

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

Code	33728
Name	Family pedagogy
Cycle	Grade
ECTS Credits	4.5
Academic year	2024 - 2025

Study (s)

Degree	Center	Acad. Period
1307 - Degree in Pedagogy	Faculty of Philosophy and Educational Sciences	4 First term

Subject-matter

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	104 - Socio-educational intervention II	Optional

Coordination

Name	Department
SAHUQUILLO MATEO, PIEDAD MARIA	335 - Education Theory

SUMMARY

The subject of Family Pedagogy, which we present this guide is part of the title of Pedagogy was approved by Royal Decree 1393/2007, which begins at the University of Valencia in 2009-2010.

This discipline is an innovative firm commitment from the University of Valencia, specifically from the Faculty of Philosophy and Education in the EHEA framework.

"Family Pedagogy" enables students in the area related to the tasks of education, training and socio-educational intervention (in the formal, non-formal and informal education), particularly in the field of special education with families, community development and social advancement and planning, management and evaluation in the field where they perform their functions, thereby avoiding more related to these areas.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

There are no requirements.

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

1307 - Degree in Pedagogy

- Skills in analysis and synthesis.
- Develop organisational and planning skills.
- Be able to communicate professionally, both orally and in writing, in the Universitat de València's native languages.
- Be able to use ICT in the field of study and in the professional context.
- Be able to manage information.
- Develop the capacity to solve problems and make decisions.
- Develop the capacity for criticism and self-criticism.
- 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.
- Develop, promote and revitalise interpersonal communication skills.
- Show active ethical commitment to human rights and sustainability.
- Be prepared for independent lifelong learning.
- Be able to adapt to new situations.
- Develop innovation and creativity in professional practice.
- Demonstrate initiative and entrepreneurship.
- Show commitment to professional identity, development and ethics.
- Be able to conduct educational research in different contexts.
- Be able to recognise and value affective processes.
- Understand the theoretical references that constitute the human being as an active player in education.
- Diagnose needs, complex situations and possibilities of people as a basis for educational actions.



- 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.
- Develop tools for gathering and analysing educational information.
- Apply and coordinate educational programmes and methodologies for personal, social and professional development.
- Que los estudiantes sean capaces de supervisar y evaluar planes, programas, proyectos y centros.
- Prepare and interpret technical, research and evaluation reports on educational actions, processes and results.
- Conduct prospective and evaluative studies on educational characteristics, needs and demands.
- Know the principles and fundamentals of attention to diversity in education and implement and coordinate educational interventions with persons or groups with special educational needs or in situations of risk, inequality or discrimination based on gender, class, ethnicity, age, disability and/or religion.
- Facilitate and manage cooperation in educational and professional processes.
- Design training plans for teachers, trainers and other professionals that are suited to new situations, needs and contexts.
- Design programmes, projects and innovative proposals for training and for developing educational resources in work, family and institutional contexts, in both face-to-face and virtual environments.
- Develop strategies and techniques to promote participation and lifelong learning.
- Be able to evaluate educational policies, institutions and systems.
- Be able to evaluate educational and training resources.
- Be able to evaluate the teaching-learning processes and the educational agents.
- Organise and manage schools and educational institutions, services and resources.
- Apply strategies and techniques for tutoring, training, peer counselling, consultation and guidance in educational and training processes.

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

- Assess the importance and necessity of the family as an educational space
- Reflect on the importance of human needs as a common framework for professionals working with family
- Analyze the role of the educator in the field of family education
- Identify the main causes contributing to the change in the conceptualization current family



- Analyze the different family forms that exist today based on their composition
- Analyze the differences between different types of families based on their dynamics
- Apply the criteria of functionality / dysfunctional families in order to intervene educationally on the family reality in favor of functionality
- Differentiate family education and parenting skills as educators and professional competence
- Understand the importance of family parenting styles in the development of human
- Develop proposals leading to work and improving Educational Styles Parental
- Define the characteristics of family education and competence professionals
- Discover the differences between parent-training programs based on family the scope from which to work
- Establish the need to think about each situation before pose a parental training program-family
- Analyze various family education programs
- Reflect on the importance of responding from the professional point of view, each particular family reality
- Understand the differences between family risk and homelessness situation
- Know the resources that can be used to try to improve different family situations
- To analyze the different strategies available to the professional intervention socio-educational work with families and their children
- Solve real cases, in response to the intervention strategy would be more relevant in this situation

DESCRIPTION OF CONTENTS

1. Conceptualization of the family

This unit responds to the need to conceptualize and understand how the family has evolved as a first-rate educational agency in the context of our discipline. To do so, having considered the necessity and importance of it and the child as a subject of rights and needs, we embarked on in-depth analysis, based on the conceptualization of the family and the functions it has to play and different types of family under three different criteria: forms, family dynamics and basic problem. This is without doubt one of the most important conceptual aspects of the discipline and at the same time, future professional performance of our students. In turn, credits a gradient of complexity is justified, among others, from the inherent difficulty involved in the analysis and study of issues such as those already mentioned. In the Unit also incorporates the analysis of different perspectives that have been conceptualized the family and the child to coexist in the discipline, to provide students with different tools to undertake studies on the subject. Thus, this teaching unit is particularly suitable for different learning activities, as occur in the following, given the applied side of our subject.



2. The family education as a parenting skill

This unit focuses on one of the defining dimensions of family education, family and educational space. It will be the next teaching unit where students walk into the complexity of family life education from the professional field, but in this case is understood as parenting skills, as original and proper responsibility of parents.

In this sense, drive us deeper into the principles underpinning the education of the child in the family and serve as a reference in the daily lives of many families, as well as the complexity of the "teaching style" as constructs that guide and configured from one's own educational practice.

There is no doubt that all this is addressed taking into account the child as an active receptor but also family education. Ultimately it is he who becomes a subject of the education of their parents but particularly those who receive, first hand, the influences derived from such education for personal and social construction

3. Family education as a professional competence

The third and final theme of our course unit focuses on the work of professionals in the field of family education, collecting essential approaches in relation to the work performed but also with the complex situations that often are faced and approaches from which, mainly, work. Through the songs that make this unit the student will go deeper into various issues directly related to their future professional development, although the theory-practice unity has been planted along all the previous issues as well.

The strategies can be implemented to work with families and the programs and resources to use will be studied during this thematic unit, based at all times to the work of the professional and the need to actively involve families.

Just as in the previous two units, along this the students will complete various learning activities that will be necessary to apply the knowledge to be acquired.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Classroom practices	15,00	100
Development of group work	15,00	0
Development of individual work	10,00	0
Study and independent work	15,00	0
Readings supplementary material	5,00	0
Preparation of evaluation activities	10,00	0
Preparing lectures	3,00	0
Preparation of practical classes and problem	4,50	0
Resolution of case studies	5,00	0
TOTAL	112,50	



TEACHING METHODOLOGY

Work-oriented approach on the whole class group:

- Participatory Lectures
- Cooperative learning and autonomous
- Group discussion, debate, and so on.

Work-oriented methodology in small group or individual:

- Classroom Practices: Application of theory, case studies, problem solving, learning to use tests and instruments
- Reports
- Tutorials
- Seminars
- Written/oral exam

EVALUATION

A continuous and final evaluation will be carried out through different activities that require knowing the degree of knowledge, skills and abilities obtained throughout the subject. These activities are presented below:

- Learning activities notebook: Through the learning activities notebook, the students will integrate the productions carried out throughout the learning process (synthesis of readings, resolution of cases, practical activities, questions). The score assigned to this assessment task is equivalent to 30% of the final grade.
- Research work: Through this work it is intended that students work in groups throughout the course on a subject related to the field of Family Pedagogy, either as an action resource or on a specific problem. In order to meet the security measures established by the Covid-19, this work will be only theoretical in nature and will be accompanied by the teacher's follow-up / tutoring through classroom seminars (initial, follow-up and end). The score assigned to this assessment task is equivalent to 20% of the final grade.
- Written test: From the written test, the students will have to solve a practical case that allows putting into practice everything worked on throughout the subject. The score assigned to this assessment task is equivalent to 50% of the final grade.

*To overcome the subject, students must pass the three areas of the evaluation

REFERENCES



Basic

- Referencia C1: Cánovas, P., Sahuquillo, P. (2010) Educación y diversidad familiar: aproximación al caso de la monoparentalidad. *Educatio Siglo XXI*. 28,1, 109-126.
- Referencia C2: Cánovas, P., Sahuquillo, P. (2010) Educación familiar y mediación televisiva. *Revista Interuniversitaria de Teoría de la Educación*. 22, 117-140.
- Referencia C3: Cánovas, P. y Sahuquillo, P. (2014) Familias y menores: retos y propuestas pedagógicas. Valencia: Tirant lo Blanch.
- Referencia C4: Cyrulnik, B. (2009) El amor que nos cura. Barcelona: Gedisa.
- Referencia C5: Ferré, A. (2022). Cuéntalo con muñecos. Orientaciones prácticas para terapia y asesoramiento. Octaedro.
- Referencia C6: González Vázquez, A. (2021). Las cicatrices no duelen. Planeta.
- Referencia C7: Gonzalo Marrodán, J. L. (2021a). Traumaterapeutas en la caja de arena. Sentir.
- Referencia C8: Gonzalo Marrodán, J. L. (2021b). Una nueva vida florece. Historia resiliente de mi adopción. Sentir.
- Referencia C9: Martínez Torralba, M. A. y Vázquez-Bronfman, A. (2006) La resiliencia invisible: infancia, inclusión social y tutores de vida. Barcelona: Gedisa.
- Referencia C10: Císcar, E.; Martínez, C.; Cánovas, P.; Sahuquillo, P. et al (2009) Orientación Familiar. De la capacidad de la funcionalidad. Valencia, Tirant Lo Blanch
- Referencia C11: Melero, R. y Cantero, M. J. (2021). Validación del Cuestionario de Apego Adulto-Revisado (CAA-r). *Revista de psiquiatría y salud mental*. <https://doi.org/10.1016/j.rpsm.2021.09.003>
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- Referencia C13: Orte, C.; March, M.; Ballester, L.; Touza, C.; Fernández, C.; Oliver JL.. (2008) "Programa de Competencia Familiar (PCF). Manual del Programa de Competencia Parental. Manual del formador y de la formadora." Programa de Competencia Familiar (PCF).
- Referencia C14: Sahuquillo, P., Riquelme, V. y Cánovas, P. (2022). Educación, familias e infancia: desafíos y propuestas. Tirant lo Blanch.
- Referencia C15: Torío, S.; Rodríguez, y García-Pérez (2022). La parentalidad positiva y la teoría de la autodeterminación: un avance en la formación parental. En S. RIVAS; BELTRAMO, C. (Coords.) Parentalidad positiva. Una mirada a una nueva época. Pirámide. (pp. 47-65).
- Referencia C16: Torre Puente, J. C. (2001). Orientación familiar en los contextos escolares. Universidad Pontificia de Comillas.

Additional

- Referencia C1: Aguilar, M.C. (2002) Educación familiar: Una propuesta curricular y disciplinar. Málaga: Aljibe.



- Referencia C2: Barudy, J., Dantagnan, M. (2006) Los buenos tratos a la infancia. Barcelona: Gedisa.
- Referencia C3: Barudy, J., Dantagnan, M. (2010) Los desafíos invisibles de ser madre o padre: manual de evaluación de las competencias y la resiliencia parental. Barcelona: Gedisa.
- Referencia C4: Beck, U., Beck-Gernsheim, E. (2003) La reinención de la familia. Barcelona: Paidós.
- Referencia C5: Broffenbrenner, U.(1987) La ecología del desarrollo humano. Barcelona: Paidós.
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- Referencia C8: Cánovas,P.,Sahuquillo,P.(2010)Educación y diversidad familiar: aproximación al caso de la monoparentalidad, *Educatio Siglo XXI*. 28,1, 109-126.
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