

Course Unit	Socio Educational Projects		Field of study	Educational Sciences	
Bachelor in	Social Education		School	School of Education	
Academic Year	2022/2023	Year of study	2	Level	1-2
Type	Annual	Semester	-	ECTS credits	7.0
Code	9084-628-2004-00-22				
Workload (hours)	189	Contact hours	T -	TP 63	PL -
			TC -	S -	E -
			OT 18	O -	

T - Lectures; TP - Lectures and problem-solving; PL - Problem-solving, project or laboratory; TC - Fieldwork; S - Seminar; E - Placement; OT - Tutorial; O - Other

Name(s) of lecturer(s) Maria do Céu Ribeiro, Rosa Maria Ramos Novo

Learning outcomes and competences

At the end of the course unit the learner is expected to be able to:

1. Explain dimensions of socio-educational intervention.
2. Describe the phases of youth projects.
3. Valuing the needs and resources (s) context (s) maximizing the initiative and participation.
4. Specify the relationship between needs assessment, planning, implementation and evaluation of the results of the intervention.
5. Mobilizing multidisciplinary and proactive perspective.

Prerequisites

Before the course unit the learner is expected to be able to:
Not applicable.

Course contents

1. Conceptual issues. 2. Phases of socioeducational projects.

Course contents (extended version)

1. Conceptual issues
 - Socio-educational intervention: environment, (in) definitions and perspectives
 - Social intervention and mediation: the impact on customers / community
2. Phases of socioeducational projects
 - Identification of needs and resources
 - Needs assessment techniques. Information sources
 - Programming of the objectives, activities and temporality
 - Goals typology. The link between the objectives and evaluation
 - Action plan implementation
 - Reflection on the opportunities and constraints of action. Mobilization of key social actors
 - Intervention evaluation
 - Evaluation indicators. Reflection on the consistency of intervention
 - Identifying new opportunities for intervention
 - Identification of discrepancies between "what is and what should it be"

Recommended reading

1. Amaral, D. (2009). Como elaborar projetos? Guia prático para a elaboração e gestão de projetos sociais. Tomo Editorial.
2. Fialho, J. , Silva, C. , & Saragoça, J. (2017). Diagnóstico social: teoria, metodologia e casos práticos. Edições Sílabo.
3. Rivero, C. , Sousa, L. , Grilo, P. , & Rodrigues, S. (2013). Manual: práticas colaborativas e positivas na intervenção social. EAPN Portugal
4. Robertis, C. , Pascal, H. , Orsoni, H. & Romagnan, M. (2019). A intervenção social de interesse coletivo. Porto Editora.
5. Robertis, C. (2011). Metodologia da intervenção em trabalho social. Coleção Educação e Trabalho Social, nº 10. Porto Editora.

Teaching and learning methods

The students are encouraged to discuss argumentative and reflective of the themes under study. The development of research capacity and the collaborative construction of knowledge will be valued, using the work plan and its communication and discussion in a large group and the project work, in small groups, with presentation and debate of opinions in a large group .

Assessment methods

1. Continuous evaluation: - (Regular, Student Worker) (Final)
 - Practical Work - 50% (group evaluation 25%, individual evaluation 25%)
 - Projects - 50% (group evaluation 25%, individual evaluation 25%)
2. exam evaluation - (Regular, Student Worker) (Supplementary, Special)
 - Final Written Exam - 100% (Final Written Exam.)

Language of instruction

Portuguese

Electronic validation

Maria do Céu Ribeiro, Rosa Maria Ramos Novo	Graça Margarida Medeiros Teixeira e Santos	Maria do Céu Ribeiro	Carlos Manuel Costa Teixeira
18-12-2022	19-12-2022	19-12-2022	02-01-2023