



COURSE DATA

Data Subject

Code	44352
Name	The city as a research and a social education project
Cycle	Master's degree
ECTS Credits	3.0
Academic year	2024 - 2025

Study (s)

Degree	Center	Acad. Period year
2192 - Master's Degree in Social and Education Action	Faculty of Philosophy and Educational Sciences	1 First term

Subject-matter

Degree	Subject-matter	Character
2192 - Master's Degree in Social and Education Action	1 - The city as a research and a social education project	Obligatory

Coordination

Name	Department
APARISI ROMERO, JOAN ANTONI	100 - Education and School Management

SUMMARY

As an academic discipline, the compulsory module of the Master's Degree in Social and Educational Action comprises several subjects to be taken in the first semester. "The city as a project of research and social education" corresponds to Subject I. This subject constitutes a training area of special relevance for the professional profile because it provides the group of students with essential knowledge for their intervention in educational processes in cities.

It deals with the study of cities, maps and discursive itineraries. Public policies on urbanism and the critical construction of cities require understanding and discussion of elaborations and studies that analyse the role of cities in the construction of citizenship. The role of education is essential in the views and research, for which texts will be analyzed, but also experiences and case studies that show how cities are built and possible alternatives. The development of innovative projects is part of this matter, since research and investigation are essential to analyze and transform social reality. Education and the re-elaboration of public space from educational and didactic perspectives can help us to recover public space for people. Together with the other subjects that make up the compulsory generic module, the aim is to provide professionals with the necessary training to be able to critically analyse the educational reality in



which they have to carry out their work, to solve problems in a complex and changing environment and to intervene in the educational context that is their responsibility, as reflective and effective professionals.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

Relación con asignaturas de la misma titulación: Junto con el resto de asignaturas del módulo obligatorio, configura la formación común del Máster en Acción Social y Educativa, que facilitará la adquisición de las competencias básicas, generales y transversales del máster.

No se han especificado restricciones de matrícula con otras asignaturas del plan de estudios

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

2192 - Master's Degree in Social and Education Action

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- Comprender y utilizar conocimientos avanzados en el contexto de la investigación socioeducativa.
- Evaluar teorías y metodologías para formular juicios críticos sobre la propia práctica socioeducativa y el contexto en el que se desarrolla.
- Anticipar consecuencias y situar en el desarrollo histórico las problemáticas concretas del contexto de intervención socioeducativa.
- Asumir la responsabilidad de su propio desarrollo profesional y de su especialización en el ámbito social y educativo.
- Problematizar realidades sociales complejas e intentar resolver situaciones y conflictos, que desde una perspectiva socioeducativa requieren la comprensión y puesta en relación de intereses divergentes.
- Integrarse y liderar equipos de trabajo interdisciplinares, para ofrecer una perspectiva compleja en el análisis de situaciones y el diseño de intervenciones.



- Analizar y sintetizar situaciones, aportaciones teóricas y metodológicas, y estrategias diversas de intervención.

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

- 1) To develop the skills and capacities of analysis and synthesis and critical reflection around different educational realities.
- 2) To improve one's own learning strategies, placing special emphasis on autonomous and meaningful learning.
- 3) To develop attitudes and skills for cooperative learning.
- 4) To know and analyse cities as inclusive and multicultural spaces.
- 5) To acquire an integrated and comprehensive vision of the process of building cities, communities and neighbourhoods for education.
- 6) To know and manage strategies to promote coexistence and to face the resolution of conflicts in cities and neighbourhoods.
- 7) To acquire knowledge and strategies to develop research projects on cities and education

DESCRIPTION OF CONTENTS

1.

2. Contents

- Epistemologies of the city. Exploration of maps and discursive itineraries about the city as an experience and subjectivation. The city as an inclusive and multicultural space. Difference as an integrating value.
- Critical approach to urbanism. Construction of intelligent, sustainable, ecological, human and educational cities
- Relationship between education and the city. Educating cities. Central and peripheral neighbourhoods. Urban resources and educational resources.
- Research methodology on the city. Research in cities. Models and paradigms. Projects and practical experiences of innovation in cities. Study of case studies, biographies, innovative projects and neighbourhood and city experiences

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Seminars	10,50	100
Classroom practices	5,50	100
Theory classes	5,00	100
Development of individual work	20,00	0
Study and independent work	10,00	0
Readings supplementary material	20,00	0
Resolution of case studies	4,00	0
TOTAL	75,00	

TEACHING METHODOLOGY

Depending on the competencies, learning objectives and contents, different methods will be used: expository methodology, cooperative work, group discussion, text commentary, individual and group practical and application activities, workshops, etc. A participative and dynamic methodology will be used in order to promote the involvement and participation of students in the classes, including explanations from the teaching staff to clarify the theoretical assumptions. Debate will be used when appropriate and practical work, exhibitions and projects of various kinds related to the city will be developed, as well as viewing of documentaries.

EVALUATION

The evaluation of the acquisition of competences, contents and learning by the students will be carried out by combining different types of information, linked to the different activities developed in the module. The evaluation will consist of a portfolio comprising two parts:

- Theoretical essay on some topic developed in the contents of the module on the city (50% of the qualification).
- Outline of a city project looking for creativity and originality in its design. (50% of the qualification)

To pass the module it will be necessary to approve each of the two components, a) and b).



General evaluation criteria:

Attendance to the theoretical-practical sessions, workshops and joint activities.

Active participation, commitment and interest.

Mastery of specific terminology and conceptual precision.

Ability to present the contents of the subject in an orderly, systematic and documented manner.

Personal, critical and well-founded elaboration of what has been learned.

Creativity, originality and innovation of the proposals made.

Grammatical and syntactic correction in the expression.

Fulfilment of the deadlines set during the course for the delivery of work.

In exceptional situations, classified as such by the CCA of the MASE, the teaching staff will establish specific evaluation systems.

REFERENCES

Basic

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- BORJA, J. (2013). Revolución urbana y derechos ciudadanos. Madrid: Alianza Editorial.
- BRANDAO, P. (2011). La imagen de la ciudad. Estrategias de identidad y comunicación. Barcelona: Publicacions i edicions de la UB.
- ESSOMBA, M.A. (2012). Inmigración e interculturalidad en la ciudad. Principios, ámbitos y condiciones para una acción comunitaria intercultural en perspectiva europea. Barcelona: Editorial Graó.
- PÉREZ-AGOTE, A.; TEJERINA, B. Y BARAÑANO, M. (Editores) (2010). Barrios multiculturales. Relaciones interétnicas en los barrios de San Francisco (Bilbao) y Embajadores/Lavapiés (Madrid). Madrid: Editorial Trotta.
- ROSA, A. (2013). Ciudad y Educación Social. De la calle al medio abierto. Barcelona: Editorial UOC.
- SMITH, N.; METROPOLITANO OBSERVATORIO; ROLNIK, R.; ROSS, A. Y DAVIS, M. (2009). Después del neoliberalismo: ciudades y caos sistémico. Barcelona y Cerdanyola del Vallès: Macba y Servei de Publicacions de la UAB.
- ZAPATA-BARRERO, R. (2010). Diversidad y política cultural. La ciudad como escenario de innovación y de oportunidades. Barcelona: Icaria Editorial.
- ZEGRÍ, M. (2014). Mediación y conflictos urbanos. Experiencias de mediación en espacios públicos con jóvenes, comunidades de vecinos y comercios. Barcelona: Icaria Editorial.