

Degree	Type	Year	Semester
2500260 Social Education	FB	2	A
2500261 Education Studies	FB	2	A

Contact

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Use of languages

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

Teachers

Helena Troiano Gomà
Mireia Foradada Villar
Geo Saura Casanova
Ricard Benito Perez

Prerequisites

It is particularly recommended to have passed the subject "Education and Educational Contexts" in first grade.

Objectives and Contextualisation

The subject gives a sound overview of the concepts, the approaches and the sociopolitical reality of education, in formal settings as well as non-formal settings. Furthermore this final aim, the subject gives a ground for contents to be taught in higher courses. The main goal of the subject is to understand and to analyse a territory, in multilevel approach (local, regional, national...), as well a concret reality, in a global socioeducational framework.

Other focused aims are:

- To know the theoretical background of Sociology of Education and Educational Policy
- To enlarge the knowledge about the educational reality, in a sintetical way coming from a sociopolitical glance.
- To develop the critical thinking about the current issues in education
- To understand the origin and the consequences of social, legal and political boundaries shaping the pedagogical activity

Skills

Social Education

- Develop processes to obtain, record, analyse and make decisions for educational action.

- Develop strategies for autonomous learning.
- Generate innovative and competitive proposals in research and professional activity.
- Master the theoretical and applied knowledge of Educational Sciences to develop the capacity for analysis and observation of the social and educational reality.
- Work in teams and with teams (in the same field or interdisciplinary).

Education Studies

- Analyse and understand the theoretical, historical, cultural, political, environmental and legal references and situations involved in education and training proposals.
- Develop strategies for autonomous learning.
- Identify educational approaches and problems, inquire about them: obtain, record, process and interpret relevant information to issue supported judgments that enhance education and training.
- Manage information related to the professional environment for decision-making and reporting.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning outcomes

1. Assessing the value of correction, adaptation and acceptability in oral and written productions.
2. Be coordinated and organised when producing work.
3. Coordinate with other people to study a territory.
4. Describe, analyse and present ideas and proposals in the field of education policy and sociology of education, based on scientific pedagogical literature existing today.
5. Drawing up a map of an area's socio-educational institutions.
6. Writing reports about the socio-educational context in an area based on the data obtained from this area.

Content

The subject has three modules: Education Policy (module A), Sociology (module B), Socioeducational analysis of one territory (module C)

A) Education Policy

A.1) Theoretical concepts of education policy

State, policy, politics and educational system

Education policy: goals and key concepts

Educational reforms and decision-making

A.2) Education policy in the Catalan and Spanish contexts

Education policies: Spanish context

Education policies: Catalan context

A.3) Education policy and International Organisms

Education policy and globalization

Education policies: International Organisms and their contributions

A.4) Education policies and their influence on a territory

Education policies in the local context

Local Government Education Policy in Catalonia and other Autonomous Communities

B) Sociology

B.1) Socialization: agencies and processes

Social roles acquisition, deviance, resocialisation and total institutions

School as a secondary socialisation

B.2) Social structure in advanced societies and Catalonia

From industrial to informational capitalism

Social stratification and schooling

Evolution of poverty, marginalisation and social exclusion

B.3) Welfare state and social policies

Market, state, third sector and new forms of governance

Ideology frameworks and social and educational policies

B.4) Social inequalities and territory

Urban segregation and social and educational impact

Social indicators at local level

C) Socioeducational analysis of one territory

C.1) Statistics analysis at local level

C.2) Fields and users typologies in socioeducational intervention

C.3) Socioeducational network at local level

Methodology

Students are the protagonists in the teaching-learning process and on this basis a variety of methodologies will be used in this course:

Lectures with a large group: Talks by lecturers about basic agenda items. During these sessions the entire group will be together in the class. It allows the explanation of the main contents through an open and active students' participation.

Seminars sections A and B: Workspaces in small groups (one third part of the entire group) supervised by lecturers. In order to go deeper into the contents previously addressed within the entire group; documents analysis and case resolution activities are developed in these smaller groups.

Seminars section C: Workspaces in small groups (one third part of the entire group) supervised by lecturers. In these seminars, students are offered tools and methodologies to develop their collaborative projects.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
1. Lectures enlarged group module A	30	1.2	4

2. Seminars module A	15	0.6	4
3. Lectures enlarged group module B	30	1.2	4
4. Seminars module B	15	0.6	4
5. Lectures enlarged group module C	7	0.28	5, 1
6. Seminars module C	15	0.6	3, 2, 5, 1
Type: Supervised			
Supervision and guidelines for assignments	75	3	3, 2, 4, 5, 1
Type: Autonomous			
Individual assignments and working groups	188	7.52	3, 2, 4, 5, 1

Evaluation

The module A and the module B have two assessment tasks: an examination and a portfolio of seminar assignments, according to the teacher explanations at the beginning of the course. To be allowed to do the examinations, it is necessary to pass all seminar assignments in each module. The minimum mark is 5 (out of 10) to calculate the average with the seminar assignments marks. The average of module A and module B marks counts the 80% of the subject. In case of failing one exam, a re-sit exam will be made available on a date and time set by the teacher. The minimum mark to pass the re-sit exam and to calculate the average with other modules is 5 (out of 10).

The assessment task of module C is a report about one local setting. The report will have two parts, one in each term. The first part could be improved, not the second one.

The marks for each paper or exam will be available within 15 days after their submission. In module C the availability will be within 30 days.

Attendance to lectures is compulsory. Students must attend a minimum of 80% of sessions, otherwise they will be deemed as "absent". In accordance with UAB regulations, plagiarism or copying of any seminar exercises will be penalised, the exercise will be not valid and must be repeated. The examination will be only possible in the re-sit date. An extended definition of plagiarism is available in:
http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
1. Exam module A contents	30%	0	0	4, 1
2. Seminar exercises module A	10%	0	0	2, 4, 1
3. Exam module B contents	30%	0	0	4, 1
4. Seminar exercises module B	10%	0	0	2, 4, 1
5. Report module C	20%	0	0	3, 2, 5, 6, 1

Bibliography

Global references:

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- Fernandez Palomares, Francisco (coord) Sociología de la Educacion, Pearson. Madrid, 2003.
- González, Juan Jesús i Requena, Miguel (eds) Tres décadas de cambio social en España, Alianza Editorial, Madrid, 2005
- Martínez García, José S. Estructura social y desigualdad en España. Madrid: Los Libros de la Catarata, 2013.
- Merino, Rafael i; De la Fuente, Gloria, Sociología para la intervención social y educativa, Editorial Complutense y UAB, 2007.
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- Miguélez, Fausto et al., Desigualtat i canvi. L'estructura social contemporània. Edicions Proa/UAB, 1997
- Ferrer, F. (dir.) (2009): L'estat de l'educació a catalunya 2008. Fundació Jaume Bofill. Ed. Mediterrània. Col Polítiques.
- Tomasevski, K.(2004): El asalto a la educación. Intermón/Oxfam. Barcelona.
- Weber, M. El político y el científico. Alianza editorial. Barcelona
- References of education policy module
- Ball, S. J. (2012). Global Education Inc. New policy networks and the neo-liberal imaginary. London and New York: Routledge.
- Ball, S. J. (2015): What is policy? 21 years later: reflections on the possibilities of policy research. Discourse: Studies in the Cultural Politics of Education, 36(3), 306-313. DOI: 10.1080/01596306.2015.1015279
- Ball, S. J. and Youdell, D. (2008). Hidden privatisation in public education. Brussels: Education International.
- Lingard, B., Martino, W., Rezai-Rashti, G. and Sellar, S. (2016). Globalizing Education Accountabilities. New York and London: Routledge.
- Olmedo, A. and Santa Cruz, E. (2013). Neoliberalism, policy advocacy networks and think tanks in the Spanish educational arena: The case of FAES. Education Inquiry, 4(3), 473-496.
- Rizvi, F. y Lingard, B. (2013). Políticas Educativas en un Mundo Globalizado. Madrid: Morata.
- Saura, G. (2015). Think tanks y educación. Neoliberalismo de FAES en la LOMCE. Archivos Analíticos de Políticas Educativas, 23(107) 1-16.
- Saura, G. (2016). Saving the world through neoliberalism: philanthropic policy networks in the context of Spanish education. Critical Studies in Education, (1-18). DOI: 10.1080/17508487.2016.1194302
- Mandatory readings for module B:
- Harris, J. (2003). El mito de la educación. DeBolsillo, Barcelona. pp. 172-185
- Castells, M. i Subirats, M. (2008). Mujeres y hombres: ¿un amor imposible?. Alianza Editorial, Madrid. pp. 68-78.
- Bonal, X. i Albaigés, B. (2009). "La segregación escolar en Cataluña", a Cuadernos de Pedagogía, 387, pp. 89-94.

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Subirats, J. i Alegre, M.A. (2006). "Convivencia social y convivencia escolar", a *Cuadernos de Pedagogía*, 359. pp. 12-16.

Websites:

<http://www.mec.es>