

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

Code	44355
Name	Curricular research in social education: from epistemological diversity to methodological diversity
Cycle	Master's degree
ECTS Credits	3.0
Academic year	2020 - 2021

Study (s)

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

Subject-matter

Degree	Subject-matter	Character
2192 - M.U. en Acción Social y Educativa	4 - Curricular research in social education: from epistemological diversity to methodological diversity	Obligatory

Coordination

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

SUMMARY

Students will be able to politically and socially assess various curricular research lines in social education, as well as to develop each one methodologically, at least in its most general aspects.

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 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 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 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.
- 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.
- Desarrollar estrategias para la problematización, el análisis y la investigación de la acción social y educativa, con el objetivo de diseñar y revisar vías para la intervención.
- Analizar y sintetizar situaciones, aportaciones teóricas y metodológicas, y estrategias diversas de intervención.

LEARNING OUTCOMES

**English version is not available****DESCRIPTION OF CONTENTS****1.****2. English contents**

Epistemological diversity and research proposals of curricular processes in social education
Categories for the study of research proposals for curricular processes: technical decisions (elements and dimensions of the curriculum), theoretical (conceptions of the teaching-learning processes) and meta-theoretical (subject, world-history and education).
Case studies of various research proposals of curricular processes in social education.
Social and political debate around the various proposals

WORKLOAD

ACTIVITY	Hours	% To be attended
Seminars	10,50	100
Classroom practices	5,50	100
Theory classes	5,00	100
Development of group work	54,00	0
TOTAL	75,00	

TEACHING METHODOLOGY

MD5 - Exhibitions, seminars and debates

MD4 - Design and development of projects

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

EVALUATION

SE2 - Portfolios, which will include the different works carried out by the student

SE4 - Interviews with students

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



REFERENCES

Basic

- Belmonte, J. (2018) "Coeducación audiovisual, cultura mediática y crítica de la sociedad patriarcal", en Abiétar, M.; Belmonte, J. y Giménez, E. (coords.) Educación, cultura y sociedad: espacios críticos. Valencia: Tirant lo Blanch.

Belmonte, J. (2019) "Los estudios culturales (de género) y la semiótica (feminista) como desafíos para la educación del siglo XXI", en Monsalve, L., Pardo, M. I. y Vidal, M. I. (coords.) Pedagogía y cambios culturales en el siglo XXI. Repensando la educación. Barcelona: Octaedro.

Da Silva, T. T. (2001) Espacios de identidad. Nuevas visiones sobre el curriculum. Barcelona: Octaedro.

Sáez, J. (1992). Los educadores sociales ¿tecnólogos o intelectuales?. Pedagogía Social: Revista Interuniversitaria, (7), 179-189.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

This subject maintains the planned contents, the way to approach them and the evaluation system, according to what appears in the Teaching Guide (well, or it adjusts, as each prof decide). It is foreseen, if the health situation allows it, to be developed with face-to-face teaching and with the whole group together, maintaining in any case the security measures, and in a sufficiently wide space, that allows it to be done properly.