Universitat Autònoma de Barcelona

2019/2020

Education and Educational Contexts

Code: 101644
ECTS Credits: 12

Degree	Type	Year	Semester
2500260 Social Education	FB	1	A
2500261 Education Studies	FB	1	A
2500797 Early Childhood Education	FB	1	A
2500798 Primary Education	FB	1	A

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: Yes
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

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Prerequisites

It is recommended to read and analyse educational papers and press articles published in national and international journals and magazines.

Objectives and Contextualisation

The subject aims to study the educational phenomena in nowadays society, analizing its importance for the individual and social development and identifying the critical aspects of the educational context. Social framework, legal and institutional aspects are considered. In addition, the subject guides the first year student in the educational field bringing insights on their main professional fields. The objectives are:

- To understand the educational reality as a result of many influences

- To develop critical and professional opinions about educational problems

- To relate different educational realities to concrete decisions and socioeducational options

- To identify the social and legal limits framing the educational activity

Competences

Social Education

- Analyse and recognize ones own socio-emotional skills (in terms of strengths, potentials and weaknesses) to develop those necessary for work and professional development.
- Contextualize educational action based on the different theoretical paradigms that have developed in science and education in accordance with the socio-historical context of individuals, groups and institutions.
- Develop critical thought and reasoning and be able to communicate them effectively, both in your own language and second or third languages.
- Lead social and educational processes to create a good working environment, promote collaborative work, and open and equalitarian communication.
- Master the theoretical and applied knowledge of Educational Sciences to develop the capacity for analysis and observation of the social and educational reality.
- Recognize and evaluate the social reality and the interrelation between factors involved as necessary anticipation of action.
- Respect the diversity and plurality of ideas, people and situations.
- Use ICT to learn, communicate and collaborate in educational contexts.
- Work in teams and with teams (in the same field or interdisciplinary).

Education Studies

- Administer and manage centres, institutions, services and educational and training resources.
- Analyse and recognize ones own socio-emotional skills (in terms of strengths, potentials and weaknesses) to develop those necessary for work and professional development.
- Analyse and understand the theoretical, historical, cultural, political, environmental and legal references and situations involved in education and training proposals.
- Develop critical thinking and reasoning and know how to communicate effectively both in your own tongues and in other languages.
- Develop group encouragement strategies and techniques to promote participation and learning in training and educational situations.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Recognize and evaluate the social reality and the interrelation between factors involved as necessary anticipation of action.
- Respect the diversity and plurality of ideas, people and situations.
- Understand the processes that occur in educational and training activities and their impact on learning.
- Work in teams and with teams (in the same field or interdisciplinary).

Early Childhood Education

- Acquire resources to promote the educational integration of pupils with difficulties.
- Demonstrate an understanding of the role, possibilities and limits of education in today's society and core competencies that affect infant schools and their professionals.
- Demonstrate knowledge of the organization of nursery schools and other early childhood services and the diversity of actions involved in their operation.
- Know about international experiences and examples of innovative practices in infant education.
- Place infant schooling in the Spanish education system, and in the European and international context.
- Recognize and evaluate the social reality and the interrelation between factors involved as necessary anticipation of action.
- Respect the diversity and plurality of ideas, people and situations.
- Understand the historical evolution of the family, different types of families, lifestyles and education in the family context.

Primary Education

- Adopt an ethical attitude and behaviour and act in accordance with the deontological principles of the profession.
- Assume the educating dimension of the teachers role and foster democratic education for an active population.
- Critically analyse personal work and use resources for professional development.
- Design and regulate learning spaces in contexts of diversity that take into account gender equality, equity and respect for human rights and observe the values of public education.
- Design, plan and evaluate teaching and learning activity in the classroom.

- Develop the functions of tutoring and guidance of pupils and their families, attending to the pupils own needs. Understand that a teachers functions must be perfected and adapted in a lifelong manner to scientific, pedagogical and social changes.
- Generate innovative and competitive proposals in research and in professional activity.
- Know about the historic evolution of the education system in our country and the political and legislative conditioners of educational activity.
- Know and apply basic methodologies and techniques of educational research and be able to design innovative projects while identifying evaluation indicators.
- Know and apply innovative experiences in primary education.
- Know how primary schools are organised and about the diversity of actions involved in running them.
- Know the curricular areas of Primary Education, the interdisciplinary relation between them, the evaluation criteria and the body of didactic knowledge regarding the respective procedures of education and learning.
- Maintain a critical and autonomous relationship with respect to knowledge, values and public, social and private institutions.
- Manage information in relation to the professional field for decision making and the preparation of reports.
- Recognise and evaluate the social reality and the interrelation of factors involved as a necessary anticipation of action.
- Reflect on classroom experiences in order to innovate and improve teaching work. Acquire skills and habits for autonomous and cooperative learning and promote it among pupils.
- Respect the diversity and the plurality of ideas, people and situations.
- Understand the basics of primary education
- Understand the historical evolution of the family, different types of families, lifestyles and education in the family context.
- Understanding and addressing school situations in multicultural contexts.
- Understanding the function, possibilities and limits of education in today's society and the fundamental skills affecting primary schools and their professionals

Learning Outcomes

1. Accept that the diversity and plurality of ideas, practices and educational institutions is a value to defend.
2. Access basic and contextual information on the main theoretical teaching and practical contributions that affect the teaching profession.
3. Analyse individual and social needs of groups.
4. Analyse the characteristics of a quality tutorial.
5. Analyse the contextual constraints that lead to the justification of innovations in school contexts.
6. Analyse the learning processes in the classroom and outside the classroom.
7. Analyse, contextually and pedagogically, educational projects and national and international assessment reports related to nursery and primary education and that help make decisions in the field of education policy.
8. Assessing the value of, and respecting the different pedagogical contributions of, different movements and authors of contemporary relevance.
9. Considering areas of innovation in the school context, taking the classroom as a point of reference.
10. Critically analyse and incorporate the most relevant issues of today's society affecting education: social and educational impact of audiovisual languages and screens.
11. Critically analyse school reality, specifically in the classroom to propose specific areas for improvement.
12. Critically analyse, discerning the accessorial fundamentals, innovations in the field of primary education.
13. Critically and independently analyse the main current formulations and pedagogical practices, and be able to defend the assumption of criteria.
14. Design and apply initial assessment devices.
15. Design and develop learner assessments.
16. Design teaching strategies according to the varying needs and characteristics of groups.
17. Design tutorial processes in accordance with an analysis of pupils needs.
18. Develop a collaborative project in a team, as a first step towards networking.
19. Develop innovation projects by applying the appropriate programming sequence in accordance with the paradigm or focus of reference.

20. Devising innovation projects, taking into account their technical characteristics.
21. Evaluate teaching activity in the classroom, integrating self-evaluation processes.
22. Examining the knowledge of the main international, and especially European, pedagogical movements that have influenced contemporary pedagogical theory and practices that affect nursery and primary schooling.
23. Exchanging experiences, ideas, know-how and values with the work group, while respecting the opinions and insights of the different individuals in the group.
24. Express oneself and use corporal, musical and visual languages ??to selectively distinguish audiovisual information that contributes to education, public training and cultural richness.
25. Gaining a deeper knowledge of certain authors and educational movements that have had a special importance in educational thinking and practice in our country.
26. Identifying areas and spheres of innovation in the school context.
27. Identifying the curricular areas in the primary stage.
28. Identifying the main changes affecting educational practice and the way teachers exercise their profession today.
29. Identifying the socio-emotional skills involved in individual and group interactions, analysing and identifying the group dynamics, in order to implement strategies for revitalising groups, acquiring social skills in educational contexts and knowing how to work in teams with other professionals.
30. Know about international experiences and examples of innovative practices in education to analyse the practice of teaching and the institutional conditions that frame it.
31. Know about the processes of interaction and communication to address field analysis through observational methodology using information technology, documentation and audiovisual material.
32. Linking innovation as an element of professional development.
33. Observing and describing the main limitations but also the possibilities of current educational projects and practices of different centres and teaching professionals.
34. Planning teaching/learning initiatives which address diversity in the classroom.
35. Proposing areas of improvement in primary education classrooms depending on the possibilities of the context and based on scientific principles.
36. Proposing specific innovation projects for primary education classes taking into account the possibilities of the context.
37. Recognising the social value of education and the value of diversity in order to acquire resources that encourage inclusive education and performance in multicultural contexts.
38. Relating innovation, research, and professional development.
39. Understand information and communication technologies, their evolution and their educational implications
40. Understand the evaluative approach, specifically evaluation criteria in primary education.
41. Understand the historical evolution of the Spanish education system placing it in the European context and the legislation governing it.
42. Understand the historical evolution of the family, different types of families, lifestyles and education in the family context.
43. Understand the historical evolution of the main currents of educational thinking in terms of the various changing contexts that affect teaching.
44. Understand the main currents of contemporary thought of educational influence and their impact on nursery and primary education.
45. Understand the processes that occur in educational activities and their impact on training while accepting that the exercise of the educational function must be refined and adapted lifelong to scientific, educational and social changes.
46. Understand the role, possibilities and limits of education in today's society and analyse and assess the impact of historical, cultural, political and environmental situations and proposals for education and training.
47. Understand the social and cognitive dimensions of written language, know about the different dynamics of orality to master the use of different expression techniques and adequately express oneself orally and in writing.
48. Understand the theoretical and legal references of educational institutions and demonstrate an understanding of the diversity of actions involved in their operations.
49. Using methodologies and techniques suitable for planning innovative projects.

Content

A) MACRO PERSPECTIVE OF THE SOCIETY

1. Society and social change.

1.1. Individuals and society.

1.2. Social change and changes in the forms of socialization.

2. Social groups, exclusion and social integration.

2.1. Social stratification, mobility and poverty.

2.2. Ethnic and gender as axes of social inequality.

3. Family.

3.1. Evolution and transformation in the composition and family functioning.

3.2. Changes in family socialization styles.

4. Group of peers.

4.1. Dynamics of belonging and identity within the peer group.

4.2. Peer group as a mediator of the other agents of socialization.

5. TV and other screens.

5.1. Use of various screens, social networks and Internet.

5.2. Analysis of the message and its impact on values and behaviours.

6. Spaces of socialization in leisure time.

6.1. Evolution of the concept, amount and use of leisure time.

6.2. Cultural changes in leisure society and mass consumption.

B) MACRO PERSPECTIVE OF EDUCATION: THEORY AND EDUCATIONAL SYSTEMS.

1. Human rights and the right to education

1.1. The right to education and its indicators. International benchmarks and today's society.

1.2. Women's rights

1.3. Children's rights

2. Educational policies and current legislation

2.1 Policy framework and current educational legislation.

2.2 Political ideologies and educational policies. Current models in the international context.

2.3. Policies of gender equality and inclusion.

3. Diversity, inclusion and educational inequalities.

3.1 Diversity and education models.

3.3 Educational and social inequalities (gender, ethnicity, social class, functional diversity, etc.)

3.4. Models of inclusive education.

4. Educational agents: culture and community

4.1.Adult-centered and patriarchal culture and education.

4.2. Territory, networks and education.

4.3. Relations between family and educational institution.

5. Educational agents: the professionals of education.

5.1 Educators nowadays: role, functions and competences.

5.2 Professional career and training of education professionals. Professional deontology.

5.3 Gender perspective in educators training.

6. The lifelong learning.

6.1. The lifelong learning nowadays.

6.2. The lifelong learning in international perspective.

6.3. Training models throughout life.

C) MEZZO AND MICRO PERSPECTIVE OF EDUCATION: THE CONTEXT INSTITUTIONAL.

1. Educational organizations.

1.1. Organizations as social structures

1.2. Nature of organizations.

1.3. Components of organizations.

2. Types of educational organizations.

2.1. Classification criteria and types of organizations.

2.2. Formal education organizations and their characteristics

2.3. Characteristics of non-formal educational organizations.

3. Institutional autonomy and its implications at institutional level.

3.1. Decentralization, deconcentration and institutional autonomy.

3.2. Formats and types of institutional autonomy.

3.3. Implications of institutional autonomy.

4. Educational institutions and their environment.

4.1. Institutions and their mediated context.

4.2. The opening of institutions to the environment.

4.3. The involvement and participation of educational institutions in the environment.

5. Educational institutions and communities of learning and practice

5.1. Educational communities and social communities.

5.2. Learning communities.

5.3. The school as a learning community.

6. The school as intervention place.

6.1. The place of pedagogical intervention and its components.

6.2. Space planning .

6.3. The pedagogical relationship in the field of intervention.

Methodology

The teaching and learning methods are student centred

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Field visits (in small groups). During this activity relevant institucions in the filed of education will be visited	15	0.6	45, 37
Lecturer classes - presentation of the content related to the subject. It is delivered with the whole group	45	1.8	45, 42
Seminar related to the field visits	2	0.08	48
Seminars related to the lecturer classes (the group is divided into 3)	18	0.72	45, 48
Transdiciplinary activity	2	0.08	48, 46, 30, 42, 41, 37
Transdiciplinary activity- oral presentation of the project carried out during the course	8	0.32	45, 48, 46
Type: Supervised			
Tutorial meetings and follow- up activities	50	2	41, 37
Type: Autonomous			
Readings, assignments, field visits preparatory activities, seminars	150	6	45, 48, 46, 30, 42, 41, 37

Assessment

ATTENDANCE

Attendance is mandatory, both in lectures and seminars. Otherwise, the activities developed during the seminars will be considered non-submitted.

The written proof of absence will only serve to explain the absence but in no case will exempt from attendance.

In case of force majeure (does not include work reasons) if there are exceptional reasons that impede the attendance to class during a prolonged period, the faculty will analyze the possibility of carrying out a remote follow-up during that period of time, provided that the student informs the professors accordingly before starting the absences.

EVALUATION

The evaluation of the subject will be carried out throughout the academic year through the individual and group activities shown on the grid.

In order to pass the course, it is necessary to pass each of the assessment activities with a minimum score of 5 out of 10.

Students who do not pass any of the evaluation tests will have the possibility of recovering them. The recovery test will be done at the end of the course, according to the schedule of the subject. In order to have access to recovery, the grade must be higher than 3.5 out of 10.

The qualifications of each evaluative evidences will be made public in the virtual campus in the 20 working days following its delivery.

The students who want to review the mark must do so within 20 working days after its publication during the tutoring schedule that the professors have established for this subject and which is recorded in the program of the same or establishing an appointment agreed with the professors.

At the end of each content block, an individual written examination will be carried out that will include aspects worked during lectures, the seminars, the visits and the compulsory readings. Also, during the course there will be different deliveries of individual or group evaluative evidence. The date of each delivery will be communicated at the beginning of each content block and will be available on the virtual campus.

The evaluation will take into consideration, in addition to the evidence provided, the process that has been carried out to perform the activity. The mark of the group work can be qualified by the individual contributions.

STUDENT ENROLLING THE COURSE FOR THE SECOND OR THIRD TIME:

The students in second call or later have the option of doing a single exam for each block and an individual work for each block determined by the professor, or perform the subject normally. The option will be agreed with the professors of the subject at the beginning of the course.

Schedule of individual written and recovery exams. In no case is the possibility of changing the examination date contemplated.

Grup	Examen bloc A	Examen bloc B	Examen bloc C	Recuperació
1	20/11/2019	12/02/2020	22/04/2020	20/05/2020
2	14/11/2019	30/01/2020	16/04/2020	21/05/2020
21	22/11/2019	21/02/2020	08/05/2020	05/06/2020
31	22/11/2019	21/02/2020	08/05/2020	05/06/2020

41	22/11/2019	21/02/2020	08/05/2020	05/06/2020
61	22/11/2019	21/02/2020	08/05/2020	05/06/2020
62	22/11/2019	21/02/2020	08/05/2020	05/06/2020
71	20/11/2019	12/02/2020	22/04/2020	20/05/2020

All evaluable activities will be subject to formal criteria, including spelling, writing and presentation. Regardless of the language of the group (Catalan, Spanish or English) the students must be able to express themselves with fluency and correctness and to read with a high degree of comprehension extensive and specialized texts.

Copy and plagiarism are intellectual thefts and, therefore, constitute a crime that will be sanctioned with a zero in the entire Block where the work is located. In the case of a copy between two students, if it is not possible to know who copied from whom, the sanction will be applied to both students. A work that reproduces all or a large part of another's work is considered a copy. Plagiarism is the fact of presenting all or part of a text of an author as his own, without citing the sources, whether published on paper or digitally. See documentation: http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Individual exam A part	15 %	2	0.08	13, 11, 6, 4, 21, 48, 43, 46, 40, 31, 30, 42, 41, 16, 17, 28, 27, 33, 34, 35, 37
Individual exam of B part	15 %	2	0.08	45, 48, 46, 30, 42, 41, 37
Individual exam of C part	15 %	2	0.08	2, 13, 11, 12, 5, 6, 10, 4, 3, 7, 25, 1, 21, 44, 45, 48, 43, 46, 40, 31, 30, 42, 41, 39, 47, 18, 16, 14, 15, 17, 19, 49, 24, 28, 29, 27, 26, 23, 22, 33, 34, 9, 36, 35, 37, 20, 38, 8, 32
Other assessment evidences (Part A, B and C)	30 %	0	0	21, 45, 48, 46, 40, 31, 30, 42, 41, 47, 17, 27, 23, 34, 37
Transdiciplinary project	25%	4	0.16	13, 6, 21, 45, 48, 43, 46, 30, 42, 41, 28, 27, 33, 34, 35, 37

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