Teaching guide

IDENTIFICATION DETAILS

Degree:	Biotechnology

Scope	Biology and Genetics

Faculty/School:	Experimental Sciences

Course:	EDUCATION FOR SOCIAL RESPONSIBILITY

Type:	Basic Training	ECTS credits:	6

Year:	2	Code:	2025

Teaching period:	Fourth semester

Subject:	Company

Module:	Social, Historical and Economic Aspects of Biotechnology

Teaching type:	Classroom-based

Language:	Spanish

Total number of student study hours:	150

SUBJECT DESCRIPTION

It aims to accompany students in discovering their vocation, which means knowing what their mission is at the university, the role of the biotechnologist in our contemporary world, knowing the person holistically, acquiring a whole series of attitudes, skills and competencies for the performance of their work and the intellectual and creative leadership to which they are called.

The subject Education for Social Responsibility, framed in the Business Subject, in the Module: Social, Historical and Economic Aspects of Biotechnology of the degree in Biotechnology at the Francisco de Vitoria University, aims to link the thought-reality-action triad in the specific field of Social Responsibility. For some time now, we have observed a curious and eloquent phenomenon in the field of social sciences that we can call 'intellectual migration' (Zamagni), which consists of a shift from particular sciences (psychology, sociology, law, economics...)

to the anthropological field. As is the case in a large part of migratory movements, they are based on dissatisfaction and are nourished by hope. Dissatisfaction is the inability to store "new wine in old wineskins"; that is, to give an adequate response to emerging problems in the world today; and it stems from a certain epistemological reductionism. The hope is that of a wider horizon that allows us to place the discipline up to the new times and challenges that arise... and that do not fit into the epistemological paradigms commonly accepted in the various scientific communities. It should be considered that these epistemological approaches are not neutral with respect to man; that is, they have an anthropological scope. In Eisenberg: 'Planetary movements maintain a sublime indifference to terrestrial astronomical theories. But man's behavior does not show such indifference to the theories of behavior adopted by man. ' Epistemological-ontological reductionism, the attempt to confuse reality with the particular method of the various particular sciences, is unable to explain and solve the new problems that concern our societies, among which it is not difficult to discover the growing business concern for RS, the rise of NGOs or situations of marginalization (immigration, old age, drug addiction, indigence, violence...) in our post-industrial societies. These phenomenons—which are imposed with the stubborn roundness of facts—highlight the limits of the homo economicus paradigm, which bases personal well-being on purchasing power and on the categories of utility and dominance... characteristics of homo faber. Basically, it is an anthropological assumption based on the conception of man as an individual that ignores the 'expressive' component of the human being - needs that express the relational structure of man-... Industrial society -characterized by scarcity in the material order- has given way to post-industrial society -characterized by scarcity in the meta-physical order-. The course seeks to address these emerging issues from a rigorous approach that requires an expanded reason, capable of considering the whole of reality, which is greater than the sum of the parts. For this reason, it does not primarily address the technical, social, economic-business issues of Social Responsibility; but only secondarily, in a fundamental anthropological reflection (philosophical-theological); thus following the development initiated in the subject Fundamental Anthropology of the Same Matter. Specifically, it considers these issues from the prism of the research vocation and of scientific-technical practice at the service of society. As a result of the above approach, a reflective solidarity action is intended in the field of the classroom and social practices that offers student freedom the opportunity to internalize the value of solidarity-gratitude in order to train a socially responsible university and professional. Today, society is facing problems that jeopardize the sustainability of the planet. Although there have been significant advances, the truth is that hunger, inequality and the deterioration of the planet continue to be the challenges of this new century. To respond to these problems, the UN has prepared the 2030 Agenda, a program that has 17 new sustainable development goals (SDGs) "an agenda that puts the equality and dignity of people at the center and calls for changing our development style while respecting the environment". The International Community and all social actors are thus committed to eradicating poverty and inequality, promoting human prosperity and well-being, and working seriously to protect the environment. The University cannot be exempt from this commitment and must assume an ethical and responsible position that leads social change, generating knowledge and shaping future society to address the challenges of the 2030 Agenda. Science and the humanities are in a position to provide solutions to these challenges. Therefore, from the Social Responsibility course, in collaboration with the Microbiology subjects of the Biotechnology degree, we understand that our students must acquire competencies that involve them, personally and as future professionals, in these sustainability challenges. Microbiology has made great historical contributions to Science and to the quality of life of Society. From it, new areas and technologies have been developed for application in such important socio-economic fields as medicine, agriculture, industry, food, bioenergy, ecology, etc. In turn, Social Responsibility increasingly urges us to assume a commitment to the world and to our environment, promoting justice, the common good, peace and equality as bastions without which an improvement of the planet would not be possible. For this reason, together, we have developed the IMA2030 project (Implication of the Microbiologist in the 2030 Agenda).

GOAL

It is intended that at the end of the course the student thinks and acts like a socially responsible university student

and becomes aware of social responsibility and the need to be involved in the first person.

The specific aims of the subject are:

To become aware of personal dignity by integrating knowledge and action based on hope and the encounter with the other.

Reflect on the foundation and meaning of social responsibility today as a university student and tomorrow as a professional

Verify that one's personal and professional development is only acquired in the vital commitment to the other and their
environment at the service of the common good.

PRIOR KNOWLEDGE

Those corresponding to the subject of Fundamental Anthropology.

COURSE SYLLABUS

Block I: Foundation and Why of Social Responsibility
Block II: Principles and Values of Social Responsibility.
Block III: The human being is called to change history Block
 Block IV: Global Perspective and Human Development.

Introduction:
1. Presentation of the subject.
2. Presentation of Social Practices and Mentoring.
Block I: The Foundation and Why of Social Responsibility.
1. University and social change.
2. Why do we have to be socially responsible?
3. The dignity and worth of the person.
4. Human Rights.
5. Agenda 2030 and Sustainable Development Goals.

Block II: Principles and Values of Social Responsibility.
1. Common good, solidarity, subsidiarity and the universal destination of goods
2. Necessary values to look at the other: truth, freedom, justice, peace and charity
3. The socially responsible university student today and tomorrow, the professional committed to social justice.

Block III: The human being is called to change history
1. Origin and definition of solidarity.
2. Historical development of the concept of solidarity throughout history.
3. Conclusions from historical analysis: how change is possible.

Block IV: Perspective and Human Development:

1. Situation at the global level: poverty, health, education, human rights and the situation of women.

2. Our closest environment: 'Classroom meetings'. 3.1. Disability 3.2. Addictions 3.3. Seniors 3.4. Immigration and refugees 3.5. Violence against women3.6. Childhood 3.7. Illness 3.8. Prisons 3.9. Homelessness

EDUCATION ACTIVITIES

MASTER LESSON (admiration and concern for the subject) and intellectual debate on the issues developed in the program; personal and team research work, classroom exhibitions, complementary training activities and continuous evaluation (knowledge, understanding and reflection). In this course, expository classes will be combined with case studies, book readings, film screenings, debates and sharing. Within this space, students are expected to have group tutorials in which they discuss with the teacher and their classmates the field of social action where they are doing their internship.

FACE-TO-FACE ACTIVITIES (60 hours): Exhibition classes. The teacher will present each of the topics: what is going to be covered, the mandatory readings and activities, the complementary bibliography and the evaluation and self-evaluation exercises; the student must plan their learning of each topic. Group exhibition: students will present to the rest of their classmates the work on the field in which they are carrying out their social practices. Cooperative learning is being worked on. Students reflect together and are enriched by the experiences lived by others. Case studies: 'Classroom meetings' with people who live the social reality that students have researched or are learning about through their internships. This will be done through personal testimonies or recorded interviews and audiovisual material. Final evaluation: the student must demonstrate understanding of what they have learned throughout the semester through theoretical and theoretical-practical exercises that show if they have achieved the objectives and competencies set out in the subject.

AUTONOMOUS STUDENT WORK (90 hours): 1. Social Practices, the student will carry out external internships related to the subject of Education for Social Responsibility. The objective of the practices is none other than to experience firsthand that it is possible to do something concrete to change the world of many people who are in an unjust situation, of marginalization, loneliness, suffering, abandonment, illness... giving a little of our time and of our person. We want students to approach other realities other than those they live in with that spirit of openness to the universal that must characterize every university student. Open up to the other to meet and to get involved based on personal commitment. To this end, the Department of Social Action assigns each student a social project in which to participate throughout the course in collaboration with an NGO. Theoretical study of the contents of the subject; analysis of the contents of the theoretical classes, the texts to comment on and the personal research work itself. Group work: from research carried out on each of the fields of action in which they carry out social practices. Virtual classroom (tutoring, content, self-evaluation activities).

DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
60 Horas	90 Horas

SKILLS

Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study.

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

To understand the ethical implications of professional and personal activity.

To have acquired the ability for analytical, synthetic, reflective, critical, theoretical and practical thought.

To foster a concern for knowledge as a key tool in the personal and professional growth process of a student.

To develop an ability to search for, take in, analyze, sum up and relate information.

General Skills

To understand the ethical implications of professional and personal activity.

To have acquired the ability for analytical, synthetic, reflective, critical, theoretical and practical thought.

To foster a concern for knowledge as a key tool in the personal and professional growth process of a student.

To develop an ability to search for, take in, analyze, sum up and relate information.

Specific skills

Cultivate attitudes of leadership and social responsibility in personal and professional performance.

Develop a concrete social project and service in a shared way.

Develop habits of rigorous thinking

Develop criteria for problem solving and decision-making both in the professional and personal spheres.

LEARNING RESULTS

1. Reflect on the profound meaning of the concept of solidarity and human dignity.

||2. Study the current situation of the world in its lights and shadows.
||3. Study the major problems that exist in society such as immigration, disability, drug addiction, etc.
||4. Become aware of social responsibility and the need to be personally involved.
||5. Acquire the theoretical knowledge and experience that will make students consider their social responsibility today as a university student and tomorrow as a professional. ||6. Work as a team.

LEARNING APPRAISAL SYSTEM

ORDINARY CALL The evaluation system for this subject is based on continuous evaluation, so in order to pass the subject it is necessary to:
Ordinary evaluation system:
1 Perform social practices and obtain the APTO qualification. (The practices will be evaluated by the Department of Social Action, which manages and organizes them).
2 Attend accompaniment sessions, both group and individual, and obtain the APTO qualification.
3 Obtain a minimum score of 5 out of 10 in the theoretical content score.
4 Participate in 'Classroom Meetings'.
Evaluation Weighting:
Objective content testing: 55%.
Teamwork 'classroom encounters: 25%.
IMA2030 Project: 100%.
Observation technique: Creative participation in class, work Human Rights., exercises, presentations, class exhibitions: 10%.
ALTERNATIVE EVALUATION SYSTEM Students who, for justified reasons and accepted by the Department of Academic Planning of the degree, are unable to attend classes on a regular basis, will request follow-up based on an adapted tutoring plan. They will have to take an exam that will account for 70% of the final grade, as well as the work agreed in the tutoring sessions with the teacher (the remaining 30%). In addition, they will be obliged, like the rest of their colleagues, to carry out social practices in the institution assigned to them by the Department of Social Action and to carry out the support program with a mentor. Students in second or subsequent enrollment must contact the teacher to request to take advantage of this system, they will be evaluated in the same way as the rest of their classmates who are taking the subject for the first time.
EXTRAORDINARY CALL: Students who apply for the extraordinary call must pass the evaluable parts that have not been passed in the ordinary call. Obtaining APT in the internship and APT in the accompanying process is a necessary condition for passing the subject. The grades obtained in any of the parts that make up the subject (mentoring, social practices and theoretical-practical content) will only be maintained for the 2021/22 academic year. In other words, if a student has not approved the ordinary call because he has not successfully passed any of the parts, the approved part will be kept until the extraordinary call. If you fail to pass the subject in the extraordinary class, for the next course you must repeat all the parts again (mentoring, social practices and theoretical-practical content). Plagiarism, as well as the use of illegitimate means in evaluation tests, will be sanctioned in accordance with those established in the Evaluation Regulations and the University's Coexistence Regulations.

ETHICAL AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

1.- The use of any Artificial Intelligence (AI) system or service shall be determined by the lecturer, and may only be used in the manner and under the conditions indicated by them. In all cases, its use must comply with the following principles:

a) The use of AI systems or services must be accompanied by critical reflection on the part of the student regarding their impact and/or limitations in the development of the assigned task or project.

b) The selection of AI systems or services must be justified, explaining their advantages over other tools or methods of obtaining information. The chosen model and the version of AI used must be described in as much detail as possible.

c) The student must appropriately cite the use of AI systems or services, specifying the parts of the work where they were used and describing the creative process followed. The use of citation formats and usage examples may be consulted on the Library website(https://www.ufv.es/gestion-de-la-informacion_biblioteca/).

d) The results obtained through AI systems or services must always be verified. As the author, the student is responsible for their work and for the legitimacy of the sources used.

2.- In all cases, the use of AI systems or services must always respect the principles of responsible and ethical use upheld by the university, as outlined in the Guide for the Responsible Use of Artificial Intelligence in Studies at UFV. Additionally, the lecturer may request other types of individual commitments from the student when deemed necessary.

3.- Without prejudice to the above, in cases of doubt regarding the ethical and responsible use of any AI system or service, the lecturer may require an oral presentation of any assignment or partial submission. This oral evaluation shall take precedence over any other form of assessment outlined in the Teaching Guide. In this oral defense, the student must demonstrate knowledge of the subject, justify their decisions, and explain the development of their work.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

DE LA CALLE, C. and GIMÉNEZ, P. Socially responsible university students Madrid 2017