



COURSE DATA

Data Subject

Code	44358
Name	International trends in social and educational intervention
Cycle	Master's degree
ECTS Credits	3.0
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. year	Period
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	7 - International trends in social and educational intervention	Obligatory

Coordination

Name	Department
GRAU VIDAL, ROSER	120 - Comparative Education and History of Education

SUMMARY

This course aims to show what are the fundamental trends of socio-educational intervention at the international level, with special indication in Europe and Latin America, as well as the role played by professionals in socio-educational intervention and the political guidelines that mark the meaning of this intervention.

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

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.

Otro tipo de requisitos : ninguno

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 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.
- 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 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.
- 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 diseñar, utilizar y evaluar estrategias de comunicación y habilidades sociales, tanto en grupos interdisciplinarios de expertos como en la relación con los sujetos de intervención.
- Analizar las políticas socioeducativas en los diversos contextos e interpretar las formas de intervención que plantean.
- 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 (RD 1393/2007) // NO CONTENT (RD 822/2021)

English version is not available

DESCRIPTION OF CONTENTS

1.

2. English contents

1. Socio-educational intervention in Europe: its development in the last thirty years. Its relationship with socio-political and economic evolution.
2. The training of professionals in European socio-educational intervention: from professional practice to the conceptualization of social intervention.
3. Emerging areas of socio-educational intervention. Its relationship with NICTs and changes in social behavior.
4. Neoliberal policies and the precariousness of the intervention. Its consequences in the EU.
5. Characteristics of the socio-educational intervention in Latin America. Its impact on the training of professionals.
6. Convergence with other social professionals.

**WORKLOAD**

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

TEACHING METHODOLOGY

MD5 - exhibitions and debates

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

EVALUATION

Briefcase, in which the different works carried out by the student will be included -

Exhibitions in class of work done -

Participation in the different class activities. -

Group work -

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