

Education and Educational Contexts

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

Name: Georgeta Ion
Email: Georgeta.Ion@uab.cat

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

Teachers

Ingrid Agud Morell
José Luís Muñoz Moreno
Santi Garriga Crespi
Aleix Barrera Corominas

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

- Analyse and recognize ones own socio-emotional skills (in terms of strengths, potentials and weaknesses) to develop those necessary for work and professional development.
- 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.
- Develop critical thought and reasoning and be able to communicate them effectively, both in your own language and second or third languages.
- Lead social and educational processes to create a good working environment, promote collaborative work, and open and equalitarian communication.
- 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.
- Use ICT to learn, communicate and collaborate in educational contexts.
- Work in teams and with teams (in the same field or interdisciplinary).

Education Studies

- Administer and manage centres, institutions, services and educational and training resources.
- Analyse and recognize ones own socio-emotional skills (in terms of strengths, potentials and weaknesses) to develop those necessary for work and professional development.
- Analyse and understand the theoretical, historical, cultural, political, environmental and legal references and situations involved in education and training proposals.
- Develop critical thinking and reasoning and know how to communicate effectively both in your own tongues and in other languages.
- Develop group encouragement strategies and techniques to promote participation and learning in training and educational situations.
- Incorporate information and communications technology to learn, communicate and share in educational contexts
- 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.
- Work in teams and with teams (in the same field or interdisciplinary).

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.
- Critically analyse personal work and use resources for professional development.

- Design and regulate learning spaces in contexts of diversity that take into account gender equality, equity and respect for human rights and observe the values of public education.
- Design, plan and evaluate teaching and learning activity in the classroom.
- Develop the functions of tutoring and guidance of pupils and their families, attending to the pupils own needs. Understand that a teachers functions must be perfected and adapted in a lifelong manner to scientific, pedagogical and social changes.
- Generate innovative and competitive proposals in research and in professional activity.
- Know about the historic evolution of the education system in our country and the political and legislative conditioners of educational activity.
- Know and apply basic methodologies and techniques of educational research and be able to design innovative projects while identifying evaluation indicators.
- 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.
- Maintain a critical and autonomous relationship with respect to knowledge, values and public, social and private institutions.
- Manage information in relation to the professional field for decision making and the preparation of reports.
- Recognise and evaluate the social reality and the interrelation of factors involved as a necessary anticipation of action.
- Reflect on classroom experiences in order to innovate and improve teaching work. Acquire skills and habits for autonomous and cooperative learning and promote it among pupils.
- Respect the diversity and the plurality of ideas, people and situations.
- Understand the basics of primary education
- Understand the historical evolution of the family, different types of families, lifestyles and education in the family context.
- Understanding and addressing school situations in multicultural contexts.
- Understanding the function, possibilities and limits of education in today's society and the fundamental skills affecting primary schools and their professionals

Learning outcomes

1. Accept that the diversity and plurality of ideas, practices and educational institutions is a value to defend.
2. Access basic and contextual information on the main theoretical teaching and practical contributions that affect the teaching profession.
3. Analyse, contextually and pedagogically, educational projects and national and international assessment reports related to nursery and primary education and that help make decisions in the field of education policy.
4. Analyse individual and social needs of groups.
5. Analyse the characteristics of a quality tutorial.
6. Analyse the contextual constraints that lead to the justification of innovations in school contexts.
7. Analyse the learning processes in the classroom and outside the classroom.
8. Assessing the value of, and respecting the different pedagogical contributions of, different movements and authors of contemporary relevance.
9. Considering areas of innovation in the school context, taking the classroom as a point of reference.
10. Critically analyse and incorporate the most relevant issues of today's society affecting education: social and educational impact of audiovisual languages and screens.
11. Critically analyse, discerning the accessorial fundamentals, innovations in the field of primary education.
12. Critically analyse school reality, specifically in the classroom to propose specific areas for improvement.
13. Critically and independently analyse the main current formulations and pedagogical practices, and be able to defend the assumption of criteria.
14. Design and apply initial assessment devices.
15. Design and develop learner assessments.
16. Design teaching strategies according to the varying needs and characteristics of groups.
17. Design tutorial processes in accordance with an analysis of pupils needs.

18. Develop a collaborative project in a team, as a first step towards networking.
19. Develop innovation projects by applying the appropriate programming sequence in accordance with the paradigm or focus of reference.
20. Devising innovation projects, taking into account their technical characteristics.
21. Evaluate teaching activity in the classroom, integrating self-evaluation processes.
22. Examining the knowledge of the main international, and especially European, pedagogical movements that have influenced contemporary pedagogical theory and practices that affect nursery and primary schooling.
23. Exchanging experiences, ideas, know-how and values with the work group, while respecting the opinions and insights of the different individuals in the group.
24. Express oneself and use corporal, musical and visual languages ??to selectively distinguish audiovisual information that contributes to education, public training and cultural richness.
25. Gaining a deeper knowledge of certain authors and educational movements that have had a special importance in educational thinking and practice in our country.
26. Identifying areas and spheres of innovation in the school context.
27. Identifying the curricular areas in the primary stage.
28. Identifying the main changes affecting educational practice and the way teachers exercise their profession today.
29. Identifying the socio-emotional skills involved in individual and group interactions, analysing and identifying the group dynamics, in order to implement strategies for revitalising groups, acquiring social skills in educational contexts and knowing how to work in teams with other professionals.
30. Know about international experiences and examples of innovative practices in education to analyse the practice of teaching and the institutional conditions that frame it.
31. Know about the processes of interaction and communication to address field analysis through observational methodology using information technology, documentation and audiovisual material.
32. Linking innovation as an element of professional development.
33. Observing and describing the main limitations but also the possibilities of current educational projects and practices of different centres and teaching professionals.
34. Planning teaching/learning initiatives which address diversity in the classroom.
35. Proposing areas of improvement in primary education classrooms depending on the possibilities of the context and based on scientific principles.
36. Proposing specific innovation projects for primary education classes taking into account the possibilities of the context.
37. 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.
38. Relating innovation, research, and professional development.
39. Understand information and communication technologies, their evolution and their educational implications
40. Understand the evaluative approach, specifically evaluation criteria in primary education.
41. Understand the historical evolution of the family, different types of families, lifestyles and education in the family context.
42. Understand the historical evolution of the main currents of educational thinking in terms of the various changing contexts that affect teaching.
43. Understand the historical evolution of the Spanish education system placing it in the European context and the legislation governing it.
44. Understand the main currents of contemporary thought of educational influence and their impact on nursery and primary education.
45. 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.
46. 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.
47. Understand the social and cognitive dimensions of written language, know about the different dynamics of orality to master the use of different expression techniques and adequately express oneself orally and in writing.
48. Understand the theoretical and legal references of educational institutions and demonstrate an understanding of the diversity of actions involved in their operations.

49. Using methodologies and techniques suitable for planning innovative projects.

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 institutions in the field of education will be visited	15	0.6	45, 37
Lecturer classes - presentation of the content related to the subject. It is delivered with the whole group	45	1.8	45, 41
Seminar related to the field visits	2	0.08	48
Seminars related to the lecturer classes (the group is divided into 3)	18	0.72	45, 48
Transdisciplinary activity	2	0.08	48, 46, 30, 41, 43, 37
Transdisciplinary activity- oral presentation of the project carried out during the course	8	0.32	45, 48, 46
Type: Supervised			
Tutorial meetings and follow- up activities	50	2	43, 37
Type: Autonomous			
Readings, assignments, field visits preparatory activities, seminars	150	6	45, 48, 46, 30, 41, 43, 37

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. Copying 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.

The students who remake the subject have the option to make an unique exam or the continuous evaluation. The option have to agreed with the teaching staff at the beginning of the course

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	13, 12, 7, 5, 21, 48, 46, 42, 40, 31, 30, 41, 43, 16, 17, 28, 27, 33, 34, 35, 37
Individual assignment of B part	15 %	2	0.08	45, 48, 46, 30, 41, 43, 37
Individual assignment of C part	15 %	2	0.08	2, 3, 13, 12, 11, 6, 7, 10, 5, 4, 25, 1, 21, 44, 45, 48, 46, 42, 40, 31, 30, 39, 41, 43, 47, 18, 16, 14, 15, 17, 19, 49, 24, 26, 28, 27, 29, 23, 22, 33, 34, 9, 35, 36, 37, 20, 38, 8, 32
Other assessment evidences (Part A, B and C)	30 %	0	0	21, 45, 48, 46, 40, 31, 30, 41, 43, 47, 17, 27, 23, 34, 37
Transdisciplinary project	25%	4	0.16	13, 7, 21, 45, 48, 46, 42, 30, 41, 43, 28, 27, 33, 34, 35, 37

Bibliography

1. ACTION AID (2006). Corregir los errores. Puntos de referencias internacionales sobre la alfabetización de adultos. Londres: Action Aid.
2. BIDDLE, B. & altres (2000): La profesión de enseñar. Barcelona: Paidós.
3. BOOTH, T., & AINSCOW, M., (2002): Index per a la inclusió. ICE Universitat de Barcelona.
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.
6. DELORS, J. (coord.) (1996). La educación encierra un tesoro. Informe a la UNESCO de la Comisión Internacional sobre la educación para el siglo XXI. Paris/Madrid: UNESCO/Santillana.
7. EL HACHMI, N. (2008). L'últim patriarca. Barcelona: Ed. Planeta
8. ENGUITA, M. et al. (2008). Repensando la organización escolar: crisis de legitimidad y nuevos desarrollos. Madrid: Akal
9. FERNÁNDEZ PALOMARES, F. (coord.) (2003): Sociología de la Educación. Madrid: Pearson Prentice Hall.
10. GAIRÍN, J. & MUÑOZ, J. L. (2013). La organización escolar como campo de estudio e investigación. Revista Anthropos: Huellas del Conocimiento, nº 238, 11-27.

11. GAÍRIN, J. (2013). Autonomy and school management in the Spanish context. Paper presentat a la conferència "Le leadership éducatif dans les pays de l'Europe Latine: autonomies, identités, responsabilités". Roma, Desembre, 5-7
12. Generalitat de Catalunya (2009). Llei d'Educació de Catalunya. HARGREAVES, D.H. (2011). System redesign for system capacity building, Journal of Educational Administration, 49(6), 685 - 700
13. HARRIS, J.R. (2003). El mito de la educación. Barcelona: DeBolsillo.
14. HESSELBEIN, F. et al. (2006). La organización del futuro. Bilbao: Ediciones Deusto.
15. ION G. & VILLAREAL, A.D. (2011). Les organitzacions educatives. Barcelona: EditorialFUOC
16. MUÑOZ MORENO, J.L.; RODRÍGUEZ-GÓMEZ, D. & BARRERA-COROMINAS, A. (2013). Herramientas para la mejora de las organizaciones educativas y su relación con el entorno. Perspectiva educacional. 52:1, 97-123. (Disponible a: <http://goo.gl/znXl2l>)
17. MUÑOZ, J. L. (2009). La participación de los municipios en la educación. Madrid: Editorial Popular.
18. MUÑOZ, J. L. (2012). Ayuntamientos y desarrollo educativo. Madrid: Editorial Popular.
19. NAVARRO, V. (2002). Bienestar insuficiente, democracia incompleta. Barcelona: Ed Anagrama.
20. NEVADO, D. (2007). El desarrollo de las organizaciones del siglo XXI: ética, responsabilidad social, gestión de la diversidad y gestión del cambio. Madrid: Walters Kluwer
21. NIEMI, H, TOOM, A. & KALLONIEMI, M. (2012). Miracle of Education. Sense Publishers, University of Helsinki.
22. ONU (1948). Declaració dels drets humans.
23. TABERNER, J. (2002). Sociología y Educación. Barcelona: Tecnos.
24. TEDESCO, J. C. (1995). El nuevo pacto educativo. Educación, competitividad y ciudadanía en la sociedad moderna, Madrid: Anaya.
25. TOMASEVSKI, K. (2004). El asalto a la educación. Barcelona: Intermón/Oxfam