

Degree	Type	Year	Semester
4310486 Teaching in Secondary Schools, Vocational Training and Language Centres	OB	0	A

Contact

Name: Enric Roca Casas

Email: Enric.Roca@uab.cat

Use of languages

Principal working language: catalan (cat)

Other comments on languages

The works in writing will present in Catalan language. The exceptions will have to be recognised by the team docent

Teachers

Rafael Merino Pareja

Carlos Monereo Font

Ibis Marlene Álvarez Valdivia

Juan Ramon Ramirez Serrano

Aina Tarabini-Castellani Clemente

Enric Romero González

Prerequisites

There is not

Objectives and Contextualisation

General objectives:

- To understand the current educational system and its social and historical evolution, especially regarding to secondary schooling
- To analyse different educational policies and the impact of educational reforms on educational and social inequalities.
- To study the impact of social changes on secondary schooling and educational transitions.
- To analyse the role of different educational actors (students, teachers and families).
- To explore the role of communication and social interaction in educational processes, acknowledging for the psycho- pedagogic foundations of collaborative learning.

- To analyse the factors explaining different educational profiles and attitudes among adolescent students.
- To understand the processes of teaching and learning from an interactionist perspective.
- To identify the organisational principles of the Spanish and Catalan secondary schools.
- To understand the principles for the management of pupil's heterogeneity in secondary schooling.
- To acknowledge the educational value of orientation and tutoring in secondary schooling.

Content

SECTION 1. Learning and personal development

1. To grow up during adolescence.

1.1. Development, learning, culture and education

1.2. Cognitive, affective, social and body skills

1.3. Cognitive development and the development of knowledge

1.4. The formation of individual and social identity

1.5. Individual differences. Difficulties in individual, social and learning development

2. Learning in secondary schooling

2.1. Knowledge building in the school context.

2.2. Types of contents and types of learning

2.3. The process of knowledge building

2.4. Interaction among peers. Methodologies of cooperative learning

2.5. Development, learning and ICT

2.6. Psychosocial aspects of learning. The development of self-stem

2.7. Mutual representations and their roles.

SECTION 2. Educational processes and contexts.

3. The educational system

3.1. Main features of educational Systems

3.2. The evolution of the education system from the 70s

3.3. The Catalan education system. Normative Framework of secondary schooling

4. The organization of secondary schooling

4.1. Main elements of the organization of schools

4.2. School autonomy and school projects

4.3. The organisation of material recourses.

4.4. The organisation of timing resources

- 5. Curriculum in secondary schooling
 - 5.1. Curriculum and the knowledge society
 - 5.2. Curriculum and Basic skills
 - 5.3. Curriculum in lower and upper secondary schooling
 - 5.4. Curriculum and values
 - 5.5. Curriculum and ICT
 - 5.6. Evaluation of learning and curriculum
- 6. Participation of the educational community
 - 6.1. Structures for participation
 - 6.2. Participation culture
 - 6.3. Relations between secondary schools and families
 - 6.4. The family associations
- 7. Relations with the social context
 - 7.1. Networks for school coordination
 - 7.2. Local educational plans
 - 7.3. City educational plans
 - 7.4. Shared responsibilities among educational administrations
- 8. The management of pupils' heterogeneity
 - 8.1. The concept of pupil's heterogeneity in secondary schooling
 - 8.2. Diversity vs inclusion
 - 8.3. Resources for the management of pupil's heterogeneity
 - 8.4. Different kinds of pupil's heterogeneity
 - 8.5. Modalities of students' grouping
- 9. Communication during secondary schooling
 - 9.1. Interaction and communication
 - 9.2. Educational communication
 - 9.3. Communicative skills
- 10. Relations within the classroom
 - 10.1. Groups dynamics
 - 10.2. Coexistence within the classrooms and managing conflicts
 - 10.3. Emotional skills

11. The mentoring and guidance.

11.1. The functions of the profesorado tutor high school.

11.2. The teacher tutor and the coordination of the functions of the Educational Guidance (personal, academic and professional).

11.3. Tutorials Assessment, Promotion and Accreditation of the students

11.4. Models and Experiences of mentoring.

12. The teachers of the secondary.

12.1. The Professional competences.

12.2. The access to the profession in the Service of Education of Catalonia.

SECTION 3. Society, family and education.

13. Society and secondary schooling

13.1. The sociological perspective

13.2. Social changes and secondary schooling

13.3. The social context of schooling

14. School reforms

14.1. Secondary school reforms. Towards a comprehensive school system

14.2. Comprehensive school reforms in Europe

14.3. Comprehensive school reforms in Spain and Catalonia

15. Social and educational inequalities

15.1. Social inequalities: social class, gender and migration

15.2. Educational inequalities: access, process and results

15.3. Policies to achieve educational equity

16. Transitions in secondary schooling

16.1. The concept of transition

16.2. Transition to upper secondary schooling

16.3. Transitions from school to work

17. The main actors of the educational community

17.1. The students and their attitudes

17.2. The families and their changes

17.3. The teachers and their labour conditions