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|  | <h2>SUBJECT DESCRIPTION</h2> | MODELO PED.012.03 |
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| <i>Course</i> | Socio-cultural Intervention | | | | | |
| <i>Subject</i> | Introduction to Sociocultural Community Development | | | | | |
| <i>Academic year</i> | 2023-2024 | <i>Curricular year</i> | 1st | <i>Study period</i> | 1st semester | |
| <i>Type of subject</i> | Compulsory | <i>Student workload (H)</i> | Total: 150 | Contact: 60 | <i>ECTS</i> | 6 |
| <i>Professor(s)</i> | Maria de Fátima Saraiva da Silva Costa Bento | | | | | |
| <input checked="" type="checkbox"/> <i>Area/Group Coordinator</i> <input type="checkbox"/> <i>Head of Department</i> | <i>(select)</i> Carlos Francisco Lopes Canelas | | | | | |

PLANNED SUBJECT DESCRIPTION

1. LEARNING OBJECTIVES

- To reflect on the original sources and the evolution of Sociocultural Community Development in Europe and elsewhere.
- Mark and analyze the different sphere of action and modalities of Sociocultural Community Development existing today.
- Compare and relate the Sociocultural Community Development with concepts and related disciplines and borders.
- To become aware of the trends and profiles of Sociocultural Community Development.
- Understand and apply the Sociocultural Community Development in its relationship with its methodological foundations and theoretical paradigms.
- Dissect on the training models of workers and their social and professional recognition
- Know the infrastructure and most important feature of Sociocultural Community Development.

2. PROGRAMME

1. Presentation. Sociocultural Community Development nature and meaning
2. Sphere of action and Modalities of Sociocultural Community Development
3. Sociocultural Community Development Paradigms
4. Methodological Foundations of Sociocultural Community Development
5. Sociocultural Community Development agents
6. Sociocultural Community Development Infrastructure and Resources
7. The sociocultural community development agent: profile, role, functions, typologies and classification of the agents. Professional perspectives and formation.

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3. COHERENCE BETWEEN PROGRAMME AND OBJECTIVES

This curricular unit intends to give students a coherent vision of the sociocultural community development in today's society. Bearing in mind this basic principle, it crosses the different knowledge and reflective practice on the theoretical foundations and sources originating in the sociocultural community development. The syllabus translate into operational objectives needed to realize a uniform and dynamic perspective the history, origin and evolution of sociocultural community development, the intervention areas and its connection to leisure, free time, social pedagogy, education permanent, citizenship, participation, volunteerism, community development. In the way there is a need to think about the sociocultural community development agent: profile, role, functions, typologies and classification of the agents, professional perspectives and formation.

4. MAIN BIBLIOGRAPHY

- Besnard, P. (1991). *La Animación Sociocultural*. Barcelona: Paidós Educador.
- Filipe, I.; Batista, B. & Leitão, M. (Coords) (2019). *Animação Sociocultural, Construindo o Futuro*. APDASC.
- Froufe, S. et al. (1994). *Construir la Animación Sociocultural*. Amarú: Salamanca.
- Madureira, C.; Escola, J. & Lopes, M. (coords) (2022). *Animação Sociocultural, Educação, Cidadania, Participação, Turismo e Desenvolvimento Comunitário*. Amarante: Intervenção – Associação para a Promoção e Divulgação Cultural.
- Trilla, J. (Coord.) (2004). *Animação Sociocultural. Teorias, programas e âmbitos*. Lisboa: Instituto Piaget.
- Ventosa, V. (2002). *Fuentes de la Animación Sociocultural en Europa*. Madrid: Editorial CCS.
- Ventosa, V. (2008). *Perfiles y Modelos de Animación y Tiempo Libre*. Madrid: Editorial CCS.
- Ucar, X. (1993). *La Animación Sociocultural*. Madrid: Narcea.

Recomendados

- Ander-Egg, E. (2003). *Metodología y Práctica de la Animación Sociocultural*. Madrid: Editorial CCS.
- Badesa, S. (1995). *Perfil del Animador Sociocultural*. Madrid: Narcea Editores.

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| <p>POLI ESCOLA SUPERIOR EDUCAÇÃO COMUNICAÇÃO DESPORTO</p> <p>TÉCNICO GUARDA</p> | <p>SUBJECT DESCRIPTION</p> | <p>MODELO PED.012.03</p> |
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- Lopes, M. (2006). *Animação Sociocultural em Portugal*. Amarante: Intervenção – Associação para a Promoção e Divulgação Cultural.
- Lopes, M. (coord.) (2011). *Metodologias de Investigação em Animação Sociocultural*. Chaves: Intervenção – Associação para a Promoção e Divulgação Cultural.
- Pereira, J.; Vieites, M.; Lopes, M. (coords) (2008). *A Animação Sociocultural e os Desafios do Século XXI*. Amarante: Intervenção – Associação para a Promoção e Divulgação Cultural.
- Pereira, J.; Lopes, M. (coords) (2011). *As Fronteiras da Animação Sociocultural*. Amarante: Intervenção – Associação para a Promoção e Divulgação Cultural.
- Quintana, J. (1992). *Fundamentos de Animación Sociocultural*. Madrid: Narcea.
- Ventosa, V. (2012). *Desarrollo y Evaluación de Proyectos Socioculturales*. Madrid: CCS.
- Ventosa, V. (2012). *Métodos Activos y Técnicas de Participación*. Madrid: CCS.

5. TEACHING METHODOLOGIES (INCLUDING EVALUATION)

The main methodology applied intends to show the students the practical and theoretical dimensions of the items learnt, always having in mind a global and coherent perspective of field of knowledge in the area of sociocultural community development. Private initiative is highly recommended and group reflexion is considered important. Methodologies used: interactive classes, explanatory lessons, individual and group projects that cover research. Materials used: multimedia support, classroom material and texts. Evaluation: work practice (10%); written test (40%); research work in group (50%).

6. COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES

Through the contents of the curricular unit taught by the teacher, the outcomes of the research and texts analysis, the students will acquire and develop skills of social integration, critical points of view and the capacity to use information and knowledge in order to understand sociocultural community development in the frame of social sciences. Group work will allow students to develop cooperative, communicative, interrogative and argumentative skills indispensable for an effective understanding of the importance of sociocultural community development in the construction of a professional identity and the formation of active citizens.

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7. ATTENDANCE

For students who opt the continuous assessment process, attendance is mandatory for at least 50% of contact hours.

8. CONTACTS AND OFFICE HOURS

E-mail: fbento@ipg.pt Gab.1.1 telephone: 271 220135 (ext. 5205)

Monday – 16-18h

Tuesday – 14h 30m – 17h 30m

Wednesday– 12h 30m – 13h 30m

DATE

18 de setembro de 2023