This Social Responsibility course is intended to train university students in social commitment with a view to practising their future profession on a basis of service to others and as a specific way of contributing to the common good and to social justice. Students are encouraged to think and act as socially responsible university students. The course therefore involves learning-service rendered through the performance of reflective social work placements (subject matter and tutorials), the purpose of which is to demonstrate that man and his fundamental questions are not merely an ideas but rather a specific singular entity.

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.

General Skills

To develop analytical, synthetic, reflective, critical, theoretical and practical thought.

To acquire and commit oneself to ethical values.

To design and regulate learning areas in contexts of diversity, taking into consideration the specific educational needs of pupils, gender equality, egalitarianism and respect for human rights.

Specific skills

To promote and cooperate with actions inside and outside of school organised by families, local councils and other institutions contributing to education.

To analyse and critically bring together the most relevant issues of today's society affecting family and school education: the social and educational impact of audio-visual languages and screens, changes in gender relationships and intergenerational relationships, multiculturalism and interculturalism, discrimination and social inclusion and sustainable development.

DISTRIBUTION OF WORK TIME

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<thead>
<tr>
<th>CLASSROOM-BASED ACTIVITY</th>
<th>INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY</th>
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<tbody>
<tr>
<td>60 hours</td>
<td>90 hours</td>
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