UAB
Universitat Autònoma de Barcelona

Education and Educational Contexts	2016/2017

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

Prerequisites

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

Objectives and Contextualisation

The subject contributes to understand the educational phenomena in the nowadays society, showing 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 contributes to guide 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 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

Skills

Social Education
- 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.
- 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.

Education Studies
- Administer and manage centres, institutions, services and educational and training resources.
- Analyse and understand the theoretical, historical, cultural, political, environmental and legal references and situations involved in education and training proposals.
- 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.

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.
- Know about the historic evolution of the education system in our country and the political and legislative conditioners of educational activity.
- 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.
- Recognise and evaluate the social reality and the interrelation of factors involved as a necessary anticipation of action.
- Respect the diversity and the plurality of ideas, people and situations.
- Understand the basics of primary education
- Understanding and addressing school situations in multicultural contexts.

Learning outcomes

1. Know about international experiences and examples of innovative practices in education to analyse the practice of teaching and the institutional conditions that frame it.
2. 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.
3. Understand the historical evolution of the family, different types of families, lifestyles and education in the family context.
4. Understand the historical evolution of the Spanish education system placing it in the European context and the legislation governing it.
5. 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.

6. 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.
7. Understand the theoretical and legal references of educational institutions and demonstrate an understanding of the diversity of actions involved in their operations.

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. Human rights and education.

1.2. The right to education. International benchmarks.

1.3. The right to education in today's society.

2. Education policies and current legislation.

2.1. Policy framework and current educational legislation.

2.2. Ideology and educational policies. Current models in the international context.

3. Diversity, inclusion and educational inequalities.

3.1. Concept and models of inclusion.

3.2. Diversity and educational models.

3.3. Educational and social inequalities.

4. The lifelong learning.

4.1. The lifelong learning nowadays.

4.2. The lifelong learning in international perspective.

4.3. Training models throughout life.

5. Education agents: environment.

5.1. Family and education.

5.2. Territory and education

5.3. Networks and education.

6. Educational Agents: education professionals.

6.1. Education professionals in the world today: role, functions and powers.

6.2. Career and training of education professionals.

6.3. Professional ethics education.

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	5, 2
Lecturer classes - presentation of the content related to the subject. It is delivered with the whole group	45	1.8	5, 3
Seminar related to the field visits	2	0.08	7
Seminars related to the lecturer classes (the group is divided into 3)	18	0.72	5, 7
Transdiciplinary activity	2	0.08	7, 6, 1, 3, 4, 2
Transdiciplinary activity- oral presentation of the project carried out during the course	8	0.32	5, 7, 6
Type: Supervised			
Tutorial meetings and follow- up activities	50	2	4, 2
Type: Autonomous			
Readings, assignments, field visits preparatory activities, seminars	150	6	5, 7, 6, 1, 3, 4, 2

Evaluation

Assessment methodology consists of a continued assessment and evaluation of all academic work done by students throughout this subject. To pass the subject students should obtain a minimum of 5 points on each

one of the assessment activities proposed during the course. Students who are not able to achieve the minimum aims of each part may retake the assessment activities. The marks of each assessment activity will be published via campus virtual in the next 20 days after delivering. Students that would like to revise them should do it in the next 20 days after publishing and arrange an appointment with the education staff according to the office hours available. Coping and plagiarism are not allowed and will be punished by the subject failure. Remember that take the work of someone else, without citing sources, and pass it off as one's own is considered plagiarism. (for more details please see:
http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html)

Minimum attendance: 80% of the classes.

More details about the assessment procedures at the School of Education are available at:
http://www.uab.cat/web/informacio-academica/avaluacio/normativa-1292571269103.html and
http://www.uab.cat/web/informacio-academica/avaluacio/normativa-1292571269103.html

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Individual assignment of A part	15 %	2	0.08	7, 1, 3, 4, 2
Individual assignment of B part	15 %	2	0.08	5, 7, 6, 1, 3, 4, 2
Individual assignment of C part	15 %	2	0.08	5, 7, 6, 1, 3, 4, 2
Other assessment evidences (Part A, B and C)	30 %	0	0	5, 7, 6, 1, 3, 4, 2
Transdiciplinary project	25%	4	0.16	5, 7, 6, 1, 3, 4, 2

Bibliography

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   4. CASTELLS, M. (1997): La era de la información: Economía, Sociedad y Cultura., Madrid: Alianza Editorial
   5. DE LA FUENTE BLANCO, M.G. & MERINO, R. (coord.) (2007). Sociología para la intervención social y educativa. Madrid: Editorial Complutense.
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24. MUÑOZ, J. L. (2012). Ayuntamientos y desarrollo educativo. Madrid: Editorial Popular.

Web pages:

MEC: http://www.mec.es

Generalitat de Catalunya- Departament d'Ensenyament: http://www20.gencat.cat/portal/site/Educacio

Unió Europea,Education, Audiovisual and Culture Executive Agency Service tools: www.eurydice.org

Organisation for Economic Co-operation and development: www.oecd.org

Site de Philippe Meirieu: http://www.meirieu.com/

The United Nations Educational, Scientific andCultural Organization:http://www.unesco.org