

## SUBJECT SYLLABUS

Degree				Academic year
<b>141.1 BACHELOR'S DEGREE IN SOCIAL EDUCATION</b>				<b>2011/12</b>
Subject code and title				Duration
<b>41115 Leisure Education</b>				<b>Semester 1</b>
Type	Language	UD Credits	ECTS Credits	Group/Language
<b>COMPULSORY</b>	<b>SPA</b>	<b>6</b>	<b>6</b>	<b>01 / Spanish</b>
Lecturer				
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### DESCRIPTION

Leisure is a positive experience for all human beings, irrespective of their sex, age, level of education, state of health, etc. And its benefits for community, emotional and physical health have been clearly proven for decades. Furthermore, enjoying leisure experiences has a highly educational value to foster learning that is intrinsically motivated where the individual is actively involved. Therefore, leisure contexts are particularly useful in non-regulated educational spheres where the Social Education professional works. Those spheres are characterised by their great flexibility and adaptability to the needs of each individual. Therefore, understanding the value of leisure and, fundamentally, learning the necessary strategies to design, implement and assess leisure-based learning situations are highly valuable resources for social educators.

### PREREQUISITES

None.

### LEARNING OUTCOMES IN TERMS OF GENERIC AND SPECIFIC COMPETENCES

#### GENERIC COMPETENCES

##### ¿ G.C.11. LEARNING ORIENTATED.

- G.C.11.1. Incorporating expert-proposed learning and showing an active attitude towards its assimilation. Learning Results:

- \* Questioning to learn and being interested to clarify any doubts.
- \* Understanding the elements that make up a discipline.
- \* Acknowledging the importance of other mental outlooks that are different from one's own.

#### MACROCOMPETENCES

¿ M.E.1.5. Analysing and understanding the different social and educational contexts, by incorporating the different disciplines and theoretical models. Learning Results:

- Students identify and use the theoretical models appropriately.

¿ M.E.4.1. Showing sensitivity and identifying the different dimensions of community development in specific contexts.

¿ M.E.4.3. Designing community development actions and projects based on the situation of a territory. Learning Results:

- Students assess different programmes and services, by evaluating the degree to which they respond to educational and social needs.

- Students prepare community development proposals in their different dimensions.

### CONTENTS

1. Leisure: their current importance and reality
2. Leisure education
3. Leisure education models
4. Leisure education and community

### TEACHING-LEARNING STRATEGY

The subject will be taught using different strategies:

- ¿ Explanations by the lecturer.
- ¿ Individual work based on reading and analysing cases that will be presented in class, along with preparing at least one scientific academic report.
- ¿ Team work related to designing intervention sequences in the leisure field.

### ASSESSMENT SYSTEM

The following criteria will be used:

- ¿ Preparing an academic report on specific aspects of leisure education (25% of the final grade)
- ¿ Team work consisting of designing an intervention sequence through Leisure Education (25% of the final grade)
- ¿ Exam on the contents studied in class (50%)
- ¿ Short optional coursework that will be set throughout the subject (up to 1 point)

Students need to obtain half the maximum possible mark in each of the three first criteria.  
For the extraordinary exam session, the students will be individually required to design an intervention sequence.

## BIBLIOGRAPHY

### BIBLIOGRAFIA BÁSICA

Apuntes de la asignatura

### BIBLIOGRAFIA COMPLEMENTARIA

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