



Sara Serrate Gonzalez

Sara holds a PhD in Education, is a graduate of Social Education and has a bachelor's degree in Psychopedagogy. She has considerable expertise in the areas of education and prevention of gender-based violence. Currently Sara is an Assistant Professor in the University of Salamanca in the Faculties of Social Sciences and Education. She teaches on the degrees of Social Education and Social Work, as well as the Master's Degree in Advanced Studies in Education and Interdisciplinary Gender Studies modules and the specialised Diploma on Vulnerable Children in Society: intervention, inclusion and participation, all in the University of Salamanca. Her core areas of work are socio-educational intervention in childhood and youth, social pedagogy and education for equality in the family and in school.

Sara is a member of a recognised Research Group within the University of Salamanca: "Processes, spaces and educational practices". The focus of much of her research is socio-educational intervention with children, families, women and the elderly. She has participated in research studies with other university research groups and institutions and social and educational organisations such as: child protection centres, youth clubs, family support centres and education settings for older people. Sara is especially interested in the resolution of situations that require preventive or re-education processes with participants who are at risk of social exclusion. Her key current interest is in the practice of socio-educational agents as social educators in schools and the preventive processes or the interventions that they perform in situations of need or problems of integration.

Publications:

- Serrate, S., Torrijos, P. y Navarro, A. (2018). Self-perception of emotional development in individuals attending university programs for seniors: Training needs and answers. *Studies in Continuing Education*. DOI: 10.1080/0158037X.2018.1481379
- Serrate, S., Gonzalez, M. y Olmos, S. (2017). The social education interdisciplinarity at the level of secondary education. *Revista de Educación*, 376, 200-228. Doi: 10.4438/1988-592X-RE-2017-376-349.
- Navarro, A. Serrate, S., Muñoz, J.M. y Díaz, U. (2017). Relationship between personality traits, generativity, and life satisfaction in individuals attending University Programs for Seniors. *The International Journal of Aging and Human Development*, 1-17.
- Serrate, S., Navarro, A. y Muñoz, J.M. (2017). Profile, motivations and interests of senior learners towards University Programs. *Revista Educación y Desarrollo Social*, 11(1), 156-171. Doi: 10/18359/reds.1863
- Cabezas, M. Serrate S. y Casillas, S. (2017). Valoración de los alumnos de la adquisición de competencias generales y específicas de las Prácticas Externas. Factores determinantes. *Revista Mexicana de Investigación Educativa*, XXII (74), 685-704.

- Casillas, S. Cabezas, M. y Serrate, S. (2017). Evaluación de competencias: retos en la formación prácticas de los pedagogos. *Revista Meta: Avaliação*, 9(25), 90-109. DOI: 10.22347/2175-2753v9i25.1208
- Gonzalez, M., Olmos, S. y Serrate, S. (2016). Analysis of the professional practice of social educators in secondary schools. *Pedagogía Social. Revista Interuniversitaria*, 28, 229-243. Doi: 10. SE7179/PSRI_2016.28.17
- Serrate, S., Casillas, S. y Cabezas, M. (2016). Estudio de los criterios para la selección de centros de prácticas de calidad. Una propuesta de evaluación para mejorar la formación de los pedagogos. *Revista Estudios Pedagógicos*, 42(3), 369-389. DOI: 10.4067/S0718-07052016000400020
- Gonzalez, M., Olmos, S. y Serrate, S. (2015). Social-educational thinking and action in school context. A descriptive-correlational study. *Teoría e Historia de la Educación*, 27(2), 91-114. Doi: 10.14201/teoredu201527291114
- Serrano, M.J., Pérez, D. y Serrate, S. (2015). Family educational styles: valuation in a group of Spanish families. *Revista Ciências da Educação*, n.32, 15-41. DOI: 10.19091/reced.v1i32.388
- Serrate, S. (2013). El educador social ante el fenómeno del ciberbullying. En S. Torio, O. Garcia y J.V. Pena, *La crisis social y el estado del bienestar: las respuestas de la Pedagogía Social*.
- Serrate, S. y Hernández, M.J. (2013). Ciberbullying: acoso a través de las tecnologías. En J. Vicente, M. Fuentes y colaboradores. *Ayúdanos a usar las TIC de forma responsable* (pp. 83-106). Tarragona: Altaria.
- Serrate, S., Ribeiro, M.T., González, M., Hernández, M. J. y Silva, J. (2013). El mal uso de las tecnologías en la comunicación e interacción de los alumnos universitarios. *Casos de Ciberbullying*. En L. Garcia, A. Garcia-Valcarcel, J. Martin, J.S. Sousa, m. Meirinhos y V. Gonzalves, *Aprender, Colaborar e Innovar a través de las TIC*.

Projects:

1. Implementation of Blended Learning Methodologies in Higher Education. Processes of adoption and diffusion of teaching innovation

It is a national project that aims to assess the implementation of Blended Learning methodologies in Universities and Institutions of Higher Education. Try to see the adoption processes necessary for teachers and the innovation opportunities offered.

Funding Agency: Ministerio de Economía y Competitividad (Spain)

Date From: January 2016

Date To: Ongoing

2. Education and social innovation for sustainability. Training in Spanish universities of professionals as agents of change to face the challenges of society.

Education for sustainability is a necessity in higher education. We must train students in sustainability to be professionals who encourage change. It is a project in which ten Spanish universities participate in the evaluation of qualifications, competences and skills.

Funding Agency: Ministerio de Economía y Competitividad (Spain)

Date From: January 2016

Date To: Ongoing

3. Interactive social media for integration, skills bartering, empowerment, informal learning (ISABEL).

In this European project participated social, educational and university institutions and organizations in the training in technological knowledge and social networks of groups at risk of social exclusion seeking solutions to development problems.

Funding Agency: Comisión de las Comunidades Europeas. Education, audiovisual, and culture executive agency

Date From: January 2010

Date To: December 2012

4. Training and information processes in virtual environments

This is a project in which researchers try to study the student's needs in virtual environments in higher education.

Funding Agency: Programa de Apoyo a Proyecto de Investigación. Junta de Castilla y León

Date From: October 2009

Date To: September 2011

5. Situation, praxis and professional demands of socio-educational intervention in the Castilla y León School System

With this project it was intended to know the needs of socio-educational intervention in the school system. The needs, problems and demands of the schools of the community that did not have educators or social workers were analyzed and compared with other centers that these agents had as personnel of the centers. It was found that it was necessary to integrate socio-educated professionals as social educators in schools.

Date From: October 2008

Date To: September 2010

Other information:

I am the Secretary of Pedagogía Social . Revista Interuniversitaria, which is a journal dedicated to the research area of Social Pedagogy at the international and inter-university levels (<https://recyt.fecyt.es/index.php/PSRI/>)

Reviewer in Teoría de la Educación. Revista Interuniversitaria.

Member of the Ibero-American Society of Social Pedagogy

Member of the Spanish Pedagogy Society

Member of the Professional Association of Social Educators of Castilla y Leon (Spain)

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