

Education for a Global Justice

Code: 105057
ECTS Credits: 6

Degree	Type	Year	Semester
2500798 Primary Education	OT	4	1

Contact

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Use of Languages

Principal working language: english (eng)
Some groups entirely in English: Yes
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

Teachers

Maria Montserrat Rifà Valls
Georgeta Ion
Angelina Sánchez Martí
Ingrid Agud Morell
Jordi Pàmies Rovira
Anna Diaz Vicario

Prerequisites

There are no prerequisites.

Objectives and Contextualisation

The purpose of this module is to present some of the main debates and approaches to understand challenges in citizenship education and in European society as well as to enable students to reflect critically about issues that promote social and school inclusion.

We will address the topic of 'Global Citizenship', evolution and present. We will go deeper on how Europe shapes 'Education for the Citizenship', discussing topics such as identity and otherness, and briefly overview the challenges of inclusion. We will examine the educational trajectories of migrants, minorities and refugees in Europe, and the factors of success and narratives of migrant identities and education. The purpose of education will be contemplated with a reconceptualization of how it can be utilized to equip teachers and students to apply their knowledge and vision to deal with multicultural groups, foster positive educational paths, engage in strategies to develop pupils' active role, and promote more democratic classrooms. One of the tools we will use throughout the course is the Index for Inclusion (Booth & Ainscow, 2002) which helps educational agents to analyze the issues addressed during the week in their school placement.

Skills aims - the students can:

- Analyze and critically interpret the concept of global citizenship and citizenship education in Europe
- Identify participation in the institution as the key for the citizenship education and socio-political participation
- Analyze the trajectories of immigrant students to construct an inclusive education.

- Create an inclusive, creative learning and democratic environment, and incorporate cooperative learning into their teaching.
- Engage in strategies to enhance pupils' active role in citizenship classrooms for participation.

Competences

- Know about religion throughout history and its relationship with culture.
- 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. Assessing the value of actual social situations that occur in the immediate social environment, and encouraging responses to these situations that promote respect for human rights.
2. Defend, modify and rebuild ones own ideas and convictions through acceptance and appreciation of different opinions and judgments.
3. Know about religion throughout history and its relationship with culture.

Content

- The concept of global citizenship and the importance of citizenship education. Basic concepts, education for the citizenship, diversity, power, conflict...
- The main concepts, challenges, and debates on inclusive education in contemporary societies. Discourses on identity, otherness and the challenges of inclusion. Trajectories of success.
- Concrete, structured and creative, cooperative learning methods in the citizenship classroom.
- The index for inclusion as a tool to foster social and school inclusion.

Methodology

The methodology is based on the premise that students may be active on their learning process.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Autonomous work	75	3	3, 1
Full class	45	1.8	2
Type: Supervised			
Supervised work	30	1.2	3, 1

Assessment

First day of class will be indicated the work to pass the subject. Copying or plagiarism on an examination or work will be considered a 0 at the activity.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Classroom assessment	33%	0	0	2
Follow-up assessment	33%	0	0	3, 1
Group work	34 %	0	0	3, 1

Bibliography

- Booth, T., & Ainscow, M. (2002) Index for Inclusion. Developing learning and participation in the schools. CSIE. Retrieved from: <http://www.eenet.org.uk/resources/docs/Index%20English.pdf>
- Council of Europe (2003). Developing a Shared Understanding. A Glossary of Terms for Education for Democratic Citizenship.
- Eurydice (2012). Citizenship Education in Europe. Brussels: Education, Audiovisual and Culture Executive Agency (EACEA P9).
- Tarozzi, M., & Torres, C.A. (2016). The priority of global citizenship education (pp. 1-23). In Global citizenship and the crises of multiculturalism. Critical perspectives. London/Sydney: Bloomsbury.
- Joos, A. (ed.) (2005). CLIEC, a report on the methodology of cooperative learning and its implementation in different European educational settings. Steunpunt Intercultureel Onderwijs, Universiteit Gent.