

**1. General information****Course:** SOCIAL PSYCHOLOGY OF EDUCATION**Type:** CORE COURSE**Degree:** 313 - UNDERGRADUATE DEGREE PROGRAMME IN SOCIAL WORK**Center:** 110 - FACULTY OF SOCIAL WORK OF CUENCA**Year:** 2**Main language:** Spanish**Use of additional languages:****Web site:****Code:** 50316**ECTS credits:** 6**Academic year:** 2019-20**Group(s):** 30**Duration:** C2**Second language:** English**English Friendly:** N**Bilingual:** N**Lecturer:** RAUL NAVARRO OLIVAS - Group(s): 30

| Building/Office | Department | Phone number | Email | Office hours |
|---|------------|--------------|----------------------|--|
| Ed. Gil de Albornoz/Despacho 1.17; Ed. Melcho Cano, Despacho 2.24 | PSICOLOGÍA | 4330/4611 | raul.navarro@uclm.es | Publicado en la puerta del despacho. Tutorías virtuales: http://moodle.uclm.es |

2. Pre-Requisites

Students should be familiar with the knowledge of previous subjects of the curriculum corresponding to the Module of Basic Disciplines and, specifically, the subject of Social Psychology.

3. Justification in the curriculum, relation to other subjects and to the profession

Not established

4. Degree competences achieved in this course**Course competences**

| Code | Description |
|------|---|
| CB01 | Prove that they have acquired and understood knowledge in a subject area that derives from general secondary education and is appropriate to a level based on advanced course books, and includes updated and cutting-edge aspects of their field of knowledge. |
| CB03 | Be able to gather and process relevant information (usually within their subject area) to give opinions, including reflections on relevant social, scientific or ethical issues. |
| CE02 | Capacity to promote individuals, groups and communities development by improving their living conditions as well as meeting social needs through professional interaction and involvement. |
| CG04 | Proficiency in both oral and written comprehension and fluency, on a professional level. |
| CG05 | Linguistic proficiency in a foreign language, at least as high as B1 level in the Common European Framework of Reference for Languages (CEFR). |
| CG08 | Developing open-mind and empathy attitudes, while respecting and acknowledging diversity and multiculturalism. |

5. Objectives or Learning Outcomes**Course learning outcomes****Description**

Identifies training and evolution processes addressed to individuals, families, groups, organizations and communities.

Recognizes and understand the educational and social environment conditions mitigating developmental maturative, educationa and social disorders.

Analyzes social interaction processes within family, social groups and communities, specifically.

Knows the processes and components comprising human behaviour in the social environment and the relation between individuals and their context, and the perspective of different Social Sciencies about them.

Understands the social dimension of subjective processes regarding individual and social identity building.

6. Units / Contents**Unit 1: SOCIAL INTERACTION AND SOCIOEDUCATIVE CONTEXTS****Unit 1.1** Social Psychology of Education: definition and theories.**Unit 1.2** Social influence processes.**Unit 1.3** Socialization processes and family.**Unit 2: PSICOSOCIAL INTERVENTION TECHNIQUES IN SOCIAL AND EDUCATIVE SITUATIONS****Unit 2.1** Stereotypes, prejudices and discrimination**Unit 2.2** Gender, sexism and education**Unit 2.3** Education and peer violence**7. Activities, Units/Modules and Methodology**

| Training Activity | Methodology | Related Competences (only degrees before RD 822/2021) | ECTS | Hours | As | Com | R | Description |
|--|--------------------------------------|--|----------|---|----|-----|---|-------------|
| Class Attendance (theory) [ON-SITE] | Lectures | CB01 | 1.6 | 40 | Y | N | Y | |
| Class Attendance (practical) [ON-SITE] | Case Studies | CB03 CG05 | 0.8 | 20 | Y | N | Y | |
| Writing of reports or projects [OFF-SITE] | Guided or supervised work | CG04 CG05 | 0.6 | 15 | Y | N | Y | |
| Study and Exam Preparation [OFF-SITE] | Cooperative / Collaborative Learning | CE02 | 2 | 50 | Y | N | Y | |
| Analysis of articles and reviews [OFF-SITE] | project-based learning | CG08 | 1 | 25 | Y | N | Y | |
| Total: | | | 6 | 150 | | | | |
| Total credits of in-class work: 2.4 | | | | Total class time hours: 60 | | | | |
| Total credits of out of class work: 3.6 | | | | Total hours of out of class work: 90 | | | | |

As: Assessable training activity

Com: Training activity of compulsory overcoming

R: Rescheduling training activity

| 8. Evaluation criteria and Grading System | | | |
|---|----------------|--------------------|---|
| Evaluation System | Grading System | | Description |
| | Face-to-Face | Self-Study Student | |
| Final test | 40.00% | 0.00% | This test will cover all the theoretical and practical contents of the program. |
| Theoretical papers assessment | 40.00% | 0.00% | Grupal activity |
| Self Evaluation and Co-evaluation | 20.00% | 0.00% | Activities in the classroom |
| Total: | 100.00% | 0.00% | |

Evaluation criteria for the final exam:

The continuous evaluation process implies the follow-up of the participation and the use of the planned activities, according to the elements and percentages indicated above (preparation of theoretical works that will be presented and discussed in classes, theoretical exam and self-evaluation and co-evaluation activities).

The exam must be approved, according to the grading system provided in the UCLM Student Assessment Regulations (2014).

The exam will evaluate the contents of the course through an objective test.

Given that Article 4 (point 7) of the aforementioned UCLM Regulation establishes that "evaluation systems and criteria will facilitate Students who can not attend regular face-to-face training activities can pass the subject ", a final test designed as a compulsory activity is planned. This test will cover all the theoretical and practical contents of the program and the weighting value will be 70%.

The student who does not follow the continuous assessment process must also submit an individual work following teacher guidelines, upon request of individual tutoring at the beginning of the course. The weighting value of this training activity will be 30%.

Specifications for the resit/retake exam:

Students in the continuous evaluation modality will keep the note of non-obligatory activities and the criteria of the ordinary call.

Specifications for the second resit / retake exam:

Theoretical exam.

| 9. Assignments, course calendar and important dates | |
|---|-------|
| Not related to the syllabus/contents | |
| Hours | hours |
| Unit 1 (de 2): SOCIAL INTERACTION AND SOCIOEDUCATIVE CONTEXTS | |
| Activities | Hours |
| Class Attendance (theory) [PRESENCIAL][Lectures] | 20 |
| Class Attendance (practical) [PRESENCIAL][Case Studies] | 10 |
| Writing of reports or projects [AUTÓNOMA][Guided or supervised work] | 7 |
| Study and Exam Preparation [AUTÓNOMA][Cooperative / Collaborative Learning] | 25 |
| Analysis of articles and reviews [AUTÓNOMA][project-based learning] | 13 |
| Unit 2 (de 2): PSICOSOCIAL INTERVENTION TECHNIQUES IN SOCIAL AND EDUCATIVE SITUATIONS | |
| Activities | Hours |
| Class Attendance (theory) [PRESENCIAL][Lectures] | 20 |
| Class Attendance (practical) [PRESENCIAL][Case Studies] | 10 |
| Writing of reports or projects [AUTÓNOMA][Guided or supervised work] | 8 |
| Study and Exam Preparation [AUTÓNOMA][Cooperative / Collaborative Learning] | 25 |
| Analysis of articles and reviews [AUTÓNOMA][project-based learning] | 12 |
| Global activity | |
| Activities | hours |
| Class Attendance (theory) [PRESENCIAL][Lectures] | 40 |
| Class Attendance (practical) [PRESENCIAL][Case Studies] | 20 |
| Writing of reports or projects [AUTÓNOMA][Guided or supervised work] | 15 |

| 10. Bibliography and Sources | | | | | | |
|--|--|---|---------|-------------------|------|-------------|
| Author(s) | Title/Link | Publishing house | Citv | ISBN | Year | Description |
| Caride, J. A. | Las fronteras de la pedagogía social : perspectivas científicas | Gedisa | | 84-9784-074-7 | 2005 | |
| Garrido Arroyo, María del Carmen | Pedagogía social | Universidad de Extremadura, Servicio de Publica | | 1135-870-X | 2009 | |
| Gracia Fuster, Enrique | Socialización familiar y ajuste psicosocial: un análisis transcultural | Universitat de València | | 978-84-370-6922-7 | 2007 | |
| L, Amador y M, Monreal | Intervención social y género | Narcea | | 978-84-277-1687-2 | 2010 | |
| Marín Sánchez, Manuel | Procesos psicosociales en los contextos educativos | Pirámide | | 84-368-1710-9 | 2002 | |
| Marín Sánchez, Manuel | Psicología social de los procesos educativos | Algaída | Sevilla | | 1997 | |
| OVEJERO, Anastasio | Psicología social de la educación | Herder | | 84-254-1579-9 | 1988 | |
| Páez, D y otros | Psicología social, cultura y educación | Pearson Educación | | 978-84-205-3724-5 | 2006 | |
| Seminario interuniversitario de pedagogía social (22º. 2008. | Sociedad educadora, sociedad lectora | Ediciones de la Universidad de Castilla-La Manc | | 978-84-8427-720-0 | 2009 | |
| Yubero, S y Larrañaga, E | El desafío de la educación social | Ediciones de la Universidad de Castilla-La Manc | | 84-89492-52-2 | 1996 | |
| Yubero, S y otros | Convivir con la violencia : un análisis desde la psicología | Servicio de Publicaciones de la Universidad de | | 978-84-8427-469-8 | 2007 | |
| Yubero, S y otros | Exclusión, nuevas formas y nuevos contextos | Ediciones de la Universidad de Castilla-La Manc | | 978-84-8427-649-4 | 2009 | |
| Yubero, S y otros | La sociedad educadora : dimensiones psicosociales de la educ | Ediciones de la Universidad de Castilla-La Manc | | 84-8427-150-1 | 2003 | |
| | Género e intervención social : convergencias y sentidos | Centro Universitario de Estudios Sociales | | 84-600-9877-X | 2003 | |