

Education and Gender

Code: 105791
ECTS Credits: 6

Degree	Type	Year	Semester
2503878 Sociocultural Gender Studies	FB	1	1

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

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

Teachers

Sara López Ruiz

Prerequisites

There is no requirement for this subject.

Objectives and Contextualisation

This subject pursues the study of the main theories of Education in order to understand the conferred meanings. Furthermore, the course aims to analyze the approaches to education from a gender perspective, among other intersections.

Competences

- Advise on socio-educational action processes to promote citizen participation in equality issues.
- Express correctly and in a non-sexist or homophobic manner both orally and in writing.
- Interpreting and interrelating the conceptual bases of feminist theories.
- Proposing corrective actions of the violences that trigger the types and degrees of discrimination on the basis of sex, gender and sexual orientation.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

Learning Outcomes

1. Identify the different socio-educational models in history and their contribution to the generation, reproduction or overcoming of inequalities.

2. Identify the inconsistencies present in educational, social and professional practice, between the theoretical discourses on gender equality and everyday events.
3. Incorporate the concepts of postcolonial, feminist and intersectional perspectives for the analysis of the different socio-educational realities.
4. Propose activities that contribute to becoming aware of the consequences of a differentiated socialization based on the sex of the people.
5. Propose coeducation practices from gender diversity.
6. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
7. Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
8. Use non-sexist resources and alternatives in work spaces, education and coexistence.

Content

1. Postcolonials, dicolonial, feminists and intereseccionals approaches in Education.

Analysis of educational situations and positions in education through case study.

2. Theories of education from gender approach.

To think about education throughout different authors and promoting a dialogue as a group.

3. Gender positions and identities in education.

Reflections and debates across (self)biographies, narratives and education experiences.

4. From single education to coeducation and queer pedagogy.

Construction of stereotypes, prejudices and sexism in socio-education contexts.

Methodology

The sessions of this subject are mainly theoretical, therefore reading activities have an important relevance for the every class and the autonomous task of the student. Students will be able to situate the topics of the readings in its historical context and tie them with gender and education theories.

- Presentation sessions by teachers of the subject.

- Working-group:

- Presentation sessions by students of their essays.
- Socioeducative action project related with the final essay, doing the presentation through digital platforms.

- Individual activities:

- Case study
- Final work about the contents of the subject.
- Guidance for the final project about methodological proposals.

- Readings and reflections.

If the health context is unsafe due to COVID-19, all activities will be adapted to telematic sessions in order to continue the course:

- Presentation sessions by teachers of the subject on telematic mode.

- Working-group (telematic systems of the university):

- Presentation sessions by students of their essays.
- Socioeducative action project related with the final essay, doing the presentation through digital platforms.

- Individual activities (Virtual Campus Tasks):

- Case study
- Final work about the contents of the subject.
- Guidance for the final project about methodological proposals (videoconference).

-Readings and reflections.

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Group activities in the room and student presentations	20	0.8	1, 2, 3
Group sessions	30	1.2	1, 2, 3
Type: Supervised			
Tutoring and guidance of activities	35	1.4	2, 7, 6
Type: Autonomous			
Individual tasks: Readings, to prepare presentations and educational materials, among other activities.	65	2.6	1, 2, 3, 4, 5, 8

Assessment

Evaluation

Evaluation activities are assessed during the semester following a continuous assessment. The evaluation is described below:

- Assessment of systemic dimension (10%) and in group (15%). Each student has to do an exercise of self-biographic story in situate it in its historical contexts and also theories of education, across a gender approach. In working-group they have to set up a dialogue among different voices from theories of education and feminists for they classmates.

- Assessment of performative dimension per group (10%) and the individual exam (10%). Case study is used as an assessment activity in working-group. The resources for this activity can be mass media, daily life and educative situations in order to connect personal experiences and educational feminists' approaches. The exam is an individual activity.

- Productive dimension is composed for two parts - individual and group - (55%): Individual part is conducted by each student. It is expected that the student includes reflexions from gender perspective (30%). The teachers of this subject offer guidance during de process of this activity (2 meeting min. with the teacher are required to pass this activity). The group part pursues a socioeducative action to transform education, according to the topic of individual part (25%).

Revisions of marks

After each activity, teachers will inform student about the date of publication of marks (moodle).

Catch up activities

If the student has failed some part, they have the opportunity of recovery it. The recovery activity will be an autonomous essay or exam defined by teachers. (Timetable of recoveries are published at website of the faculty).

Activities excluded of recovery

The system of evaluation of this project is a continuous assessment, so the final project is excluded of recovery. The student should have done a process of guidance with teachers during the course

Additional information

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exam	10%	0	0	1, 2, 3
Furthermore, there will take place student's presentations, based on dialogue among different voices from theories of education and feminists.	15%	0	0	1, 2
PERFORMATIVE DIMENSION It is used case study from mass media, daily life and room in order to connect personal experiences and educational feminists approaches.	10%	0	0	1, 2, 3
PRODUCTIVE DIMENSION Reflexions and methodologic proposals that pursue a social-educational transformation and processes of emancipation as a group.	55%	0	0	1, 2, 3, 4, 5, 8
SYSTEMIC DIMENSION This activity tries to site the self-biographic story of the student in its historical contexts and also theories of education, across a gender approach.	10%	0	0	2, 7, 6

Bibliography

Compulsary bibliography:

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Webs of interest

- *Coeducació i formació del professorat*

Generalitat de Catalunya. *Pla d'igualtat del sistema educatiu*,

<http://ensenyament.gencat.cat/ca/arees-actuacio/centres-serveis-educatius/projectes-educatius/comunitat-educativa>

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<http://www.inmujer.gob.es/observatorios/observIgualdad/estudiosInformes/docs/009-guia.pdf>

- *Propostes per treballar la igualtat de gènere a l'aula*

CIRD, Ajuntament de Barcelona. *Recursos pedagògics online per a la igualtat*:

<http://ajuntament.barcelona.cat/recursospedagogics/ca>

Gender and Education(resources: pedagogies): <http://www.genderandeducation.com/resources-2/pedagogies/>

Igualtat en ruta. Recursos coeducatius:

http://isonomia.uji.es/wp-content/uploads/2013/06/PDF-igualtat_en_ruta-recursos_coeducatius.pdf

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- *Projectes i altres recursos*

Coeducació. Cooperativa que treballa per la transformació educativa des d'una perspectiva de gènere

<http://www.coeducaccio.com/>

Judith Butler. Género y sexualidad para adolescentes. Diálogo con Miquel Missé y 300 estudiantes

<http://www.cccb.org/es/multimedia/videos/judith-butler-genero-y-sexualidad-para-adolescentes/228974>

OASISofrece espacios de encuentro y socialización para adolescentes con expresiones y identidades de género y sexualidades diversas. <http://oasislgtb.org/es/>

PUNT 6 *Cooperativa d'arquitectes, sociòlogues i urbanistes de procedències diverses, amb més de 10 anys d'experiència local, estatal i internacional*

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