

Teaching guide

IDENTIFICATION DATA

Title:	Fine arts		
Knowledge Branch:	Arts and Humanities		
Faculty / School:	communication Sciences		
Subject:	Education for Social Responsibility		
Guy:	Basic formation	ECTS credits:	6
Course:	2	Code:	1628
Teaching period:	Fourth semester		
Matter:	Education		
Module:	Culture and Contexts		
Type of teaching:	Face-to-face		
Idiom:	Castilian		

Total hours of student dedication: 150

Teaching team	Email
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COURSE DESCRIPTION

The subject of Social Responsibility is one of the four essential pillars of university education and an essential tool to train the student in "service to society".

The meaning of the subject is that the student thinks and acts as a socially responsible university student and We understand that for this you have to know man, the current world and the principles that govern it.

The Fine Arts degree at the Francisco de Vitoria University aims to train experimental artists capable of expanding the experience of reality to the men of their time, inviting them to reflect on the

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sense of man, society, culture, etc. To do this, the student must critically reflect on what is art, what meaning does it have in our historical, cultural, political context, etc., what is the artist's vocation contemporary and what are the necessary virtues to develop this vocation.

Along with technical training (which is never just technical), it is convenient to articulate subjects that reflect on the concept, thought and discourse of art, about man and his situation in the world, about responsibility of the artist, etc. These subjects provide the student with a global understanding of what and who is the man, what is culture, what original contributions does our western culture provide to the current world globalized, what is the social context in which they will develop their vocation - their problems, their challenges, etc. - and what virtues, skills and competences you must acquire to creatively develop your identity as an artist.

The subject of "Social Responsibility" was conceived as part of a whole: the integral formation of the academic. Among other things, -and this is the place that this subject intends to cover-, we cannot forget that our actions always have a social dimension both in its execution itself and in its consequences or repercussions, and this dimension cannot and should not be indifferent to us. How can we be indifferent if it forms part of our own life, of our own being, and does it affect others?

Thus, it is understood to what extent and form the scope of this subject is intended to be much greater than that of a circumstantial volunteering. The subject of Social Responsibility has, at least as an objective, a foundation much broader: it aims to root social commitment not only in our hearts, but also in our intelligences and wills, so that when that social impulse does not arise spontaneously, we are still capable of finding reasons that support it, firm reasons that emanate from solid reasons. Reasons for "heart", but also reasons of the intellect, deep convictions that come from the discovery of the dignity of man and that can motivate us in the medium and long term in our professional work and in our personal life, so that we are capable and aware of, with that task, contribute to the common good, to social justice, in short, to transform society in some way in the area, more or less extensive, that we compete.

OBJECTIVE

1. Recognize the person as a being of encounter.
 - 1.1 Specify the scope and limitations of the human being and his relationship with the world.
 - 1.2 Interpret the implications and demands of man as a being of encounter.
 - 1.3 Deepen and illuminate the experience of practice in a social institution from the accompaniment personal.
2. Reflect on the foundation and sense of social responsibility today as a university student and tomorrow as professional.
 - 2.1 Deepen the principles of social responsibility (dignity, common good, solidarity, subsidiarity and universal destination of goods).
 - 2.2 Integrate the necessary values of social responsibility (truth, freedom, justice and peace) and sustainability (SDG and Agenda 2030).
3. Verify that your own personal and professional development is only acquired in the vital commitment to the other and their environment at the service of the common good.
 - 3.1 Become aware of the dignity of the person from the encounter with the other.
 - 3.2 Integrate knowledge and action from hope.
 - 3.3 Discover how you can deploy who you are (gift, service capacity) in different systems or settings social activities in which it operates.
 - 3.4 Transfer what has been learned in the classroom and in social practice to its field of reference.
 - 3.5 Collect in the memory of practices the personal itinerary of commitment with the other and their environment

PRIOR KNOWLEDGE

The Fundamental Anthropology course taken in the first semester is the theoretical and fundamental support in part of the matter of Social Responsibility, so its knowledge will facilitate the understanding of the herself. In Anthropology we have analyzed what human dignity means, without understanding it we are hardly going to be able to internalize the need to transform ourselves to transform the world. The subject of first Applied Philosophy, in its theme of thinking creatively, helps us when it comes to understanding how we should get closer to the other. Skills and Competencies of the Person, also taken in the first year, will be very useful to help us relate in social practices with the environment that they have assigned us.

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CONTENTS

- Topic I. Pillars of social responsibility.
1. The dignity, the value of the person and Rights.
 2. The person as being of encounter: human sociability.
 3. Why be agents of social change?
 4. The attitude of the person to suffering, own and others.

- Topic II. Man is called to change history.
1. Origin and definition of solidarity
 2. Historical development of the concept of solidarity throughout history

3. Conclusions from the historical analysis.
4. World Outlook: Shadows of human development: poverty, health, education, wars, human rights, woman. Sustainable Development Goals and Agenda 2030.
5. Overview of the closest reality: disability, immigration, the elderly, drug addiction, alcoholism, inmates, domestic violence, women, childhood, homelessness, cancer, HIV, ...

Topic III. The person in community, fundamentals and perspectives.

1. Society and its foundation.
2. The family, the first human community.
3. Education.
4. The political community.
5. Economy, business, work and CSR.
6. The models of social communication.
7. NGOs.
8. Church and society in the key of solidarity.

Topic IV. Principles of Social Ethics: the gaze with others.

1. The common good.
2. Solidarity.
3. Subsidiarity.
4. Participation.
5. The universal destination of goods.

Topic V. Necessary values: looking at the other.

1. Truth.
2. Freedom.
3. Justice.
4. Peace.
5. The response of charity.

Topic VI. Socially responsible university.

1. The appeal of social responsibility: freedom, commitment and fulfillment.
2. Social communities of reference: family, friends, university, professional field.
3. Application to Fine Arts.

FORMATION ACTIVITIES

The training activities, as well as the distribution of working times, may be modified and adapted according to the different scenarios established following the indications of the authorities sanitary.

PRESENTIAL ACTIVITIES (according to the health criteria allow -presencialidad in the classroom, hybrid systems, remotely ...):

Exhibition classes. The teacher and / or students will present each of the topics: what is going to be discussed, the

compulsory readings and activities, complementary bibliography and evaluation and self-evaluation exercises; the student must plan his learning of each subject. In this way, it is intended to provoke in the student a serious reflection on the sense of social responsibility from the respect for human dignity.

Mentoring: Group in the classroom with mentors and teachers and individual by appointment with the mentor.

Tutorials: group classes as topics are closed, with peer learning dynamics and individual tutorials with voluntary character at the request of the student.

Group presentation: Each group will have to carry out a research work on a field or area of social action. Previously an individual study will be carried out, then three sessions will be dedicated to work in teams in said work guided / tutored by the teacher. Students will expose the rest of their colleagues the conclusions of the work, which will collect areas for improvement to solve specific problems. When the exhibitions conclude, a debate will be established on the most relevant aspects of it. I know will apply the methodology of learning by projects and flipped classes to carry out this activity.

Meetings in the classroom (face-to-face or videos, depending on the health situation or the group that deal), with people who live the social reality that the students have investigated or are getting to know through their social practices.

Final evaluation: the student must demonstrate an understanding of what has been learned throughout the semester through Theoretical and theoretical-practical exercises that show whether they have achieved the objectives and competencies set out in the course. In this exercise the project designed by the student will be collected throughout the semester in addition of others proposed in the classroom.

SELF-EMPLOYED STUDENT WORK:

Social Practices: the student will collaborate in a project assigned by the Department of Social Action.

Theoretical study of the contents of the subject: relation of the contents of the theoretical classes, the texts for comment and own personal research work.

Group work: the students will prepare the presentation of the research work mentioned above.

Virtual classroom (tutorials, content, self-assessment activities).

Memory of the practices: written work in which the practices that each student has been briefly described carried out, together with a reflection on what he has learned and what he has contributed to him on a personal level and with regard to his professional exercise. "How did I start my internship and how do I finish?" You must collect how you integrate what you have learned in the classroom, what the mentoring and their experience in the practices provide. The delivery date will be given to Know in the classroom and by the assigned mentor who will be the person in charge of evaluating it.

Voluntary work: linked to the subject, meetings may be proposed in the classroom with people linked to the associations where the practices are carried out. In this case, the data will be provided to the teacher in advance of the person who will participate in the meeting, as well as a questionnaire of the questions that will be asked.

DISTRIBUTION OF WORKING TIMES

PRESENTIAL ACTIVITY

60 hours

Lectures and flipped classes
Group work: guided research in the classroom, presentation and discussion: project learning
Seminars and case studies, learning techniques
Because of problems
Tutoring and mentoring

SELF-EMPLOYED WORK / ACTIVITY NO PRESENTIAL

90 hours

Practice memories
Theoretical, theoretical-practical study of the materials of the subject, preparation of flipped classes
Social practices
Group work, project learning.

Evaluation

Accompaniment meeting: group mentoring

COMPETENCES

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Basic skills

That students have demonstrated possessing and understanding knowledge in an area of study that is part of the base of general secondary education, and is usually found at a level that, although supported by textbooks advanced, also includes some aspects that involve knowledge from the forefront of your field of study

That students know how to apply their knowledge to their work or vocation in a professional way and possess the competencies that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within your study area

That students have the ability to gather and interpret relevant data (usually within their area study) to make judgments that include a reflection on relevant issues of a social, scientific or ethical nature

That students can transmit information, ideas, problems and solutions to an audience as much specialized as well as non-specialized

That students have developed those learning skills necessary to undertake studies posterior with a high degree of autonomy

General competences

The student will be able to expand and deepen the knowledge of the artistic field from learning of the development of formative, didactic, theoretical and experimental processes.

The student will be able to transmit the cultural diversity of the artistic field and the critical discourse that surrounds it.

The student will be able to be an intellectually curious professional, who rejects weak thinking, and who aspire to improve contemporary culture by transmitting values based on the search for truth, good and the beauty.

Specific skills

Acquire communication skills.

Acquire the capacity for curiosity and surprise beyond practical perception.

Develop the ability to work in a team.

Acquire the capacity for perseverance.

Acquire a critical understanding of the performative and social impact dimension of art.

Acquire aesthetic sensitivity.

LEARNING OUTCOMES

It recognizes the importance of the university as an agent of social change and is involved in the first person through social practices.

Become aware of how to guide your behavior towards social responsibility by detecting your actions socially responsible and consciously assuming them in their day to day.

Understands the deep meaning of concepts such as: solidarity, dignity and the common good and is able to define them.

Reflects on their personal attitude to the suffering of their own and of others, and learns to make value judgments correct on the social dynamics in the face of suffering.

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Analyze the situation of the current panorama in its lights and in its shadows and exposes its conclusions.

Professional practice is considered from social commitment and service to the other.

LEARNING ASSESSMENT SYSTEM

To be able to take the continuous evaluation system, it is necessary to have attended / participated 80 percent of the classes (face-to-face, synchronous, asynchronous) and of the proposed activities / tasks / work. Not to do so, the continuous evaluation will be lost and will have to be submitted to a global test whose content will be on the bibliography cited in the teaching guide (you must always have obtained a PASS in mentoring and in social practices):

1. Have completed the social practices and obtain the qualification of PASS. (The practices will be evaluated by the Department of Social Action, which is the one who manages and organizes them). They are key to pass the course.
2. Have done both group and individual mentoring and obtain the APTO qualification. They are key to pass the course. (The mentoring will be evaluated by the mentor assigned to each student).
3. Having obtained a minimum grade of 4 out of 10 in the theoretical-practical content grade.

Weighting of continuous evaluation:

- Content test: 60% (one of its parts will correspond to the development of the project in relation to a problem, solution and viability of the same).
- Observation technique: creative participation in class, delivery of assignments / activities, presentations volunteers: 10%

- Practice Report: 10%
- Research papers and lectures in class, flipped classes: 20%.

The memoirs and works must be of own authorship. Copying material from other sources without being cited duly, it will mean suspending the matter with the opening of the file.

ALTERNATIVE ASSESSMENT SYSTEM FOR STUDENTS WITH ACADEMIC DISPENSES AND STUDENTS REPEATERS:

Students who, for reasons justified and accepted by the Directorate of academic organization of the degree, do not can attend class on a regular basis, they will request a follow-up based on an adapted tutorial plan. They will also be obliged, like the rest of their colleagues, to carry out social practices at the institution assigned by the Department of Social Action and to carry out mentoring, both individual and group.

In all cases, obtaining a "PASS" from the internships and mentoring are a necessary condition to approve the matter.

EXTRAORDINARY CALL EVALUATION SYSTEM:

A specific plan will be designed for each student based on the deficiencies that they present in relation to the course. You must obtain APTO in the practices and in the mentoring are a necessary condition to approve the matter.

The grades obtained in any of the parts that make up the subject (mentoring, practical social and theoretical-practical content) will only be maintained for the 2020/21 academic year. That is, if a student has not approved the ordinary call for not having successfully passed any of the parts, the part will be saved approved for the extraordinary. If in the extraordinary he does not manage to pass the subject, for the next year You must repeat all the parts again (mentoring, social practices and theoretical-practical content).

ALTERNATIVE ASSESSMENT SYSTEM FOR HEALTH REASONS IF THE TEACHING MUST TO BE TAKEN REMOTE The percentages of the continuous evaluation will be maintained in order to be able to adapt the system proposed to the various scenarios whether the classes could be face-to-face, hybrid or remotely since it does not affect the presence when evaluating the exposed methodologies. The objective test of contents whose weighting is 60% will be carried out in any case in person, at least the project that deals with the solution to a real need of society.

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