SUBJECT SYLLABUS

Degree				Academic year
141.1 BACHELOR'S DEGREE IN SOCIAL EDUCATION				**2011/12**
Subject code and title				Duration
41117 Socio-educational Programmes Planning				**Semester 1**
Type	Language	UD Credits	ECTS Credits	Group/Language
COMPULSORY	**SPA-EUS**	**6**	**6**	**01 / Spanish**
Lecturer				
Fernández González, Almudena				

DESCRIPTION

"Planning in Socio-educational Programmes" will go further into the concepts, procedures and strategies that enable the development of educational planning processes. This subject contributes to the profile of the Educator and Social Educator as it enables them to acquire the necessary competence to plan intervention programmes that meet the needs identified in the social situation. Social Education students learn how to plan socio-educational programmes, that is a fundamental competence in their professional profile.

PREREQUISITES

None.

LEARNING OUTCOMES IN TERMS OF GENERIC AND SPECIFIC COMPETENCES

On completing the subject, students are expected to be competent in:

Generic Competence:
¿ PROJECT MANAGEMENT: Level 1: Designing short-term papers structured as projects, with guidelines set by the lecturer. (planning without implementation)

Specific Competences:

¿ SC1: Analysing the planning concept, its levels and stages needed to perform the socio-educational planning.
¿ SC2: Assessing and identifying socio-educational needs in the framework of the contexts where they are generated.
¿ SC3: Planning socio-educational programmes and actions, aimed at the short term in different contexts and spheres.
¿ SC4: Designing assessment instruments and proposals and monitoring short-term socio-educational actions and programmes.

CONTENTS

THEME 1: PLANNING THE SOCIO-EDUCATIONAL ACTION
1. Justifying the importance of socio-educational planning in Social Education.
2. Approaching the social planning concept: Plan, programme and project.
3. Critical reviewing of socio-educational planning

THEME 2: PHASES IN PREPARING SOCIO-EDUCATIONAL PROGRAMMES
1. Diagnostic phase: Analysis of reality: Concept, Functions and Preparation Process.
2. Planning phase of the intervention: Formulating targets. Choice of contents. Methodological strategies and selection of activities: Principles. Timing Selecting and organising resources.
3. Assessment in socio-educational planning: Assessment concept: characteristics, functions and methods. Elements to be assessed: programme, process, design, resources, results... Assessment tools: Interviews, questionnaires, observation techniques, group meetings...
4. Conclusions.

THEME 3: PREPARING SOCIO-EDUCATIONAL PLANNING PROGRAMMES: PRESENTATION OF EXPERIENCES

TEACHING-LEARNING STRATEGY

The basic teaching-learning process for the subject is as follows:

1. Explanations by the lecturer of the different contents of the subject: 18 hours (12%)
2. Group work and in-class feedback from the students on the contents that have been studied: 24 hours (16%)
   - Watching videos, DVDs..., analysis, small group discussions and class debates.
   - Based on the different practical hypotheses, the different phases that make up a socio-educational programme will be planned.
3. Student's individual work: (Reading and analysing documents; carrying out different activities, working in group to prepare a socio-educational intervention programme, personal study, tutorials...): 108 hours (72%)

The student¿s time distribution (6 ECTS:150 hours) will be organised as follows:

¿ In-class activities: 14 weeks x 3 hours of class a week = 42 hours

- Explanations by the lecturer: 18 hours
- Practical Activities: 24 hours

¿ Outside-class activities: 150 hours Total ¿ 42 hours. In the classroom = 108 hours
- Individual Coursework: 28 hours
- Group Work (Practical activities of the subject): 20 hours
- Group Work (Socio-educational Planning Programme): 30 hours
- Tutorials: 15 hours
- Reading and study documents: 15 hours

ASSESSMENT SYSTEM

Attainment of the generic and specific competences will be assessed using the following procedures:

¿ Assessment of the practical / theoretical knowledge related to the specific and generic competences by means of a multiple choice test. Students will need to answer 2 / 3 of the total questions correctly in order to pass. Errors will not be scored negatively. The exam mark will account 25% of the total grade.
¿ In-class practical activities to assess specific and generic competences. (30 % of the total grade)
¿ Group work consisting in preparing a socio-educational intervention programme that will be used to assess specific and generic competences. (45% of the total grade)

The final grade will be obtained by totalling the mark in the exam, in group practical exercises and in the socio-educational planning programme performed by the work groups. Students will need to have passed each of the aforementioned areas in order for the three marks to be totalled. Self-assessment by students will be used to weight the final grade.

The grade for the subject will be weighted as follows:

¿ Generic Competences (15%):
- Exam: ---
- Practical Activities (preparing and presentation): 5%
- Group Work: 10%.

¿ Specific Competences (85%):
- Exam: 25%
- Practical Activities (preparing and presentation): 25%
- Group Work: 35%

The marking criteria and procedures will be the same in the ordinary and extraordinary sessions.

BIBLIOGRAPHY

. Ander-Egg, E. & Aguilar, M.J. (1994). Cómo elaborar un proyecto. Guía para diseñar proyectos sociales y culaturales. Humanitas. Buenos Aires. http://www.inau.gub.uy/biblioteca/elaboracion%20de%20proyecto.pdf
. Ameijeiras, R. & Galet, C. (2005). Planificación y evaluación en educación social. Protección social. Protección del menor: Marco jurídico y educativo. Cáceres: CENPROEX
. Ania, J.M. (2007). Guía para el diseño y la mejora de proyectos pedagógicos de educación y promoción de la salud. CIDE-MEC: Madrid.
http://www.educacion.es/cide/espanol/publicaciones/materiales/salud/inn2007gdmppeps/inn2007gdmppepspc.pdf
. Castillo, S. & Cabrerizo, J. (2006). Evaluación de programas de intervención socioeducativa: Agentes y Ámbitos. Madrid: Pearson.
. Crespo, M.A. (2009). Guía de diseño de proyectos sociales comunitarios bajo el enfoque del marco lógico. Conceptos esenciales y aplicaciones. Caracas:Edición electrónica gratuita.
http://www.eumed.net/libros/2009c/575/indice.htm
. Fernández, T. & López, A. (2006). Trabajo social con grupos. Madrid: Alianza Editorial.
. Froufe, S. & Sánchez, M.A. (1994). Planificación e intervención socioeducativa. Salamanca: Amarú.
. García, G. & Ramirez, J.M. (2009). Manual práctico para elaborar proyectos sociales. Madrid: Siglo XXI
. Gobierno de Chile. División de Organizaciones Sociales (2001). Diseño y Elaboración de Proyectos. Santiago. Chile.
http://www.gruposanpablo.cl/
. Guinot, C. (2009). Métodos, técnicas y documentos utilizados en Trabajo Social. Bilbao.Universidad de Deutos: Deusto Publicaciones.
. Instituto de Comunicación y Desarrollo. Uruguay. (2003). Aprendizaje-Servicio: El diseño de proyectos. Libro 3.
http://www.lasociedadcivil.org/docs/ciberteca/libro_3_final_editado.pdf
Jimeno, J. & Pérez, A.I. (2008). Comprender y transformar la enseñanza. Madrid: Morata.
. Lamata, R. & Domínguez, R. (Coord.) (2003). La construcción de procesos formativos en educación no formal. Madrid: Narcea.
. Llena, A. & Parcerisa, A. (2008). La acción socioeducativa en medio abierto. Fundamentos para la reflexión y elementos para la práctica. Barcelona: Grao.
. Maya, I; García, M. & Santolaya, F.J. (2007). Estrategias de intervención psicosocial. Casos prácticos. Madrid: Pirámide.
. Pérez, G. (2008). Elaboración de proyectos sociales. Casos prácticos. Madrid: Narcea.

. Pérez, G. (2009). Pedagogía Social. Educación Social. Madrid. Narcea.
. Pazos, C. (2001) Planificación de proyectos socio-educativos: Una revisión de aspectos críticos y algunos aprendizajes a partir de la práctica. Actas del III Congreso ¿La Atención a la Diversidad en el Sistema Educativo¿. Universidad de Salamanca. Instituto Universitario de Integración en la Comunidad (INICO)
. Rajadell, N. (2001). ¿Los procesos formativos en el aula: Estrategias de enseñanza-aprendizaje¿. En F. Sepúlveda y N. Rajadell (coord.) (2001). Didáctica general para psicopedagogos. Madrid: Eds. de la UNED, pp. 465-525.
. Román, M. (1999). Guía práctica para el diseño de proyectos sociales. Santiago de Chile: CIDE (Centro de Investigación y Desarrollo de la Educación).
http://biblioteca.uahurtado.cl/ujah/reduc/pdf/pdf//8397.pdf
. Rincón, F. (2000). Guías para la elaboración de proyectos culturales.
http://www.virtual.unal.edu.co/cursos/sedes/manizales/4050022/contenidos/articuloproyectos.doc
. Shapiro, J. (2003). Planificación de la acción. CIVICUS.
http://www.civicus.org/new/media/Planificacion%20de%20accion.pdf
.Santibáñez, R. (2000). Planificación: Diseño de proyectos de intervención socioeducativa. En A. De Dominicis, P. Pacciaroti & D. D. Turner (Coord.) Tra una socetá che produce crisis e le risposte da inventare. Voll (Pag. 447-459). Roma: Centro Italiano di Solidarietá y Fondo Sociale Europeo.
http://www.ceis.it/frontiera/english/prodotti/pdf/santibanez2.pdf
. Shapiro, J. (s.f). Descripción general de la planificación. CIVICUS.
http://www.civicus.org/new/media/Description%20general%20de%20la%20planificacion.pdf
. Vallés, J. (2009). Manual del educador social. Intervención en servicios sociales. Madrid: Pirámide.