

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

<b>Code</b>	33729
<b>Name</b>	The pedagogy of culture, leisure and free time
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	4.5
<b>Academic year</b>	2024 - 2025

**Study (s)**

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

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1307 - Degree in Pedagogy	104 - Socio-educational intervention II	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
BELLVER MORENO, MARIA CARMEN	335 - Education Theory

**SUMMARY**

The subject of pedagogy of culture, leisure aims, first, that the student knows and analyze the basic concepts related to the subject: free time, work, leisure, and its current and historical evolution.

It is necessary that the student values the different degrees of importance of leisure in different contexts and socio-professional and professional stages of life. This should lead to reflection on the use of leisure in our personal lives, professional and social.

The subject also delves into the methodologies and techniques for planning, implementation and evaluation of projects and programs related to the pedagogy of culture, leisure and recreation.



## 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 previous knowledge required for this course.

## 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.
- Develop quality management models and processes for education and training.
- Apply strategies and techniques for tutoring, training, peer counselling, consultation and guidance in educational and training processes.
- Be able to advise on the pedagogical use and curricular integration of teaching media.
- Be able to analyse, design and evaluate the ICT applications associated with educational and training processes.
- 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.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

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

Theoretical knowledge about the contexts and social education professionals in the community through socio-cultural, leisure, sport and social cooperation.

Theoretical and applied to institutions and education programs in their free time.

Learning interdisciplinary teamwork.

Critical analysis and reflective about the realities and problems of contemporary societies.

## **DESCRIPTION OF CONTENTS**

**1. Clarification of concepts: culture, leisure and free time. Sociocultural and educational foundations of leisure and free time.**

**2. Areas of the pedagogy of leisure and free time: non-specific (family, school, urban environment,... and specific: colonies, toy libraries**

**3. Design of programs linked to the pedagogy of culture, leisure and free time.**

**4. Leisure and free time: a challenge for the family**

**5. Leisure, quality of life and disability**

**6. Leisure, senior citizens and culture****7. leisure and sport****WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Classroom practices	15,00	100
Development of group work	22,50	0
Development of individual work	15,00	0
Study and independent work	15,00	0
Readings supplementary material	5,00	0
Preparation of evaluation activities	5,00	0
Preparing lectures	5,00	0
<b>TOTAL</b>	<b>112,50</b>	

**TEACHING METHODOLOGY**

El desarrollo de la asignatura se estructura de la siguiente manera: En las clases teóricas se desarrollarán técnicas de análisis, comprensión de conceptos básicos, y propuestas de intervención. En las clases prácticas se trabajarán estudio de textos/vídeos/expertos invitados/ en pequeño grupo las actividades propuestas en cada tema, con contenidos vinculados al campo de intervención pedagógica del ocio y tiempo libre.

La metodología que se utilizará contempla las siguientes modalidades básicas: lectura de material, trabajo cooperativo, construcción del conocimiento desde el aprendizaje significativo y el aprendizaje por descubrimiento, estudio de casos y realidades contextualizadas y elaboración de programas. Las tutorías en horarios no lectivos se utilizarán para poder realizar un proceso de orientación/asesoramiento personalizado hacia cada alumno/a o por pequeño grupo cada vez que el alumnado lo necesito.

La metodología se ampliará en la medida que el alumnado, en su proceso de aprendizaje, necesito otras habilidades y aptitudes a desarrollar. Durante todo el proceso de enseñanza/aprendizaje se utilizarán diferentes técnicas y recursos didácticos adaptados a los temas a trabajar, que se adaptarán en la temática y a las necesidades del alumnado.



## EVALUATION

La evaluación constará de tres partes diferenciadas:

- 1.- Trabajo GRUPAL sobre un proyecto de intervención en el ámbito de la cultura, ocio y tiempo libre elegido que comprenderá el 40% de la nota.
- 2.- Entrega de cada alumno/a de los documentos a trabajar en el aula que incluirá las preguntas de los textos trabajados en clase que será valorado sobre 45%. Se entregarán por aula virtual.
- 3.- Entrega de la recensión de un libro relacionado con el ámbito del ocio y del tiempo libre (15%)

## REFERENCES

### Basic

- Referencia b1: Martínez, E. (2006). *Mentes lúdicas*. Septem. Oviedo
- Referencia b2: Martínez, G. (1999). *El juego y el desarrollo infantil*. Octaedro. Barcelona
- Referencia b3: Bofarrull, I. (2005). *Ocio y tiempo libre : un reto para la familia*. Eunsa. Ediciones Universidad de Navarra.
- Referencia b4: Buitrago y Pereira (2007) *Educación para la ciudadanía: los valores del ocio y tiempo libre*. Ed. Aljibe.
- Referencia b5: Cuenca, M. (2004) *Pedagogía del Ocio: Modelos y propuestas*. Deusto : Bilbao

### Additional

- COLOM, A. (1987) *Modelos de Intervención Socioeducativa*. Narcea. Madrid.
- CUENCA, M. (1996) *Temas de pedagogía del ocio*. Bilbao. Universidad de Deusto.
- CUENCA, M. (2000) *Ocio humanista. Dimensiones y manifestaciones actuales del ocio*. Bilbao. Universidad de Deusto.
- ESCUDERO, J (2004) *Análisis de la realidad local. Técnicas y métodos de investigación desde la Animación Sociocultural*, Narcea, Madrid.
- FROUFE QUINTAS, S. y SÁNCHEZ CASTAÑO, M.A. (1992) *Animación sociocultural. Nuevos enfoques*. Amarú Ediciones. Salamanca
- FROUFE QUINTAS, S. y SÁNCHEZ CASTAÑO, M.A. (1994) *Construir la Animación*. Amarú Ediciones. Salamanca.
- GUTIERREZ, L. (1997) *Métodos para la animación sociocultural*. CCS. Madrid.
- MARCHIONI, M. (1999) *Comunidad, participación y desarrollo*. Popular. Madrid
- MARCHIONI, M. (Coord.) (2001) *Comunidad y cambio Social. Teoría y praxis de la acción comunitaria*. Popular. Madrid.



MARTÍN, M.T. (coord.) (2000) Planificación y diseño de proyectos de ASC. Sanz y Torres. Madrid.  
MUNNE, F. (1980) Psicosociología del tiempo libre. Trillas. México.  
SANCHEZ, M. (1986) Metodología y práctica de la participación. Popular. Madrid.  
SETIÉ, M.L. (coord.) Ocio, calidad de vida y discapacidad. Bilbao. Universidad de Deusto  
TRILLA, J. (2000) Pedagogía del grup i del projecte. Una aproximació a l'obra de Joaquím Franch. Eumo i Edicions 62. VIC, Barcelona  
Cátedra Ocio y Discapacidad. (2014). Manifiesto por un Ocio Inclusivo. Bilbao: Instituto de Estudios de Ocio, Universidad de Deusto.

- Bibliografía complementaria: libros que pueden ayudar a ampliar y profundizar.

BUSTILLOS, G. y VARGAS, L. (1993) Técnicas participativas para la educación popular. Popular. Madrid.  
FRANCIA, A. y otros (1993) Análisis de la realidad. CCS. Madrid.  
FRANCH, J.; MARTINELL, A. (1986) La animación de grupos de tiempo libre y de vacaciones. La intervención en el tiempo libre. Laia. Barcelona  
FRANCH, J.; MARTINELL, A. (1994) Animar un proyecto de educación social. La intervención en el tiempo libre. Paidós. Barcelona  
DE LA RIVA, F. (1997) Herramientas para el trabajo del informador y dinamizador juvenil. Consejería de la presidencia. Sevilla.  
FROUFE, S. (1998) Técnicas de grupo en animación comunitaria. Amarú Ediciones. Salamanca.  
MARIN, R.; PEREZ, G. (1990) Investigación en ASC. UNED. Madrid.  
PEREZ SERRANO, G. (1993) Elaboración de proyectos sociales. Casos prácticos. Narcea. Madrid.  
QUINTANA, J.M. (1993) Los ámbitos profesionales de la Animación. Narcea. Madrid.  
VENTOSA, J.V. (2001) Desarrollo y evaluación de proyectos socioculturales. CCS. Madrid.  
VILLASANTE, T.R. y otros. (coord.) (2001) La investigación social participativa. El viejo topo. Barcelona.

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