regulation that favors l'aprenentatge autònom. In order to accredit the compliment dels objectius, domini dels continguts i fiançament de les competències, the procedures of evaluation are carried out, which follow more adequats als components de les diferents matèries i assignatures, tenint en compte els plans formulats explicitly als alumnes i les students, així com les activitats previstes. In addition to the controls established on a continuous basis, the productions or treballs realitzats will be considered, the quality of the answers in different proves, assistance and participation in practical activities, workshops and seminars, realization of individual treballs or in groups. The weighting that will be given to each of the aspects in order to determine the qualification will be agreed with the compliance of the activities and treballs developed in each case.



REFERENCES

Basic

- Referencia b1: APPLE, M. (1996). Política cultural y educación. Madrid: Morata.
- Referencia b2: AREA, M.; PARCERISA, A. y RODRÍGUEZ, J. (coords.) (2010). Materiales y recursos didácticos en contextos comunitarios. Barcelona: Graó.
- Referencia b3: BELMONTE, J. (2014). Del arte cinematográfico a la imagen postelevisiva: co-educación audiovisual ante las representaciones de la feminidad. *Dossiers feministes*, (19), 149-167.
- Referencia b4: BELMONTE, J. (2015). Ficciones audiovisuales y políticas postelevisivas de la (des) memoria histórica en la cultura española. *Revista F@ro*, 1(21), 53-71.
- Referencia b5: CASACUBERTA, D.; RUBIO, N. y SERRA, L. (coords.) (2011). Acción cultural y desarrollo comunitario. Barcelona: Graó.
- Referencia b6: FOUCAULT, Michel (1986) Por qué hay que estudiar el poder: la cuestión del sujeto, en *VVAA Materiales de sociología crítica*. Madrid, La Piqueta
- Referencia b7: FREIRE, P. (1975). La acción cultural para la libertad y otros escritos. Buenos Aires: Tierra Nueva
- Referencia b8: FREIRE, P. (1990). La naturaleza política de la educación. Cultura, poder y liberación. Barcelona/Madrid: Paidós y MEC.
- Referencia b9: GIROUX, H. (1990). Los profesores como intelectuales. Barcelona/Madrid: Paidós y MEC.
- Referencia b10: GIROUX, H. (1997). Cruzando límites. Trabajadores culturales y políticas educativas. Barcelona: Paidós.

Additional

- Referencia b11: GIROUX, H. (2005). Estudios culturales, pedagogía crítica y democracia radical.
- Referencia b12: GIROUX, H. y McLAREN, P. (Eds) (1998). Sociedad, cultura y educación. Madrid: Mino y Dávila Editores.
- Referencia b13: HALL, S. y GAY, P. du (comps.) (2003) Cuestiones de identidad cultural. Buenos Aires, Amorrortu
- Referencia b14: HALL, S. (2003) Sin garantías. Trayectorias y problemáticas en estudios culturales. Instituto de Estudios Sociales y Culturales
- Referencia b15: KELLNER, D. (2011). Cultura mediática: estudios culturales, identidad y política entre lo moderno y lo posmoderno. Ediciones Akal.
- Referencia b16: LAURETIS, T. de (2000). Diferencias. Madrid: horas y HORAS.
- Referencia b17: MASTERMAN, L. (2010) La enseñanza de los medios de comunicación. Ediciones de la Torre.
- Referencia b18: SÁEZ, J. (1992). Los Educadores Sociales ¿Tecnólogos o Intelectuales?. *Pedagogía Social: Revista Interuniversitaria*, (7), 179-189.