

Education

Code: 100433
ECTS Credits: 6

Degree	Type	Year	Semester
2500257 Criminology	FB	1	2

Contact

Name: Luisa Rodriguez Cortes

Email: luisa.rodriguez@uab.cat

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. Analysing the basis and general principles to plan, develop, evaluate, research and innovate in educational processes.
5. Knowing the features of institutionalized educational situations.

On the other hand, it must be borne in mind that this matter serves as the basis for the deepening and achievement of established objectives in the areas of crime prevention and the evaluation of public programs and policies.

Competences

- 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

The methodological characterization of the subject follows the principles of methodical multivariance, flexibility and interrelation, and is characterized by:

- a) Progressive sliding of the explanatory intervention from the teacher to the students.
- b) Group and individual activities by the students.
- c) Learning based on reading, self-discovery, exchange of experiences and reflection on practice.

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. *Autonomous*. They consist of readings out of class that complement the lectures given by the professor.
3. *Evaluation*

The calendar will set weekly all the activities of the course and will be available in Moodle before the start of teaching.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures.	18	0.72	3, 4, 2
Seminars. Cooperative learning (small group work) and mixed methodology (bi-directional).	18	0.72	3, 4, 5, 6
Type: Autonomous			
Planning and developing a project as a criminologist	23	0.92	4, 2, 1, 6
Work in group (search for material, discussion and preparation of presentations, lecture classes)	17.5	0.7	3, 4, 2, 6
Work planning. Reading, reflection of materials and preparation of individual works and tests.	44	1.76	3, 4, 1, 5
Work the theory on the blog	29.5	1.18	3, 2, 1, 5

Assessment

System of Evaluation

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 15 days after publishing the marks. Students should arrange an appointment with the professor of the course.

The evaluative evidences of the subject are de following:

- Exam (50%).
- Seminary practices (30%).
 - Practice 1: 5%
 - Practice 2: 5%
 - Practice 3: 20%
- Group work with oral presentation (20%).

The seminary practices usually involve the reading of readings and the viewing of documentaries, audio-visual material that will be discussed and worked in small and large group in the seminar.

Attendance

Attendance at theory classes and seminar classes are compulsory. An attendance control will be kept for all sessions. The minimum attendance is 80% in the whole of the subject. If you do not attend a minimum of 80% of the classes, you cannot be evaluated.

Absences can only be justified for reasons of illness or force majeure and for academic reasons previously authorized by the teaching staff.

It is important to remember the regulations of the Degree in relation to punctuality in accessing the classroom.

Requirement to pass

In order to pass the course, it is necessary that each of the evaluation activities obtain a 5. The qualifications of each of the evaluative evidences will be made public in Moodle in the 20 calendar days following its completion. Students who want to review their grade will have to do so within 15 calendar days after their publication in the tutoring hours that the teaching staff has established for this subject and that are specified in the syllabus.

All evaluable activities will be subject to formal criteria, including spelling, writing and presentation. Regardless of the language of the group (Catalan, Spanish or English), students must be able to express themselves fluently and correctly and to read with high degree of comprehension of long texts.

Fraudulent conducts

Copying and plagiarism are intellectual thefts and therefore constitute reprehensible conduct that will be sanctioned with a zero throughout the block where the work is located. In the case of copying between two students, if it is not possible to know who copied from whom, the sanction will be applied to both students.

We want to remember that a work that reproduces all or most of the work of another classmate is considered a "copy". "Plagiarism" is the act of presenting any part of a text by an author as one's own, that is, without citing its sources, whether published on paper or digitally on the Internet. See documentation on plagiarism http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html To pass this subject, the student must show, in the activities proposed, a good general communicative competence, both orally as in writing, and a good command of the vehicular language or languages listed in the teaching guide.

In the event that the presence of copying students is detected during an exam, they will be automatically suspended without the possibility of access to recovery. A student who submits a practice in which there is evidence of plagiarism or who cannot justify the arguments of his practice will get a 0 and receive a warning. In case of repetition of the behaviour, the student will suspend the subject(0) and will lose the right to recovery.

Other important aspects for the evaluation:

No practice beyond the term or form will be accepted, except in situations of force majeure. Students will obtain a 0 in that practice / work without the possibility of recovering it.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Elaboration and presentation of the project	40%	0	0	4, 2, 1, 6
Blog	30 %	0	0	3, 1, 5
Individual work (practical seminar and theory)	20%	0	0	3, 2, 1, 5, 6

Bibliography

Mandatory readings

Lorenzo, M., Aroca, L., & Alba, J. (2013). La pedagogía penitenciaria en España: luces y sombras. *Revista de Educación*, 360, 119-139.

Hikal, W. (1986). Hacia una pedagogía criminológica: diagnóstico y propuesta (teoría del caos). *Internacional e-Journal of Criminal Sciences*, 6, 1-28.

Bibliografía recomendada:

Bolívar, A. (2000). Globalización y cambio educativo. La sociedad del conocimiento y las claves del cambio. In A. Estebaranz (ed.), *Construyendo el cambio: Perspectivas y propuestas de innovación educativa* (pp. 17-36). Publicaciones de la Universidad de Sevilla.

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

Fandos, M., Jiménez, J. M. y González, A. P. (2008). Los medios y recursos en la formación. En V. Giménez y J. Tejada (eds.), *Formación de Formadores, Tomo I* (pp. 271-369). Thomsom.

Mille, J. M. (2015). *Útil pràctic 25. Manual d'elaboració i avaluació de projectes*. Ajuntament de Barcelona (6ª ed., por Equip Tècnic Torre Jusana). http://tjussana.cat/doc/publicacions/UP_25.pdf (Original edition, 2002).

Jiménez, J. M., González, A. P., & Fandos, M. (2008). La programación en proceso de enseñanza-aprendizaje. In V. Giménez y J. Tejada (eds.), *Formación de Formadores. Tomo I*. (pp. 209-265). Thomsom.

Jurado, P. (2008). Condicionantes en el proceso de Enseñanza-Aprendizaje. In V. Giménez & J. Tejada (coords.), *Formación de Formadores. Tomo I*. (pp. 429-481). Thomsom.

Mile, J. M. (2015). *Útil pràctic 25. Manual d'elaboració i avaluació de projectes*. Ajuntament de Barcelona (6ª ed, per Equip Tècnic Torre Jusana). http://tjussana.cat/doc/publicacions/UP_25pdf (Ed. Original, 2002).

Navío, A. (2008). Análisis y detección de necesidades. In V. Giménez & J. Tejada (eds.), *Formación de Formadores. Tomo I*. (pp.71-145). Thomsom.

Navío, A., & Ruiz, C. (2008). Habilidades didácticas del formador. In V. Giménez & J. Tejada (eds.), *Formación de Formadores. Tomo I*. (pp. 377-424). Thomsom.

Tejada, J., & Navío, A. (2008). Elaboración de planes, programas y cursos de formación. In V. Giménez & J. Tejada (eds.), *Formación de Formadores. Tomo I*. (pp. 153-201). Thomsom.

Software

It is not required