

**Educational Systems, Inequalities and Equity:
Contributions by the Scientific Literature**

Code: 43212
ECTS Credits: 6

Degree	Type	Year	Semester
4313815 Research in Education	OT	0	1

Contact

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Use of languages

Principal working language: catalan (cat)

Prerequisites

This is a mandatory in Specialisation in Inequalities, Research and Educational Action

Objectives and Contextualisation

The module reviews the research literature on education. Educational systems, school and inequality. educational policies, culture and school structure and the role of teacher and families are analyzed. Content blocks are three:

- Education policies: inequality and equity
- School and teachers: strategies for educational equity
- Family environment and inequalities

Skills

- Analyse data according to its nature and present results in accordance with the research proposals.
- Continue the learning process, to a large extent autonomously.
- Develop professional values including ethics in educational research, in particular with respect to diversity of opinion and ways of being and doing.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Plan research according to practice-related problems, taking into account theoretical advances in the field of knowledge.
- Recognise and relate the theoretical, empirical and social aspects of the specific field of research.
- Recognise the basic research principles in the field of education and inequality.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.

Learning outcomes

1. Analyse quantitatively or qualitatively data on educational inequalities.

2. Analyse theoretical frameworks to establish which ones orientate research in the field of educational inequalities.
3. Consider results according to their sources to analyse educational inequalities.
4. Continue the learning process, to a large extent autonomously.
5. Develop professional values including ethics in educational research, in particular with respect to diversity of opinion and ways of being and doing.
6. Evaluate the research results in the culture and structure of educational centres in relation to inequalities and educational equality.
7. Find theoretical frameworks and empirical results that allow for the analysis of inequalities and educational equality.
8. Identify problems concerning the relationship between educational systems and inequality and evaluate the methodological approaches that allow their solution.
9. Identify theoretical references and evaluate their appropriateness for interpreting problems related to research results and the relationships between educational policies, educational systems and inequality.
10. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
11. Judge the importance and theoretical and social pertinence of a research problem or problems concerning the relationship between educational systems and inequality.
12. Offer appropriate instruments for the analysis and development of research proposals within the framework of educational equality.
13. Produce conclusions taking into reference the research objectives and questions and the theoretical references.
14. Recognise the importance attributed to research in education into families, the community, working in networks and in overcoming educational inequalities.
15. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
16. Understand the contributions of the different perspectives of research in analysing inequalities present at different times (access, process and results) of schooling.
17. Understand the main aspects of contexts related to educational systems in which there are inequalities and analyse them as objects of research.
18. Understand the relationships established in educational research between educational policies, educational systems and inequalities.
19. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.

Content

1. Education policies: inequality and equity.
 - 1.1. Theoretical approach: principles and concepts.
 - 1.2. Education policies, globalization and international organizations.
 - 1.3. Educational policies in Catalonia and Spain.
 - 1.4. Educational policies at local level.
2. Schools and teachers: strategies for educational equity.
 - 2.1. Schools: structure and culture and its impact on equity.
 - 2.2. Teachers: promoting educational success
3. Family environment and inequalities.
 - 3.1. The attitudes of the family in promoting educational success.
 - 3.2. Family, community and educational inequalities.

3.3. Environment and territory networks: their role in overcoming inequalities.

Methodology

The training activity will be developed based on the following dynamics:

- Master classes by the teaching staff
- Reading, analysis and discussion of articles and documentary sources
- Classroom practices: problem solving / cases / exercises

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Activities and readings	36	1.44	2, 15, 7, 13, 8, 9, 10, 11, 12, 14, 16, 6
On-site in large group	36	1.44	2, 1, 15, 7, 18, 5, 13, 8, 10, 14, 16, 3, 19, 6
Type: Autonomous			
Individual module work	78	3.12	2, 1, 15, 8, 9, 10, 12, 14, 3, 19, 6

Evaluation

The evaluation will be carried out through the activities detailed

The final grade will be a weighted average of the planned activities. In order to be able to apply this criterion it will be necessary to obtain at least 4 in all the activities

Class attendance is mandatory. To be evaluated it is necessary to attend 80% of the sessions

The procedure for reviewing the tests will be done individually

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Analysis of articles (activities and readings during the development of the module) 10%	10%	0	0	2, 1, 15, 17, 18, 5, 13, 10, 11, 12, 14, 16, 3, 19, 4
Attendance and participation	5%	0	0	8, 10, 11, 4
Preparation of an academic paper	85%	0	0	2, 7, 17, 18, 5, 8, 9, 10, 11, 14, 16, 3, 19, 4, 6

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