

THESIS ABSTRACT

LA PEDAGOGÍA SOCIAL BAJO UNA MIRADA COMPARATIVA INTERNACIONAL: ANÁLISIS DE LA PERSPECTIVA ACADÉMICA, FORMATIVA Y PROFESIONAL

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This research presents a study on social pedagogy from an international comparative perspective. Its main objective is to develop and define a theoretical, transdisciplinary and international core of social pedagogy based on the analysis of the academic, formative and professional perspective.

This research derives from the need to respond to the problems and complexity surrounding social pedagogy.

The literature review places social pedagogy in a scenario of ambiguities and divergences regarding its scientific and professional status. Social pedagogy appears as a discipline and an innovative practice, but the lack of a general model or a unified and homogeneous theory, makes difficult the elaboration of a definition and a body of knowledge that can be universally accepted (Caride, 2004).

On the one hand, the history of social pedagogy shows that academics and practitioners (Braches-Chyrek & Sünker, 2009; Rosendal, 2009; Kornbeck, 2009; Úcar, 2011) have followed separate paths, and on the other that the concept of social pedagogy responds to ideological, political and cultural approaches characteristic of each country (Hämäläinen, 2013a), which results in it being used in different contexts and with different

meanings (Lorenz, 2008, Kornbeck & Rosendal, 2009).

On the other hand, the different manifestations on social pedagogy (Hämäläinen, 2013) respond to ideological, political and cultural approaches that are specific to each country, which results in the concept of social pedagogy being used in different contexts and with different meanings Lorenz, 2008; Kornbeck & Rosendal, 2009; Smith, 2012).

The existence of polarized opinions and simple perspectives on social pedagogy (Úcar, 2012a) and the emergency processes in many countries, justifies the need to understand the movement of formation and transformation of social pedagogy in the world.

In this sense, there are few comparative studies that account for this diversity (Kornbeck & Rosendal, 2009), although it is an area that in recent years is gaining strength, especially in the European and Latin American context (Kornbeck & Rosendal, 2012; CGCEES, 2013; Ribas Machado, 2013; Eriksson, 2014; March, Orte & Ballester, 2016; Hämäläinen y Eriksson, 2016; Kornbeck y Úcar, 2015; Janer & Úcar, 2016; 2017). But studies that compare models, traditions or situations between two or three countries, but not globally and internationally, still predominate. From this arises the need to make an analysis of the trajectory and development of social pedagogy throughout history and its various positions in different countries, to develop a series of indicators that allow to build an updated, global and integrated of the same.

Faced with this reality we ask ourselves:

"Is there a crosscultural and transdisciplinary (theoretical or methodological) organizational core to social pedagogy or, on the contrary, is it necessary to define

as many social pedagogies as there are cultural and disciplinary development contexts?" (Úcar, 2013a:2)

To develop this research from a comparative perspective, we have analyzed three key perspectives to understand social pedagogy: academic, formative and professional. Each of these three visions forms a phase of research:

- PHASE 1. Based on the revision of the "state of art" of social pedagogy, dimensions / indicators of comparison are elaborated to define a theoretical, transdisciplinary and international core of social pedagogy.
- PHASE 2. Academic perspective. The dimensions defined in the previous phase are agreed upon and validated by several academic experts from different countries through the Delphi method.
- PHASE 3. Formative perspective. A descriptive analysis is carried out on the current educational offer in social pedagogy in the different universities of the world, in order to analyze if this training includes the most important dimensions of social pedagogy validated by academic experts.
- PHASE 4. Professional perspective. An analysis that reflects the vision that the professionals

of the social pedagogy of different countries on their socioeducative action are realized through semi-structured interviews.

- PHASE 5. Triangulation of contents and results. Phase of contrast and triangulation of the previous phases to analyze if there is a concordance between the vision that have the academic experts, the vision that professionals have and the content that is given in the formation of social pedagogy in higher education. The results of the triangulation of the visions, contents and results, allows to describe an international panorama on the situation of the social pedagogy and, in turn, a rethinking of the theoretical bases.

This research aims to generate new knowledge in the field of social pedagogy, analyzing a situation of this practical theoretical field. A field that is growing all over the world and about which there are very few comparative works.

The main results of the research confirm that it is possible to define a theoretical, transdisciplinary and common core at the international level on social pedagogy and also to describe the characteristics of each context.