

Política educativa

2012/2013

Codi: 101159

Crèdits ECTS: 6

Titulació	Pla	Tipus	Curs	Semestre
2500262 Graduat en Sociologia	819 Graduat en Sociologia	OT	0	0

Professor de contacte

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Utilització d'idiomes

Llengua vehicular majoritària: anglès (eng)

Algun grup íntegre en anglès: Sí

Algun grup íntegre en català: No

Algun grup íntegre en espanyol: No

Prerequisites

Preferably, students should have a background on education (i.e. training on subjects such as sociology of education, education sciences or economics of education).

Objectius

1. Introduce a variety of theoretical and methodological perspectives that can be used to examine education policy reform, processes, contents and outcomes.
2. Provide an international perspective to education policy change (focus on international organizations, international case studies and international data-bases) and develop a global governance approach to policy analysis.
3. Develop an understanding of the power, but also the limits of policy, as a lever for improving educational organizations.
4. Apply these perspectives in a range of education levels (basic education, higher education) and impact dimensions (education equity, efficiency, learning, etc.).
5. Assist the students to apply the course content in individual and group assignments on education policy analysis related topics.
5. Stimulate interest in further study of education policy and awareness of the complex, interdisciplinary and, at times, controversial nature of education policy analysis.

Competències

- Analitzar problemes derivats de l'aplicació de polítiques públiques i de situacions de conflicte reconeixent la complexitat dels fenòmens socials i de les decisions polítiques que afecten la democràcia, els drets humans, la justícia social i el desenvolupament sostenible.
- Aplicar els conceptes i els enfocaments de la teoria sociològica, especialment les explicacions de les desigualtats socials entre classes, entre gèneres i entre grups ètnics, a la posada en pràctica de les polítiques públiques i a la resolució de les situacions de conflicte.
- Avaluar les aportacions dels enfocaments sociològics a l'estudi de la cultura, l'educació, la interacció entre societat i medi ambient, la política social i el treball.
- Buscar fonts documentals a partir de conceptes.

- Comunicar de manera efectiva, mitjançant un nivell bàsic de llengua anglesa, les anàlisis bàsiques dels fenòmens socials.
- Demostrar que es comprenen els enfocaments de la teoria sociològica, així com els diversos vessants, interpretacions i el context històric.
- Demostrar que es comprenen les anàlisis dels fenòmens socials presentades en llengua anglesa, i observar-ne els punts forts i febles.
- Descriure els fenòmens socials de manera teòricament rellevant i tenint en compte la complexitat dels factors implicats, de les seves causes i dels seus efectes.
- Desenvolupar estratègies d'aprenentatge autònom.
- Desenvolupar un pensament i un raonament crítics i saber comunicar-los de manera efectiva, tant en les llengües pròpies com en una tercera llengua.
- Generar propostes innovadores i competitives en la recerca i en l'activitat professional.
- Gestionar el propi temps: planificar l'estudi propi, gestionar la relació amb un tutor o tutora o un assessor o assessora, i establir i complir els terminis adequats per a un projecte de treball.
- Respectar la diversitat i la pluralitat d'idees, persones i situacions.

Resultats d'aprenentatge

1. Buscar fonts documentals a partir de conceptes.
2. Comparar els diferents enfocaments teòrics sobre l'educació.
3. Comparar la lectura dels fenòmens educatius des de diferents ideologies presents en la realitat social d'Espanya i de Catalunya, i
4. Comunicar de manera efectiva, mitjançant un nivell bàsic de llengua anglesa, les anàlisis bàsiques dels fenòmens socials.
5. Definir els conceptes sociològics adequats per interpretar els fenòmens educatius i escolars.
6. Demostrar que es comprenen les anàlisis dels fenòmens socials presentades en llengua anglesa, i observar-ne els punts forts i febles.
7. Desenvolupar estratègies d'aprenentatge autònom.
8. Desenvolupar un pensament i un raonament crítics i saber comunicar-los de manera efectiva, tant en les llengües pròpies com en una tercera llengua.
9. Discriminar les explicacions de les desigualtats educatives entre classes, entre gèneres i entre grups ètnics que aquests actors donen per descomptades.
10. Distingir els conceptes sociològics sobre l'educació que adopten els actors implicats en el sistema educatiu.
11. Distingir els conceptes sociològics, així com els mètodes i les tècniques de recerca social comunament utilitzats per analitzar l'educació.
12. Distingir els fenòmens socials subjacents a les polítiques i els conflictes educatius.
13. Distingir les interpretacions socials de l'educació d'acord amb aquests enfocaments.
14. Expressar els debats al voltant d'aquests enfocaments, pel que fa a l'educació.
15. Generar propostes innovadores i competitives en la recerca i en l'activitat professional.
16. Gestionar el propi temps: planificar l'estudi propi, gestionar la relació amb un tutor o tutora o un assessor o assessora, i establir i complir els terminis adequats per a un projecte de treball.
17. Relacionar els conceptes, els mètodes i les tècniques utilitzats per analitzar l'educació amb els debats teòrics i metodològics generals.
18. Relacionar els debats entorn d'aquests enfocaments, referits a l'educació, amb el context històric en el qual han sorgit.
19. Relacionar els enfocaments teòrics amb els debats sobre l'ordre social, la desigualtat i les estratègies socials.
20. Relacionar les explicacions de les desigualtats educatives amb els debats teòrics i metodològics generals.
21. Respectar la diversitat i la pluralitat d'idees, persones i situacions.
22. distingir els fenòmens educatius subjacents a unes polítiques o a uns conflictes determinats.

Continguts

I. The sociological analysis of education policy

1. The political sociology of education
2. Theories on the role of the state in education
3. The formation of education systems
4. Varieties of education policy in the Center, Semiperiphery and Periphery
5. The governance paradigm: the role of non-state actors and collective action in education
6. Sociological approaches to the evaluation of education policies (realistic evaluation, multiple-perspectives approach)

II. Globalization and education policy

1. Theoretical approaches to the globalization and education relationship
2. Global mechanisms and education policy influence
3. The role of international organizations
 - OECD: governance by numbers
 - World Bank: the power of lending and the monopoly over ideas
 - UNESCO: resting on its laurels
 - WTO: trying to liberalize education globally
 - EU: harmonizing policies around Europe
4. The emerging private authority in education policy: transnational civil society, private foundations and transnational corporations
5. The case of the Bologna Process

III. Policies and programmatic ideas in education reform

1. Decentralization and municipalization
2. Privatization and quasi-markets in education
3. Teachers in education reforms
4. Curriculum and pedagogy reforms
5. Internationalization policies in higher education
6. University-industry links
7. Case studies in Catalonia, Spain and other European countries

IV. Impact dimensions of education policy

1. Funding and efficiency
2. Inequalities (social class, gender and territorial)
3. Ethnic minorities and schooling. The segregation problem
4. Students' achievement: outcomes and outputs
5. School organization and management
6. Teachers labour and professionalism
7. School, territory and participation

Metodologia

The subject is structured according to four type of activities that will follow very different methodological principles:

1. Theoretical classes organized around the lecturer presentation but that will be open to the intervention and participation of students.
2. Practical sessions (debates around the readings, documentaries and other multimedia materials, and practical exercises to solve problems).
3. Tutorial meetings to provide feed-back and guidance individually and/or in small groups.
4. Autonomous activities by the students (both individual and in group) such as reading the course texts or

writing the assignments.

Activitats formatives

Títol	Hores	ECTS	Resultats d'aprenentatge
Tipus: Dirigides			
Classes teòriques	23	0,92	2, 3, 5, 8, 9, 10, 11, 12, 13, 14, 17, 18, 19, 20, 22
Seminaris	15	0,6	1, 2, 4, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 19, 21
Tipus: Supervisades			
Tutories	30	1,2	4, 7, 16
Tipus: Autònomes			
Treball autònom	75	3	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22

Avaluació

The final mark will be formed by:

1. Final exam (50%)
2. Assignments (50%), that will include a role-playing assignment, an assignment based on the course literature and/or a practical case.

Participation in class will be considered as a criterion that can contribute to upgrade the final mark.

Activitats d'avaluació

Títol	Pes	Hores	ECTS	Resultats d'aprenentatge
Assignments	50%	4	0,16	1, 2, 4, 5, 6, 7, 8, 11, 12, 13, 14, 15, 16, 19, 21
Final exam	50%	3	0,12	2, 3, 5, 7, 9, 10, 11, 12, 13, 14, 17, 18, 19, 20, 22

Bibliografia

COURSE LITERATURE

Note: Some of the references in the list might change and be substituted by others.

COMPULSORY READING

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SUGGESTED READING

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on curriculum. New York: MacMillan.

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