Universitat Autònoma de Barcelona

2019/2020

Education of Children and Young Adults

Code: 101684
ECTS Credits: 6

Degree	Type	Year	Semester
2500260 Social Education	OB	3	1

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

There are no prerequisites to enroll in Education of children and youth

Objectives and Contextualisation

This course is a compulsory subject in the third year that aims to train professionals in areas of most tour of Social Education at the same point that encourage it from a methodological standpoint: the rehabilitative care in the stages of childhood and adolescence. It is also the subject that underlies the mention of the fourth year of the same name. The general educational objectives of the course are: 1. To contextualize the socio-educational process in two stages in the development of a person: childhood and adolescence. 2. Identify and evaluate the different training and educational and child care resources and adolescence based on a territory and the various agents operating. 3. Identify and initiate the development of competences of social educators to work properly in these vital steps in coordination with other educational and socializing agents.

Competences

- Accompany people in their processes of growth and emancipation.
- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Analyse the organization and management of socio-educational institutions.
- Apply the socio-emotional skills needed to manage human relations.
- Contextualize educational action based on the different theoretical paradigms that have developed in science and education in accordance with the socio-historical context of individuals, groups and institutions.
- In an articulated manner, design plans, programs, projects, activities and tasks in various socio educational contexts.
- Maintain a respectful attitude to the environment (natural, social and cultural) to promote values, behaviour and sustainable practices that address gender equality, equity and respect for human rights.
- Promote autonomy among participants and seek a balance between roles as advisor, facilitator and promoter of socio-educational dynamics.
- Use information and knowledge from different sources and contexts (reports, articles, etc.) specific to the social sciences.

Learning Outcomes

1. Analyse the consequences for social and educational action of various theoretical paradigms
2. Analyse the ethical aspects of social education in the field of childhood.
3. Analyse the socio-emotional skills required for working with children and adolescents at risk.
4. Design and apply specific interventions for children at risk.
5. Develop strategies to foster resilience processes.
6. Guiding and accompanying unprotected children in their development processes and processes of integration into autonomous life.
7. Know about the specific functions of institutions dedicated to early childhood and adolescence.
8. Know and use the main sources of generation of scientific knowledge about childhood and adolescence in Catalonia and Spain.
9. Know the different theoretical paradigms.
10. Maintain an attitude of respect, practices and behaviors that address diversity and equality.

Content

Learning outcomes

1. Analyze the implications for educational action of different theoretical paradigms.

2. Analyze the ethical aspects of social education in the field of childhood and adolescence.

3. Analyze socio-emotional skills necessary for working with children and adolescents at risk.

4. Know the specific functioning of institutions dedicated to children i adolescence.

5. Know the different theoretical paradigms.

6. Know and use the main sources of generation of scientific knowledge about childhood and adolescence in Catalonia and Spain.

7. Develop strategies to promote resilience processes.

8. Design and implement specific interventions for children and adolescents at risk.

9. Maintain an attitude of respect, practices and behaviors that address diversity and equality.

Content

1. The concept of childhood, adolescence and youth. pedagogical principles and methodological proposals.

2. Right of minors, protection and welfare systems. Networks, services and programs for children and adolescents. socio-legal framework in Catalonia.

3. Education and prevention in the family. Family and development practices. Continuities i discontinuities.

4. Social education in schools. Networks, services and programs.

5. Education, prevention and development in the context of (community and local) next territory. leisure, entertainment, consumer associations, participation and cultural production.

6. Programs and socio-educational actions in different contexts: methodological elements.

Methodology

Assessment criteria

Practices, case and assumptions will be distributed throughout the course, timed to the start date of the practice and delivery date. Return and monitoring activities that are part of the qualification will be less than one month, these assessment practices will be conducted in small groups (maximum 3 or 4 people) to form

subgroups in each seminar.

Students who have been monitoring the course during the course and still they remain some aspect not overcome will be given the opportunity to pass the subject reformulating the activity or activities not overcome.

The copying or plagiarism of material, both in the case of work, practice or involves a final qualification examinations suspended from the subject.

The final note of the course is the weighted average of the notes of different evaluation activities (case studies, simulations and other activities) of all averaging is performed whenever the grade obtained is 4 in each evaluation activity) and examination of thematic units.

the subject will be overcome with a minimum score of 5.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Exhibitions by teachers the content and basic issues syllabus. It is done with the whole group and allows class exposure main contents through a open participation by students.	30	1.2	
Workshops on the development of the subject	15	0.6	
Type: Supervised			
Distnace work directed from pautes provided by teachers.	30	1.2	
Type: Autonomous			
Own work to acquire the skills of self-regulated manner.	75	3	

Assessment

Assessment criteria

The assessment of the subject will be based on three large blocks (evaluation activities), which are:
1st. = Group classroom practices: Case study, simulations, document an
2nd. = Individual portfolio submission (delivery date 16/01/2020)
3rd. = Final exam and / or examination Recovery of thematic units (date
The final grade of the subject will be the weighted average of the notes o
* Classroom practices will be distributed throughout the course, timed inc
Students who have successfully followed the course during the course a
The copying or plagiarism of material, both in work, practice or examinati
The subject with a minimum score of 5 will be approved.
Class attendance is mandatory: the student must attend a minimum of 8

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes

Case studies, practical work, simulations and other scheduled activities, contained in the individual portfolio.	75	0	0	1, 2, 3, 7, 9, 8, 5, 4, 10, 6
Examination thematic units	25	0	0	

Bibliography

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Funes, j.; toledano, ll.; vilar, J. (1997): *Intervenció Psicopedagògica sobre problemes de desadaptaciósocial*. Barcelona: Edicions de la Universitat Oberta de Catalunya.

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Web:

"Con losbolsillosllenos de técnicas" http://paideia.synaptium.net/pub/pesegpatt2/asi/asi_tecnicas.pdf