

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

Code	44353
Name	Educational relationship and resocialisation practices
Cycle	Master's degree
ECTS Credits	4.0
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. year	Period
2192 - M.U. en Acció Social y Educativa	Faculty of Philosophy and Educational Sciences	1	First term

Subject-matter

Degree	Subject-matter	Character
2192 - M.U. en Acció Social y Educativa	2 - Educational relationship and resocialisation practices	Obligatory

Coordination

Name	Department
NAVAS SAURIN, ALMUDENA ADELAIDA	100 - Education and School Management

SUMMARY

The aim is to analyze, describe and think about the educational relationship and the practices of re-socialization in contexts of vulnerability and social exclusion, based on the work with the agencies, agents and discourses of re-socialization, emphasizing the structure of the pedagogical discourse.

Previous knowledge / Relationship with other subjects

Relationship with subjects of the same degree: Together with the rest of the subjects of the compulsory module, it configures the common training of the Master in Social and Educational Action, which will facilitate the acquisition of the basic, general and transversal competences of the master. No enrollment restrictions have been specified with other subjects in the curriculum.



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.

OUTCOMES

2192 - M.U. en Acción Social y Educativa

- 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 communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- 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.
- Problematicar realidades sociales complejas e intentar resolver situaciones y conflictos, que desde una perspectiva socioeducativa requieren la comprensión y puesta en relación de intereses divergentes.
- Analizar los entornos, los contextos y las experiencias de la acción social y educativa, para revisar críticamente, diseñar y desarrollar los principios y presupuestos de la intervención.
- Analizar críticamente los discursos de la relación educativa, y construir los elementos de revisión de la propia identidad profesional y de la relación con el otro.



- Conocer y analizar las tendencias de la intervención socioeducativa y sus consecuencias en las políticas públicas.
- Saber diseñar, utilizar y analizar críticamente los medios y las tecnologías para dinamizar la acción social y educativa.
- Saber participar y liderar procesos de investigación pertinentes para comprender, explicar y dinamizar la acción social y educativa.
- Analizar las políticas socioeducativas en los diversos contextos e interpretar las formas de intervención que plantean.

LEARNING OUTCOMES

English version is not available

DESCRIPTION OF CONTENTS

1.

2. Contents

The institutional, political and practical aspects of resocialization:
Power, education and conscience
The structure of pedagogical discourse in contexts of vulnerability.
The social division of labor in resocialization agencies
The languages of description.
The educational relationship and the experience of (trans) training
The educational relationship as an experience of otherness: subjectivity and difference
Experience, language and (trans) training
The exploration of the practice of the educational relationship: knowledge in the training of educators.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Seminars	14,00	100
Theory classes	7,00	100
Classroom practices	7,00	100
Development of group work	72,00	0
TOTAL	100,00	

TEACHING METHODOLOGY

MD5 - Exhibitions and debates

MD7 - Study and student work to integrate the skills of the module (linked to autonomous student work)

EVALUATION

Written and/or oral examination on the scheduled date (provided that the material conditions for the oral examination allow it; if not, the oral examination will be adapted so that it can be held on the scheduled date).(provided that the material conditions for the oral test allow it; if not, the oral test will be adapted so that all students can take it).the oral test will be adapted so that all students can take it).

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

REFERENCES**Basic**

- Bernstein, B. (1988). Poder, educación y conciencia: sociología de la transmisión cultural.

Connell, R., & Connell, R. W. (1985). Teachers' work. Allen & Unwin.

Isabel, N., & Ana, M. (2001). Text and Context in Educational Systems: Studies of Recontextualising Spaces, w: A. Morais (red.). Towards a Sociology of Pedagogy. The Contribution of Basil Bernstein to Research, 223-249.

Morais, A. M., & Antunes, H. (1994). Students differential text production in the regulative context of the classroom. British journal of sociology of education, 15(2), 243-263.

Singh, P. (2002). Pedagogising knowledge: Bernstein's theory of the pedagogic device. British journal of sociology of education, 23(4), 571-582.