

Education and Educational Contexts

Code: 101644
ECTS Credits: 12

Degree	Type	Year	Semester
2500260 Social Education	FB	1	A
2500261 Education Studies	FB	1	A
2500797 Early Childhood Education	FB	1	A
2500798 Primary Education	FB	1	A

Contact

Name: Ingrid Agud Morell
Email: ingrid.agud@uab.cat

Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: Yes
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

It is recommended to read and analyse educational papers as well as news related to the educational field that appear in the national and international press.

Objectives and Contextualisation

The course addresses the educational phenomenon in today's society and how it can contribute to generating a fairer society. From the sociological, political and institutional contexts of education, it shows the relevance of education in the individual and collective development of individuals and groups, while identifying, broadly speaking, some of the most relevant limitations inherent in nowadays education with a social justice HRRR based approach.

It considers the social, political and institutional frameworks as general references where the action of the agents that intervene in a territory, classroom or other educational space is framed.

The course also contributes to the educational guidance of first-year students in the Faculty of Education Sciences, by presenting the possible areas of intervention of the different education professionals and the contexts in which their performance develops. In this sense, it also has a clear propaedeutic function for later courses.

Some of the training objectives are:

- To understand education as a phenomenon influenced by multiple contexts (social, political and institutional);
- To develop critical thinking about the educational phenomena as well as the development of the gender perspective in education;
- To relate specific educational realities with socio-educational decisions and options;
- To identify the social and political dimensions that frame the pedagogical activity.

Competences

Social Education

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse and recognize one's own socio-emotional skills (in terms of strengths, potentials and weaknesses) to develop those necessary for work and professional development.
- Contextualize educational action based on the different theoretical paradigms that have developed in science and education in accordance with the socio-historical context of individuals, groups and institutions.
- Lead social and educational processes to create a good working environment, promote collaborative work, and open and equalitarian communication.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Master the theoretical and applied knowledge of Educational Sciences to develop the capacity for analysis and observation of the social and educational reality.
- Recognize and evaluate the social reality and the interrelation between factors involved as necessary anticipation of action.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use ICT to learn, communicate and collaborate in educational contexts.
- Work in teams and with teams (in the same field or interdisciplinary).

Education Studies

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Administer and manage centres, institutions, services and educational and training resources.
- Analyse and recognize one's own socio-emotional skills (in terms of strengths, potentials and weaknesses) to develop those necessary for work and professional development.
- Analyse and understand the theoretical, historical, cultural, political, environmental and legal references and situations involved in education and training proposals.
- Develop group encouragement strategies and techniques to promote participation and learning in training and educational situations.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Recognize and evaluate the social reality and the interrelation between factors involved as necessary anticipation of action.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Understand the processes that occur in educational and training activities and their impact on learning.
- Work in teams and with teams (in the same field or interdisciplinary).

Early Childhood Education

- Accept that the exercise of the teaching function must be refined and adapted lifelong to scientific, educational and social changes.
- Acquire resources to promote the educational integration of pupils with difficulties.
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Demonstrate an understanding of the role, possibilities and limits of education in today's society and core competencies that affect infant schools and their professionals.
- Demonstrate knowledge of the organization of nursery schools and other early childhood services and the diversity of actions involved in their operation.
- Know about international experiences and examples of innovative practices in infant education.
- Place infant schooling in the Spanish education system, and in the European and international context.
- Recognize and evaluate the social reality and the interrelation between factors involved as necessary anticipation of action.

- Understand the historical evolution of the family, different types of families, lifestyles and education in the family context.

Primary Education

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Adopt an ethical attitude and behaviour and act in accordance with the deontological principles of the profession.
- Assume the educating dimension of the teacher's role and foster democratic education for an active population.
- Critically analyse personal work and use resources for professional development.
- Design and regulate learning spaces in contexts of diversity that take into account gender equality, equity and respect for human rights and observe the values of public education.
- Design, plan and evaluate teaching and learning activity in the classroom.
- Develop the functions of tutoring and guidance of pupils and their families, attending to the pupils' own needs. Understand that a teacher's functions must be perfected and adapted in a lifelong manner to scientific, pedagogical and social changes.
- Know about the historic evolution of the education system in our country and the political and legislative conditioners of educational activity.
- Know and apply basic methodologies and techniques of educational research and be able to design innovative projects while identifying evaluation indicators.
- Know and apply innovative experiences in primary education.
- Know how primary schools are organised and about the diversity of actions involved in running them.
- Know the curricular areas of Primary Education, the interdisciplinary relation between them, the evaluation criteria and the body of didactic knowledge regarding the respective procedures of education and learning.
- Maintain a critical and autonomous relationship with respect to knowledge, values and public, social and private institutions.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Manage information in relation to the professional field for decision making and the preparation of reports.
- Recognise and evaluate the social reality and the interrelation of factors involved as a necessary anticipation of action.
- Reflect on classroom experiences in order to innovate and improve teaching work. Acquire skills and habits for autonomous and cooperative learning and promote it among pupils.
- Take part in the definition of the educational project and in the general activity of the school taking into account quality management criteria.
- Understand the basics of primary education
- Understand the historical evolution of the family, different types of families, lifestyles and education in the family context.
- Understanding and addressing school situations in multicultural contexts.
- Understanding the function, possibilities and limits of education in today's society and the fundamental skills affecting primary schools and their professionals

Learning Outcomes

1. Access basic and contextual information on the main theoretical teaching and practical contributions that affect the teaching profession.
2. Analyse individual and social needs of groups.
3. Analyse the characteristics of a quality tutorial.
4. Analyse the contextual constraints that lead to the justification of innovations in school contexts.
5. Analyse the learning processes in the classroom and outside the classroom.
6. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
7. Analyse, contextually and pedagogically, educational projects and national and international assessment reports related to nursery and primary education and that help make decisions in the field of education policy.

8. Communicate using language that is not sexist or discriminatory.
9. Consider how gender stereotypes and roles impinge on the exercise of the profession.
10. Critically analyse and incorporate the most relevant issues of today's society affecting education: social and educational impact of audiovisual languages and screens.
11. Critically analyse school reality, specifically in the classroom to propose specific areas for improvement.
12. Critically analyse the principles, values and procedures that govern the exercise of the profession.
13. Critically analyse, discerning the accessorial fundamentals, innovations in the field of primary education.
14. Critically and independently analyse the main current formulations and pedagogical practices, and be able to defend the assumption of criteria.
15. Design and apply initial assessment devices.
16. Design and develop learner assessments.
17. Design teaching strategies according to the varying needs and characteristics of groups.
18. Design tutorial processes in accordance with an analysis of pupils' needs.
19. Develop a collaborative project in a team, as a first step towards networking.
20. Develop innovation projects by applying the appropriate programming sequence in accordance with the paradigm or focus of reference.
21. Devising innovation projects, taking into account their technical characteristics.
22. Evaluate teaching activity in the classroom, integrating self-evaluation processes.
23. Examining the knowledge of the main international, and especially European, pedagogical movements that have influenced contemporary pedagogical theory and practices that affect nursery and primary schooling.
24. Explain the explicit or implicit code of practice of one's own area of knowledge.
25. Express oneself and use corporal, musical and visual languages ??to selectively distinguish audiovisual information that contributes to education, public training and cultural richness.
26. Gaining a deeper knowledge of certain authors and educational movements that have had a special importance in educational thinking and practice in our country.
27. Identify situations in which a change or improvement is needed.
28. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
29. Identifying areas and spheres of innovation in the school context.
30. Identifying the curricular areas in the primary stage.
31. Identifying the main changes affecting educational practice and the way teachers exercise their profession today.
32. Identifying the socio-emotional skills involved in individual and group interactions, analysing and identifying the group dynamics, in order to implement strategies for revitalising groups, acquiring social skills in educational contexts and knowing how to work in teams with other professionals.
33. Know about international experiences and examples of innovative practices in education to analyse the practice of teaching and the institutional conditions that frame it.
34. Know about the processes of interaction and communication to address field analysis through observational methodology using information technology, documentation and audiovisual material.
35. Linking innovation as an element of professional development.
36. Observing and describing the main limitations but also the possibilities of current educational projects and practices of different centres and teaching professionals.
37. Planning teaching/learning initiatives which address diversity in the classroom.
38. Propose new experience-based methods or alternative solutions.
39. Propose new methods or well-founded alternative solutions.
40. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
41. Propose projects and actions that incorporate the gender perspective.
42. Proposing areas of improvement in primary education classrooms depending on the possibilities of the context and based on scientific principles.
43. Proposing specific innovation projects for primary education classes taking into account the possibilities of the context.
44. Recognising the social value of education and the value of diversity in order to acquire resources that encourage inclusive education and performance in multicultural contexts.
45. Relating innovation, research, and professional development.
46. Understand information and communication technologies, their evolution and their educational implications
47. Understand the evaluative approach, specifically evaluation criteria in primary education.

48. Understand the historical evolution of the Spanish education system placing it in the European context and the legislation governing it.
49. Understand the historical evolution of the family, different types of families, lifestyles and education in the family context.
50. Understand the historical evolution of the main currents of educational thinking in terms of the various changing contexts that affect teaching.
51. Understand the main currents of contemporary thought of educational influence and their impact on nursery and primary education.
52. Understand the processes that occur in educational activities and their impact on training while accepting that the exercise of the educational function must be refined and adapted lifelong to scientific, educational and social changes.
53. Understand the role, possibilities and limits of education in today's society and analyse and assess the impact of historical, cultural, political and environmental situations and proposals for education and training.
54. Understand the theoretical and legal references of educational institutions and demonstrate an understanding of the diversity of actions involved in their operations.
55. Using methodologies and techniques suitable for planning innovative projects.
56. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.

Content

A) MACRO PERSPECTIVE OF THE SOCIETY

1. Society and social change.
 - 1.1. Individuals and society.
 - 1.2. Social change and changes in the forms of socialization.
2. Social groups, exclusion and social integration.
 - 2.1. Social stratification, mobility and poverty.
 - 2.2. Ethnic and gender as axes of social inequality.
3. Family.
 - 3.1. Evolution and transformation in the composition and family functioning.
 - 3.2. Changes in family socialization styles.
4. Group of peers.
 - 4.1. Dynamics of belonging and identity within the peer group.
 - 4.2. Peer group as a mediator of the other agents of socialization.
5. TV and other screens.
 - 5.1. Use of various screens, social networks and Internet.
 - 5.2. Analysis of the message and its impact on values and behaviours.
6. Spaces of socialization in leisure time.
 - 6.1. Evolution of the concept, amount and use of leisure time.
 - 6.2. Cultural changes in leisure society and mass consumption.

B) MACRO PERSPECTIVE OF EDUCATION: THEORY AND EDUCATIONAL POLICIES.

1. Human rights and the right to education

1.1. The right to education and its indicators. International benchmarks and today's society.

1.2. The rights of the subaltern subjects.

1.3. Children's rights

2. Educational policies and current legislation

2.1 Policy framework and current educational legislation.

2.2 Political ideologies and educational policies. Current models in the international context.

2.3. Policies of gender equality and inclusion.

3. Educational Inequalities.

3.1 Diversity in the educational system

3.3 Educational and social inequalities from an intersectional perspective (gender, ethnicity, social class, functional diversity, etc.)

3.4. Inclusive education and the pedagogy of bell hooks.

4. Educational agents: culture and community

4.1. Adult-centered and patriarchal culture and education.

4.2. Territory, networks and education.

4.3. Family and educational institution.

5. Educational agents: the professionals of education.

5.1 Educators nowadays: role, functions and competences.

5.2 Social function of an educational agent: to reproduce or to create?

5.3 Gender perspective in educators training.

6. The lifelong learning.

6.1. The lifelong learning nowadays.

6.2. The lifelong learning in international perspective.

6.3. Training models throughout life.

C) MEZZO AND MICRO PERSPECTIVE OF EDUCATION: THE CONTEXT INSTITUTIONAL.

1. Educational organizations.

1.1. Organizations as social structures

1.2. Nature of organizations.

1.3. Components of organizations.

2. Types of educational organizations.

- 2.1. Classification criteria and types of organizations.
- 2.2. Formal education organizations and their characteristics
- 2.3. Characteristics of non-formal educational organizations.
- 3. Institutional autonomy and its implications at institutional level.
 - 3.1. Decentralization, deconcentration and institutional autonomy.
 - 3.2. Formats and types of institutional autonomy.
 - 3.3. Implications of institutional autonomy.
- 4. Educational institutions and their environment.
 - 4.1. Institutions and their mediated context.
 - 4.2. The opening of institutions to the environment.
 - 4.3. The involvement and participation of educational institutions in the environment.
- 5. Educational institutions and communities of learning and practice
 - 5.1. Educational communities and social communities.
 - 5.2. Learning communities.
 - 5.3. The school as a learning community.
- 6. The school as intervention place.
 - 6.1. The place of pedagogical intervention and its components.
 - 6.2. Space planning .
 - 6.3. The pedagogical relationship in the field of intervention.

Methodology

The teaching and learning methods are student centred.

The proposed teaching methodology and assessment may undergo some modification depending on the on-site attendance restrictions imposed by the health authorities.

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			
Field visits (in small groups). During this activity relevant institutions in the field of education will be visited	15	0.6	52, 44
Lecturer classes - presentation of the content related to the subject. It is delivered	45	1.8	52, 49

with the whole group

Project RBL (Research Based Learning)	2	0.08	54, 53, 33, 49, 48
Project RBL (Research Based Learning). Group project	8	0.32	52, 54, 53
Seminar related to the field visits	2	0.08	54
Seminars related to the lecturer classes (the group is divided into 3)	18	0.72	52, 54
Type: Supervised			
Tutorial meetings and follow- up activities	50	2	48, 44
Type: Autonomous			
Readings, assignments, field visits preparatory activities, seminars	150	6	52, 54, 53, 33, 49, 48, 44

Assessment

ATTENDANCE

Attendance is mandatory, both in master classes and seminars, at least 80% of the sessions. Otherwise, the activities developed during the seminars will be considered not presented.

Written proofs will only be used to explain the absence, but in no case exempt from attendance.

In situations of *force majeure* (does not include work reasons) that prevent class attendance for an extended period, teachers will consider the possibility of non-face-to-face follow-up during that period of time, provided that the student informs them beforehand.

EVALUATION: IMPORTANT ASPECTS

At the end of each block, there will be an individual written exam that will include aspects worked on during the big group sessions, seminars, visits and compulsory readings. Also, during the course there will be different deliveries of individual or group evaluation evidence. The deadline of each delivery will be communicated at the beginning of each block and will be available on the virtual campus.

- The evaluation of the course will be realized along all the academic year by means of the examinations and the individual and group activities that are shown in the grid above.
- To be able to pass the subject, it is necessary to pass the three exams with a minimum grade of 5 out of 10.
- Students who do not reach 5 in some assessment activities will have the right to access to a second chance.
- The resit of the exam will be done at the end of the course, according to the schedule of the subject.
- In order to have a second chance on the other evaluation activities (except for the exam) that do not reach 5, the new delivery must be within 20 working days from the date when grades are made public.
- Except for the exam, the mark of the evaluation activities (individual and group project) will only average with the other marks from 3.5 out of 10.

GRADES

The grades of each of the evaluative evidence will be made public on the virtual campus within 20 business days of delivery.

The student who wants to review the mark will have to do it in the 20 working days after his publication, notifying the will of revision to the professors.

STUDENTS ENROLLING THE SUBJECT FOR THE SECOND OR THIRD TIME:

Students in the second or subsequent call have the following options:

OPTION 1: Carry out for each block the final block exam and an individual work per each block to be determined by the teachers, without the obligation to attend the classes.

OPTION 2: Carry out the subject normally, with the obligation to attend the classes.

Students in the second or subsequent call must carry out a meeting with the teachers of the three blocks at the beginning of the course to agree on the option they chose.

The dates for individual written exams and retake exam is announced in the calendar of the course.

In no case, there is the possibility of changing the examination date.

FURTHER INFORMATION

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) the students must be able to express themselves with fluency and correctness and to read with a high degree of comprehension extensive and specialized texts.

Copy and plagiarism are intellectual thefts and, therefore, constitute a crime that will be sanctioned with a zero in the entire Block where the work is located. In the case of a copy between two students, if it is not possible to know who copied from whom, the sanction will be applied to both students. A work that reproduces all or a large part of another's work is considered a copy. Plagiarism is the fact of presenting all or part of a text of an author as his own, without citing the sources, whether published on paper or digitally. See documentation: http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html

ETHICS

In this subject it is essential to show an attitude compatible with the educational profession. Some skills are: active listening, respect, participation, cooperation, empathy, kindness, punctuality, not judging, arguing, proper use of electronic devices (mobile, computer, etc.), inclusive language, ...

It is necessary for students to show that they are responsible and rigorous in independent work, that they actively participate in classes, show critical thinking and behaviours that favour a friendly and positive environment, democratic and where differences are respected. Racist, sexist or discriminatory attitudes will not be tolerated.

The proposed teaching methodology and assessment may undergo some modification depending on the attendance restrictions imposed by the health authorities.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Complementary Work (bloc A 5%, bloc B 5% i bloc C 5%)	15 %	1	0.04	6, 22, 52, 54, 53, 8, 47, 34, 33, 49, 48, 18, 28, 30, 27, 37, 39, 38, 40, 41, 44, 9

Exam Block A	20 %	2	0.08	1, 12, 14, 11, 13, 4, 5, 10, 3, 6, 7, 26, 22, 51, 54, 50, 53, 8, 47, 34, 33, 49, 48, 46, 17, 15, 18, 24, 25, 31, 32, 28, 30, 29, 23, 36, 37, 39, 40, 41, 42, 44, 9, 56, 35
Exam Block B	20 %	2	0.08	12, 14, 11, 5, 3, 6, 22, 54, 50, 53, 47, 34, 33, 49, 48, 17, 18, 24, 31, 28, 30, 36, 37, 40, 41, 42, 44, 9, 56, 35
Exam Block C	20%	2	0.08	14, 11, 5, 3, 22, 54, 50, 53, 47, 34, 33, 49, 48, 17, 16, 18, 31, 30, 29, 36, 37, 42, 44, 21, 35
Project RBL - group	25%	3	0.12	14, 13, 4, 5, 10, 6, 2, 7, 22, 52, 54, 50, 53, 47, 33, 49, 48, 46, 19, 17, 15, 16, 18, 20, 55, 25, 31, 32, 28, 30, 27, 23, 36, 37, 39, 43, 41, 42, 44, 21, 45, 9, 35

Bibliography

AAVV. (2002). *Mujer y Educación. Educar para la igualdad, educar desde la diferencia*. Grao.

ABAD, J. (Coord.). (2017). *Aprender a convivir, aprender a transformar*. Graó.

ACTION AID (2006). *Corregir los errores. Puntos de referencias internacionales sobre la alfabetización de adultos*. Action Aid.

ALONSO SAÉZ, I. & ARETXE SÁNCHEZ, K. (Eds.). (2019). *Educación en el tiempo libre. La inclusión en el centro*. Octaedro.

BELZUNEGUI, À.; BRUNET, I.; PASTOR GOSÁLBEZ, I. & VALLS FONAYET, F. (2008). *Mestres, escoles i igualtat entre gèneres*. Instituto de la Mujer. Publicaciones

BIDDLE, B. & altres (2000). *La profesión de enseñar*. Paidós.

BONA, C. (2016). *Las escuelas que cambian el mundo*. Plaza & Janés.

BOOTH, T., & AINSCOW, M. (2002) *Index per a la inclusió*. ICE Universitat de Barcelona.

CAMPS, V. (2010). *Democracia sin ciudadanos*. Trotta.

CANTÓN, I. & PINO, M. (Coord.) (2017) *Organización de centros educativos en la sociedad del conocimiento*. Alianza Editorial.

CASTELLS, M. (1997). *La era de la información: Economía, Sociedad y Cultura*. Alianza Editorial

CHOMSKY, N. (2012). *La (Des)Educación*. Austral.

COBO, R. (2008). *Educar en la ciudadanía. Perspectivas feministas*. Catarata.

CUADRADO MUÑOZ, F.J. (2019). Evolución y sentido de la autonomía de los centros educativos. *Revista de la Asociación de Inspectores de Educación de España*, 31, 1-30.

DE LA FUENTE BLANCO, M.G. & MERINO, R. (coord.) (2007). *Sociología para la intervención social y educativa*. Editorial Complutense.

DELORS, J. (coord.) (1996). *La educación encierra un tesoro. Informe a la UNESCO de la Comisión Internacional sobre la educación para el siglo XXI*. UNESCO/Santillana.

DECRET 102/2010, de 3 d'agost, d'autonomia dels centres educatius. *Diari Oficial de la Generalitat de Catalunya*, 5686, de 5 d'agost de 2010. <https://portaljuridic.gencat.cat/eli/es-ct/d/2010/08/03/102>

DECRET 155/2010, de 2 de novembre, de la direcció dels centres educatius públics i del personal directiu professional docent. *Diari Oficial de la Generalitat de Catalunya*, 5763, de 11 de novembre de 2010.
<https://portaljuridic.gencat.cat/eli/es-ct/d/2010/11/02/155>

EUROPEAN COMMISSION, EACEA & EURYDICE. (2017). *Citizenship Education at School in Europe - 2017*. Publications Office of the European Union.

EL HACHMI, N. (2008). *L'últim patriarca*. Ed. Planeta

FERNÁNDEZ ENGUITA, M. (2017). *Más escuela y menos aula*. Morata.

FERNÁNDEZ PALOMARES, F. (coord.) (2003): *Sociología de la Educación*. Pearson Prentice Hall.

FERNÁNDEZ TILVE, M^a. D. & FERNÁNDEZ SUÁREZ, G.F. (2016). *La escuela de ayer, hoy y mañana: claves y desafíos*. Dykinson, D.L.

FUNES ARTIAGA, J. (2019). *Fer de mestre quan ningú no sap per a què serveix*. Editorial Eumo: Vic

GAIRÍN, J. & MUÑOZ, J. L. (2013). La organización escolar como campo de estudio e investigación. *Revista Anthropol: Huellas del Conocimiento*, 238, 11-27.

GAIRÍN, J. (2013). Autonomy and school management in the Spanish context. Paper presentat a la conferència "Le leadership éducatif dans les pays de l'Europe Latine: autonomies, identités, responsabilités". Roma, Desembre, 5-7

GAIRÍN SALLÁN, J. (2020). Autonomia de centres educatius o l'autonomia institucional. Segona part. *Revista Forum*, 51, 5-10.

GAIRÍN, J. & CASTRO, D. (2021). *El contexto organizativo como espacio de intervención*. Editorial Síntesis

GARCES, M. (2020). *Escola d'aprenents*. Galaxia Gutenberg.

HARRIS, J.R. (2003). *El mito de la educación*. DeBolsillo.

HESELBEIN, F. et al. (2006). *La organización del futuro*. Ediciones Deusto.

hooks, b. (1994). *Teaching to transgress: education as the practice of freedom*. Routledge.

HOLZSCHULER, C. (2016). *Cómo organizar Aulas Inclusivas. Propuestas y estrategias para acoger las diferencias*. Narcea.

KOROL, CLAUDIA (comp.) *Hacia una pedagogía feminista. Géneros y educación popular*. El colectivo.

MUÑOZ MORENO, J.L.; RODRÍGUEZ-GÓMEZ, D. & BARRERA-COROMINAS, A. (2013). Herramientas para la mejora de las organizaciones educativas y su relación con el entorno. *Perspectiva educacional*. 52:1, 97-123. (Disponible a: <http://goo.gl/znXI2l>)

MUÑOZ, J. L. (2009). *La participación de los municipios en la educación*. Editorial Popular.

MUÑOZ, J. L. (2012). *Ayuntamientos y desarrollo educativo*. Editorial Popular.

MUÑOZ, J. L. & COLORADO, S. (2016). Participación, ciudad y educación: los Consejos de Infancia y de Adolescencia. *KULTUR Revista Interdisciplinària sobre la Cultura de la Ciutat*, Vol. 3, N^o 6, 171-192.
<http://www.e-revistas.uji.es/index.php/kult-ur/article/view/2001>

Muñoz, J. L. y Gairín, J. (2022). *Diseño y desarrollo de las organizaciones educativas*. Madrid: Editorial Dykinson. (en premsa)

NAVARRO, V. (2002). *Bienestar insuficiente, democracia incompleta*. Ed Anagrama.

NEVADO, D. (2007). *El desarrollo de las organizaciones del siglo XXI: ética, responsabilidad social, gestión de la diversidad y gestión del cambio*. Walters Kluwer

NIEMI, H, TOOM, A. & KALLONIEMI, M. (2012). *Miracle of Education*. Sense Publishers, University of Helsinki.

NOVELLA CÀMARA, A.M. (2009). La participació dels infants a la ciutat des del Consell d'Infants. Generalitat de Catalunya, Departament d'Acció social i ciutadania. *Secretaria d'infància i adolescència. ONU (1948). Declaració dels drets humans*.

LLEI 12/2009, del 10 de juliol, d'educació. *Diari Oficial de la Generalitat de Catalunya*, 5422, de 16 de juliol de 2009. <https://portaljuridic.gencat.cat/eli/es-ct/l/2009/07/10/12>

LLEI ORGÀNICA 2/2006, de 3 de maig, d'Educació. *Boletín Oficial del Estado*, 106, de 4 de maig de 2006. <https://portaljuridic.gencat.cat/eli/es/lo/2006/05/03/2>

OECD. (2019). *Education at a Glance 2019*. OECD Publishing

PATEMAN, C. (1988). *The sexual contract*. Polity Press.

TABERNER, J. (2002). *Sociología y Educación*. Tecnos.

STOLL, L. & FINK, D. (1999). *Para cambiar nuestras escuelas. Reunir la eficiencia y la mejora*. Octaedro

SUÁREZ, C. & MUÑOZ, J. L. (2017). El trabajo en red y la cooperación como elementos para la mejora escolar. *Propósitos y Representaciones*, 5, 1, 349-402. Disponible en: <http://revistas.usil.edu.pe/index.php/pyr/article/view/150>

TÉBAR CUESTA, F. (2018). Autonomía de los centros educativos (intervención de la Inspección de Educación). *Revista de la Asociación de Inspectores de Educación de España*, 29, 1-26.

TOMASEVSKI, K. (2004). *El asalto a la educación*. Intermón/Oxfam

TONUCCI, F. (2015). *La Ciudad de los niños*. Graó.

Webs: MEC: <http://www.mec.es>

Software

In the event that teaching has to be carried out in a virtual format as a result of health measures, MICROSOFT TEAMS will be used for the synchronous sessions and the UAB Virtual Campus (moodle) as the main means of communication and exchange of teaching materials.