

Education

Code: 100433
ECTS Credits: 6

Degree	Type	Year	Semester
2500257 Criminology	FB	1	2

Contact

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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

Other comments on languages

The language of the course will be in Catalan both in lectures and seminars. It can be modified from Catalan to Spanish in the case of lectures and one of the seminars if the course is attended by international students.

Prerequisites

None.

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 responses 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 today's society. Quantitative and qualitative extension of education. Characteristics of our society influential in education. Globalization and educational change.
2. Characterization of pedagogical knowledge. Teaching and learning Fundamentals and conditions of the teaching and learning processes.
3. The process of teaching and learning. The variables that intervene and the communicative process. The didactic act as an act of communication. Endogenous and exogenous contextual variables. The sociocultural context, the institutional context, the classroom context and the total institutions.
4. The planning and programming of education. Analysis of needs and planning of educational actions. Design and development of educational projects.
5. Educational evaluation. The process and planning of the evaluation. Techniques and instruments for diagnosis and educational evaluation.
6. The professionals of the education before the processes of maladjustment. Principles of educational intervention. Organization and management of institutions.

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 are 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.
4. **Evaluation:** exam

Calendar

The weekly calendar will be included in the Moodle before the beginning of the teaching.

Activities

Title	Hours	ECTS	Learning outcomes
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Type: Directed

Transdisciplinary activity	22.5	0.9	3, 4, 1, 5
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Type: Supervised

Seminars. Cooperative learning (small group work) and mixed methodology (bi-directional).	22.5	0.9	3, 4, 5, 6
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Type: Autonomous

Exam	1	0.04	3, 4, 1, 5
Work in group (search for material, discussion and preparation of presentations, lecture classes)	29	1.16	3, 4, 2, 6
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). 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

Mandatory readings

Barbosa, E.F. y Moura, D.G. (2013). *Proyectos educativos y sociales. Planificación, gestión, seguimiento y evaluación*. Madrid: Narcea.

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.

Collet, J. (2013). *¿Cómo y para qué educan las familias hoy?. Los nuevos procesos de socialización familiar*. Barcelona: Icaria.

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

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

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>

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Recommended readings.

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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*. Barcelona: Rosa Sensat.

AA.VV. (2015). *Las relaciones entre familia y escuela: experiencias y buenas prácticas*. XXIII Encuentro de Consejos Autonómicos y del Estado. Madrid: Subdirección General de Documentación y Publicaciones.

Bisquetta, R. (Coord.). (2014). *Prevención del acoso escolar con educación emocional*. Bilbao: Desclée de Brouwe.

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, 110-119.

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

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

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