

Education for Citizenship

Code: 101661
ECTS Credits: 6

Degree	Type	Year	Semester
2500260 Social Education	OT	3	2
2500260 Social Education	OT	4	0
2500261 Education Studies	OT	4	0
2500797 Early Childhood Education	OT	4	0
2500798 Primary Education	OT	4	0

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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

Jordi Nomen Recio
Jaume Montsalvatge Serra

Prerequisites

There is not

Objectives and Contextualisation

1. To assess political movements for new democracy from social studies education.
2. To analyze citizenship democratic education in most of European countries and the world.
3. To interpret the role of mass media in citizenship democratic and critical thinking education.
4. To evaluate digital technologies and social networks from social studies and democracy.
5. To appreciate different democratic citizenship and human rights websites from international organisms, NGO, from EU, UNESCO, Amnesty International, etc.
6. To characterize criteria for content selection and development of social competence and the rest of competences.
7. To comprehend different theoretical frameworks and practical proposals from a political, juridical and economical education, for social inclusions, in contexts of formal and non formal education.

Skills

Social Education

- 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.
- Design and develop processes for citizen participation and socio-community action.
- Maintain a respectful attitude to the environment (natural, social and cultural) to promote values, behaviour and sustainable practices that address gender equality, equity and respect for human rights.
- Master the theoretical and applied knowledge of Educational Sciences to develop the capacity for analysis and observation of the social and educational reality.
- Respect the diversity and plurality of ideas, people and situations.

Education Studies

- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Apply and coordinate personal, social and cultural development programs of an educational and training nature in face-to-face and virtual form.
- Maintain a respectful attitude for the environment (natural, social and cultural) to promote values, behaviours and practices that address gender equality, equity and respect for human rights.
- Respect the diversity and plurality of ideas, people and situations.

Early Childhood Education

- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Design and regulate learning spaces in diverse contexts which attend to the particular issues of pupils regarding gender equality, equity and respect for human rights.
- Promoting and cooperating in initiatives, inside and outside of the school, organised by families, municipalities and other institutions with an emphasis on civic education.
- Respect the diversity and plurality of ideas, people and situations.

Primary Education

- 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.
- Maintain a respectful attitude to the natural, social and cultural environment to foster values, behaviours and practices that attend to gender equality, equity and respect for human rights.
- Respect the diversity and the plurality of ideas, people and situations.

Learning outcomes

1. Analyse and apply critical reasoning to the understanding of representative versus participatory democracy. Understand power, government and governance.
2. Analyse and apply the contributions of history, geography and social science to the teaching of human rights.
3. Identifying, describing and analysing didactic models, strategies and curricular material on political culture and civic culture.
4. Produce models for teaching programs for the promotion of democratic freedom, gender equality, social justice and solidarity.
5. Reflecting on, evaluating and applying the changes required in educational practice regarding the Concept of participation. Participation as an end and as a means for change.
6. Reflecting on, evaluating and applying the changes required in educational practice with regard to the Social Participation from the perspective of social players: social movements and associations.

Content

Block 1

1. Citizenship in a global world. Citizenship Education: evolution and actuality. Situation in Europe and in the world.
2. Social and political movements and democratic social studies education.
3. Digital technologies and social networks for democratic participation and social studies education.

Block 2

1. Citizenship Education: plurality, power, conflict, politics, civics.
2. Critical Media Literacy: TV, cinema, Internet, music, etc.
3. Citizenship Competences to comprehend XXI Century society and to intervene socially.

Block 3

1. Methods and strategies of teaching and learning Citizenship. Socio-affective methods and new ways of social interaction.
2. Political, juridical and economical proposals for social inclusions, in formal and non formal contexts.
3. Assessment of different citizenship and human rights websites from international organisms, NGO, from EU, UNESCO, Amnesty International, etc.

Methodology

The protagonist in the teaching-learning process is always the student. It is under this premise that this subject methodology has been planned.

Teachers are going to present the theoretical framework and give the students the responsibility to build their knowledge from the references, curricular materials, and didactic proposals.

It is highly important to use digital tools, virtual contexts, human rights websites about democratic education.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Case study from mass media and digital tools	45	1.8	2, 4, 3
Type: Supervised			
Attendance and virtual activities	7.5	0.3	4, 3
Tutorials	22.5	0.9	4, 3
Type: Autonomous			
Reference comments, websites, practical activities, and oral presentation.	75	3	2, 3

Evaluation

Assessment

To obtain a pass in the final mark for this module it is essential to pass (minimum mark of 5 out of 10) each of the assessment blocks: group work, written exam and individual work.

All the assessment tasks carried out throughout the course must be submitted before the deadline indicated by the teacher in the module programme.

The marks for each paper or the exam will be available within 1 month after their submission.

In case of failing the exam, a re-sit exam will be made available on a date and time set by the teacher. This exam will result in a capped mark of 5.

Attendance to field trips is compulsory. Students must attend a minimum of 80% of seminars; otherwise, they will be deemed as "absent".

In accordance with UAB regulations, plagiarism or copying of any individual or group paper will be penalised with a mark of 0 for that paper, without any possibility of a re-sit. During the completion of a paper or the individual exam in class, if the teacher has reason to believe that a student is trying to copy or s/he discovers any kind of non-authorised document or device, the student involved will obtain a mark of 0, without any possibility to re-sit.

In order to get a pass mark in this course, students should prove, through their oral presentations and their written assignments, they have superior communicative skills and an excellent command of the vehicular language or languages listed in the course syllabus. Assessment of all course individual and group work tasks include criteria based on the quality, in terms of accuracy and fluency, of the assignments submitted by the learners. Learners are expected to display academic skills, which include the abilities of expressing themselves fluently and accurately and comprehending written academic texts. All potential primary and early years teachers should prove they have a very good command of Catalan (C1 Level for first and second year students and C2 Level for third year students, as described here:

<http://www.uab.cat/web/informacio-academica/avaluacio/normativa-1292571269103.html>

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Journal of thematic ideas on formal and non formal education	30%	0	0	1, 2, 3, 6
Journal on readings and reflection on materials, websites and digital tools	30%	0	0	2, 3, 5, 6
Lesson Plan Design	40%	0	0	1, 2, 4

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- UNESCO: <http://www.unesco.org/new/es/global-citizenship-education>

- OXFAM Intermón:

<http://www.oxfamintermon.org/es/que-hacemos/campanas-educacion/educacion/ciudadania-global>