

**Education**

Code: 100433  
ECTS Credits: 6

Degree	Type	Year	Semester
2500257 Criminology	FB	1	2

**Contact**

Name: Sara Colorado Ramirez

Email: Sara.Colorado@uab.cat

**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

**Other comments on languages**

The language of the subject can be changed from Catalan to Spanish as long as there are international students.

**Prerequisites**

No requeriments

**Objectives and Contextualisation**

The General objectives to be achieved in the course of pedagogy are the following:

- Apply knowledge about the criminological theories to the experiences of conflict and criminality, and propose appropriate responses according with the existing legal framework.
- To convey to the public and to society in general responses to the problems of crime and social conflict that take into account the rights and interests of all parties involved,. These rponses must be based on the values of social pacification, social integration and the prevention of new conflicts.

In this context, the subject of education has the following specific objectives;

1. Reflecting on relations between educational activity and the role of educators in relation to conflict and crime problems.
2. Understanding the elements involved in educational activities and their interrelationships.
3. Understanding the basic concepts involved in the teaching-learning process.
4. Analyzing the basis and general principles to plan, develop, evaluate, research and innovate in educational processes.
5. Knowing the features of institutionalized educational situations.

**Skills**

- Ability to analyse and summarise.
- Applying an intervention program to offenders, being capable of applying the pedagogical construct of the criminological intervention techniques.

- Drawing up an academic text.
- Students must demonstrate they know the psychological and sociological concepts and foundations of criminology.
- Working autonomously.
- Working in teams and networking.

## Learning outcomes

1. Ability to analyse and summarise.
2. Drawing up an academic text.
3. Explaining the pedagogical foundations of criminology.
4. Implementing a pedagogic program to delinquency population.
5. Working autonomously.
6. Working in teams and networking.

## Content

1. The educational activity in society. Quantitative and qualitative range of education. Influential characteristics of our society in education. Globalization and educational change. Demands of society towards education.
2. Characterization of pedagogical knowledge. Teaching and learning. Basis and conditions of teaching and learning.
3. The process of teaching and learning. The variables involved in the communication process. The didactic act as a communication process. Endogenous and exogenous variables. The sociocultural context, the institutional context, the classroom context and total institutions.
4. Planning and programming of education. Needs analysis and planning educational activities. Design and development of educational projects.
5. Educational evaluation. The process of evaluation planning. Tools for diagnosis and assessment in education
6. The role of education professionals in case of maladjustment. Reeducation. Corrective pedagogy. The therapeutic pedagogy.

## Methodology

### Method

The teaching and learning methods are student centred

### Activities

1. **Classroom activities.** They are activities in which both the teacher and the student individually or in group assume an active role. These activities are presented in the program
2. **Guided.** They performed outside the classroom with the direction of the teacher. In order to carry out these activities students will benefit from tutorials (presential and virtual)
3. **Autonomous.** They consist of readings out of class that complement the lectures given by the professor.

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Transdisciplinary activity	22.5	0.9	3, 4, 1, 5

<b>Type: Supervised</b>				
Seminars. Cooperative learning (small group work) and mixed methodology (bi-directional).	22.5	0.9	3, 4, 5, 6	
Work in group (search for material, discussion and preparation of presentations, lecture classes)	29	1.16	3, 4, 2, 6	
<b>Type: Autonomous</b>				
Exam	1	0.04	3, 4, 1, 5	
Work planning. Reading, reflection of materials and preparation of individual works and tests.	75	3	3, 4, 1, 5	

## Evaluation

### System of Evaluation

Continued assessment

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 the marks. Students should arrange an appointment with the professor of the course.

### Attendance

Minimum attendance of 80% of the classes is compulsory to be assessed. Justifiable absences for illness and similar are accepted provided there is a valid documentary justification.

### Requirement to pass

To pass the subject students should obtain a minimum of 5 points on each one of the assessment activities carried out during the course.

### Resit

Students who are not able to achieve the minimum aims of each part will have the possibility to a second chance for doing the assessment activities.

### Fraudulent conducts

Sheeting in exams and plagiarism are not allowed and will bring to a fail mark

A student sheeting in one exam will get automatically a fail mark without possibility of recuperation.

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](http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html)). Plagiarism will be assessed on a case-by-case basis and in the most serious cases, the fail mark without the possibility of a second chance will be considered.

## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Autonomous work	10 %	0	0	3, 4, 1

Group Work (search for material, discussion, preparation presentation)	20 %	0	0	3, 4, 2, 1, 5, 6
Individual evaluation test	45%	0	0	3, 4, 1, 5
Individual work (practical seminar)	25%	0	0	3, 4, 1, 5

## Bibliography

### Compulsary Reading

Bolívar, A. (2000). Globalización y cambio educativo. La sociedad del conocimiento y las claves del cambio. En A. ESTEBARANZ (coord.). Construyendo el cambio: Perspectivas y propuestas de innovación educativa, pp. 17-36. Sevilla: Publicaciones de la Universidad de Sevilla.

Jurado, P. (2008). Condicionamientos en el proceso enseñanza-aprendizaje. En TEJADA, J. y otros. Formación de Formadores. Tomo I. Madrid: Thomsom. Pp. 429-486.

Jurado, P. (2016). Dossier de lectura recopilatori: L'avaluació. Bellaterra: Dept. Pedagogia Aplicada. Document intern.

Ruíz, C. (2008). Evaluación de la formación. En TEJADA, J. y otros. Formación de Formadores. Tomo I. Madrid: Thomsom. Pp. 649-701.

Tedesco, J.C. (2003). Los pilares de la educación del futuro. En: Debates de educación (2003: Barcelona) [ponencia en línea]. Fundación Jaume Bofill; UOC. [10/06/09]. <http://www.uoc.edu/dt/20367/index.html>

Tejada, J. y Otros. (2008). Formación de Formadores. Tomo I. Madrid: Thomsom.

### Recommended Readings.

Alvarez Rojo, V. y García Pastor, C. (1997). Orientación vocacional de jóvenes con necesidades especiales. Madrid:EOS.

Auberni, S. (1995). Aprender per treballar. Treballar per aprendre. Rosa Sensat. Barcelona.

Delors, J. (Coord) (1996). Informe Delors. La educación encierra un tesoro. Madrid: UNESCO-Santillana.

Fernández Huerta, J. (1960). El objeto de la Didáctica. En Revista Española de Pedagogía, 70, abril-junio. p,110-119.

Ferrández, A. (1990). Didácticas generales y didácticas especiales. En Educar, vol 17. DOI: <http://dx.doi.org/10.5565/rev/educar.515>

Frabonni, F. (2006). El Libro de la Pedagogía y la Didáctica: I y III. Roma: Editorial Popular.

Freire, P. (1986). La educación como práctica de la libertad. Madrid: Siglo XXI de España editores, S.A.

Gimeno Sacristán, J. (Comp.) (2010). Saberes e incertidumbres sobre el curriculum. Madrid. Morata.

Husen, T. (1979). General Theories in Education: A twenty-Five Year Perspective. En Internacional Review of Education, 25, p. 325-345.

Martínez Reguera, E. (1999). Pedagogía para mal educados. Madrid: Popular.

Otero, P. y Aroory, A. (2001): Transición a la vida adulta. Barcelona. CISSPRAXIS.

Pérez Serrano, G. (2004). Elaboración de Proyectos Sociales. Casos prácticos. Madrid: Narcea.

Quicios, M.P.; González, J.L. y Rodríguez, J.J. (2013). Infancia, adolescencia y juventud en dificultad social. Madrid: MacGraw-Hill Interamericana de España S.L.

Tejada, J. (2005). Didáctica-currículum. Diseño, desarrollo y evaluación curricular. Madrid: Colección Redes. Davinci Continental, SL.

Jariot, M.; Merino, R. et al (2004). Les pràctiques d'educació social. Eines per al desenvolupament. Col·lecció materials 152: Universitat Autònoma de Barcelona. Facultat de Ciències de l'Educació.