

**Perspectives and Trends in Research into the
Construction of Social Knowledge**

Code: 43211
ECTS Credits: 6

Degree	Type	Year	Semester
4313815 Research in Education	OT	0	1

Contact

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Use of languages

Principal working language: catalan (cat)

Teachers

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Prerequisites

NO

Objectives and Contextualisation

- Analyzing how social knowledge is constructed, from the formation of social concepts and social values.
- Interpreting theoretical aspects of this process, such as social representations or relationships and differences between scientific knowledge and academic knowledge.
- Analyzing the contributions of the social studies to the comprehension of modern society.
- Identifying key concepts as tools for content selection for teaching and research.
- Recognizing the role of interpretation and communication in the process of teaching and learning social studies.

Skills

- Analyse data according to its nature and present results in accordance with the research proposals.
- Analyse the origin and development of social, geographical, and historical knowledge and look more closely at different teaching models for social science as a support for innovation.
- Collect research data coherently in accordance with the chosen method.
- Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
- Communicate the research results, knowledge acquired and the implications for practice, and adapt the register to the public and formal protocols.
- Continue the learning process, to a large extent autonomously.

- Develop professional values including ethics in educational research, in particular with respect to diversity of opinion and ways of being and doing.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Plan research according to practice-related problems, taking into account theoretical advances in the field of knowledge.
- Recognise and relate the theoretical, empirical and social aspects of the specific field of research.
- Recognise the knowledge contributed by research in language and literature education as an essential tool for a fairer society which is more respectful of equality and opportunities.
- Use ICT in the research process, information search and management, data analysis and the dissemination and communication of results.
- Work in teams and with teams in the same or interdisciplinary fields.

Learning outcomes

1. Analyse quantitatively or qualitatively data that allows an understanding of contemporary society.
2. Analyse theoretical reference frameworks to establish which ones orientate research.
3. Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
4. Consider results according to their sources to interpret social facts.
5. Continue the learning process, to a large extent autonomously.
6. Contribute data that allows the contributions of argumentation in social science education to be recognised.
7. Decide on the appropriate tools for analysis according to the nature of the data.
8. Decide on the information and/or subjects involved in the study of the interpretation of social facts.
9. Defend the research carried out orally, using the appropriate technology.
10. Design strategies for collecting information on the relationship between scientific knowledge and school knowledge.
11. Develop professional values including ethics in educational research, in particular with respect to diversity of opinion and ways of being and doing.
12. Find and analyse theoretical references that enables the interpretations of social facts.
13. Identify problems related to the construction of social knowledge in practice.
14. Identify problems related to the construction of social thought and evaluate the methodological approaches that allow for their solution.
15. Identify the epistemological principles of teaching social science, geography and history and describe the specific structure of the content taught.
16. Identify theoretical references and evaluate their appropriateness for problems related to the construction of social knowledge from interpretative trends on training in social concepts and values.
17. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
18. Interpret the different aspects being researched in the process of teaching and learning social, geographical and historical information in different teaching models.
19. Interpret the policies and situations of language learning from the viewpoint of educational research in contexts of globalisation, multilingualism and multiculturalism.
20. Recognise the contributions of the different social sciences to understanding contemporary society.
21. Understand the main aspects of contexts specific to the construction of social thought and analyse them as objects of research.
22. Use ICT in the research process, information search and management, data analysis and the dissemination and communication of results.
23. Use research methods, strategies and techniques and design research pertinent to the research problem in context.
24. Work in teams and with teams in the same or interdisciplinary fields.
25. Write scientific summaries to be presented to different audiences.

Content

- Construction of the social knowledge, social concepts and social values.

- Social representations and social thinking.
- An understanding of modern society and the contributions of social studies. Scientific and academic knowledge.
- Selection and sequence of content: key concepts of social studies.
- Interpretation of social facts: causality, intentionality and relativism.
- Communication in the study of society: language and narration, argumentation and debate.
- Social justice Education. Gender perspective in social studies.

Methodology

Methodology

- Lectures by the teacher.
- Reading articles and documentaries.
- Analysis and discussion of articles and documentary sources.
- Classroom practice: solving problems/cases/exercises.
- Oral presentation of work.
- Tutorials.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Analysis and discussion of articles and documentary sources	20	0.8	2, 12, 3, 21, 11, 8, 10, 15, 13, 14, 16, 22, 17, 18, 19, 20, 5, 24, 23
Classroom practice: solving problems/cases/exercises	30	1.2	2, 1, 6, 3, 9, 11, 7, 8, 10, 14, 16, 22, 17, 18, 25, 5, 24, 23
Lectures by the teacher	30	1.2	2, 1, 12, 21, 11, 7, 15, 13, 14, 16, 17, 18, 19, 20, 4, 5
Oral presentation of work	10	0.4	6, 3, 9, 8, 13, 22, 17, 19, 25, 4, 24, 23
Research analysis	20	0.8	1, 6, 3, 7, 8, 10, 13, 14, 22, 17, 25, 4, 5, 23
Type: Supervised			
Tutorials	20	0.8	2, 21, 9, 7, 8, 15, 13, 14, 16, 18, 20
Type: Autonomous			
Reading articles and documentaries	20	0.8	2, 1, 6, 12, 21, 15, 13, 14, 16, 22, 17, 20, 4, 5

Evaluation

Class attendance is absolutely mandatory.

To obtain a positive final evaluation, you must have attended a minimum of 80% of the classes.

The review of the tests will be performed individually.

The works will be delivered one week after the end of each block

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

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Attendance and participation in all sessions	10%	0	0	2, 6, 3, 9, 11, 8, 15, 14, 17, 18, 19, 25, 5, 23
Class work, problem solving, Case studies	30%	0	0	2, 1, 6, 12, 3, 9, 7, 10, 13, 14, 22, 17, 25, 4, 5, 24, 23
Critical analysis of bibliography or research	20%	0	0	2, 1, 12, 21, 11, 7, 8, 10, 15, 13, 14, 16, 22, 17, 18, 19, 20, 25, 4, 5, 24, 23
Report/individual work module	40%	0	0	2, 1, 6, 12, 3, 21, 11, 7, 8, 10, 13, 14, 16, 22, 17, 18, 20, 25, 4, 5, 24, 23

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