# UAB
## Universitat Autònoma de Barcelona

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

## Contact

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## 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

## Other comments on languages

Exclusively group 71 will be in English

## Teachers

Joan Bach Plaza

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Germán Cánovas Hernández

Marc Furio Bruno

Carlos Haas Fournel

Oriol Luján Feliu
Ivan Bordetas Jimenez

Laia Mojica Gasol

## Prerequisites

This subject does not have specific prerequisites, but it is very important that, before starting the course, knowled

It is also essential to master the basic languages of study and communication in the academic field (concept map

Given the teaching methodology to be used, project-based learning and challenges, it is appropriate for students

## Objectives and Contextualisation

First, the subject must provide students with knowledge, analysis and understanding of the sociocultural, scientifi

Secondly, the students of this subject will have to be involved into a learning system based on problems and chal

## Competences

Social Education
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- Maintain a respectful attitude to the environment (natural, social and cultural) to promote values, behaviour and sustainable practices that address gender equality, equity and respect for human rights.
- 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 account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Education Studies

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse and understand the theoretical, historical, cultural, political, environmental and legal references and situations involved in education and training proposals.
- Develop and coordinate educational interventions with individuals or groups with specific needs in situations of inequality or discrimination based on gender, class, ethnicity, age and / or religion.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Maintain a respectful attitude for the environment (natural, social and cultural) to promote values, behaviours and practices that address gender equality, equity and respect for human rights.
- Recognize and evaluate the social reality and the interrelation between factors involved as necessary anticipation of action.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- 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.

Early Childhood Education

- "Critically analyse and incorporate the most relevant issues of contemporary society that affect family and school education: social and educational impact of audiovisual languages and of screens. changes in gender relations and intergenerational changes; multiculturalism and interculturalism; discrimination and social inclusion and sustainable development."
- Accept that the exercise of the teaching function must be refined and adapted lifelong to scientific, educational and social changes.
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Be able to analyse data, critically understand the reality and report conclusions.
- Maintain a respectful attitude for the environment (natural, social and cultural) to promote values, behaviours and practices that address gender equality, equity and respect for human rights.
- Master the techniques of observation and recording. Address field analysis through observational methodology using information technology, documentation and audiovisual material.
- Recognize and evaluate the social reality and the interrelation between factors involved as necessary anticipation of action.
- Systematically observe learning and coexistence contexts and learn to reflect on them.
- Understand that systematic observation is a basic tool to reflect on practice and reality and contribute to innovation and improvement in Infant Education.

Primary Education

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Appreciate individual and collective responsibility in the achievement of a sustainable future.
- Foster democratic education of the population and the practice of critical social thought.
- Know about religion throughout history and its relationship with culture.
- Maintain a critical and autonomous relationship with respect to knowledge, values and public, social and private institutions.
- 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.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Recognise and evaluate the social reality and the interrelation of factors involved as a necessary anticipation of action.
- Take part and be implicated in the acts, meetings and events at the institution to which one belongs.
- Understand and appreciate the relevance of public and private institutions for peaceful coexistence among peoples.
- Understand the principles that contribute to cultural, personal and social education in terms of the arts.
- Value science as a cultural event.
- Value the relationship between mathematics and sciences as one of the pillars of scientific thought.

## Learning Outcomes

1. "Critically analyse and incorporate the most relevant issues of today's society affecting education: multiculturalism and interculturalism; discrimination and social inclusion and sustainable development."
2. Analyse a situation and identify its points for improvement.
3. Analyse a situation and identify points for improvement.
4. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.
5. Assessing the value of individual and collective responsibility in achieving a sustainable future, assuming that the exercising of the educational function must continue perfecting itself and adapting to scientific, pedagogical and social changes throughout life.
6. Become aware of the evolution of thinking, customs, beliefs and social and political movements to encourage the practice of critical social thought and promote educational activities aimed at the preparation of an active and democratic population.
7. Being able to evaluate teaching units as a way of guiding the processes for improving the quality of teaching.
8. Being capable of developing innovative didactic units for teaching and learning the scientific content in the area of Environmental Studies that incorporate attention to diversity and the interdisciplinary focus of the curriculum.
9. Communicate using language that is not sexist or discriminatory.
10. Consider how gender stereotypes and roles impinge on the exercise of the profession.
11. Critically analyse the principles, values and procedures that govern the exercise of the profession.
12. Explain the explicit or implicit code of practice of one's own area of knowledge.
13. Find information using technologies for learning and knowledge resources in mathematics.
14. Identify situations in which a change or improvement is needed.
15. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
16. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
17. Know of the most important moments in the history of science and technology and their importance for appreciating sciences as a cultural truth.
18. Know scientific methodology and promote scientific thinking, appreciating the relationship between mathematics and science.
19. Maintaining a critical and independent relationship with regard to knowledge, values, and public and private social institutions, in order to be able to observe contexts of learning and coexistence systematically and know how to reflect on these.
20. Meet all the objectives, content, process and criteria for specific evaluation in the area of mathematics in primary education.
21. Propose new experience-based methods or alternative solutions.
22. Propose new methods or well-founded alternative solutions.
23. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
24. 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.
25. Propose projects and actions that incorporate the gender perspective.
26. Propose viable projects and actions to boost social, economic and environmental benefits.
27. Propose ways to evaluate projects and actions for improving sustainability.
28. Recognising the mutual influence between science, society and technological development, as well as the relevant civic attitudes, in order to promote interest in and respect for the natural, social and cultural environment and to ensure a sustainable future.
29. Resolving problems independently.
30. Understand and appreciate the relevance of public and private institutions for peaceful coexistence among peoples and be aware of the evolution of political and social movements.
31. Understand recreational didactic situations involving mathematics, both inside and outside the classroom, to promote independent learning and cooperative work.
32. Understand the principles that contribute to cultural, personal and social training to acquire sensitivity toward them.

33. Using software tools and specific maths programs for estimating, demonstrating and communicating mathematical results.
34. 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.
35. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

## Content

Since this course will work with Learning Based on Projects and / or Challenges (ACbRr, see the Methodology section), the contents presented below correspond to the different projects to be carried out.

Each student will carry out the mandatory annual project, and three projects more (1 in each trimester), that he/she will have to choose among the ones that are offered according to the different schedules and the optional courses of the degree that they study.

Each of the three projects is equivalent to 4 credits, and the whole subject is equivalent to 12 credits. The teaching of the obligatory annual project is part of the other three projects, therefore, it doesn't have its own credits.

ANNUAL OBLIGATORY PROJECT FOR ALL STUDENTS:

A Subject, a Biography, a Trip

CHALLENGE: Elaborating a document in which it is shown how the things that I have studied during my "trip" throughout this subject are also present in my daily life.

BRIEF DESCRIPTION: This project is designed to complete the multi/transdisciplinary meaning of the course. We understand education as a process intimately linked to personal experience: the learning of academic activity and daily life are intertwined to make sense with the teaching activities. The subject is also seen as a journey towards knowledge and sensitivity from and through one's biography. For this reason, the student will have to document all this journey with a visual diary that confirms how in their day-to-day experience they live the contents that they work in the subject. This personal document is built autonomously and it doesn't require class attendance; the students will be tutored by the teaching staff.

Project: Words to Change the World

CHALLENGE: Preparing an entertaining, emotional and inspiring TED style conversation, that motivates reflective and transformative actions.

BRIEF DESCRIPTION: In recent years, the TED talks have become the model of a highly effective type of oratory that connects perfectly with the way of disseminating ideas from the digital age. The teaching staff involved in this project will tutor the students in the preparation of a conference built following the TED model. The talk will last between 15 and 18 minutes, and it will be meant to propagate an inspiring idea related to some of the scientific, technological, social or cultural challenges that human beings face today. The final goal is to develop a motivating discourse that stimulates listeners to change their personal life, their social nucleus or the world in which they live in a positive way. The talk will be recorded on video and uploaded to a digital platform so that it can be used as teaching material in pre-university schools.

Project: Correspondents of Migrations with a Gender Perspective

CHALLENGE: Antinarratives of migration: gender, vulnerability and mobilizations in the world economy.

BRIEF DESCRIPTION: This project takes its name from the book *Migration Correspondents* (Marthos, 2012), that was focused on the responsibility of narrating the migratory fact in another way -with an approach to the daily life of the Migrants- and to address, in this case, the forms of representation from a gender and antiracist perspective. The challenge of this publication is: Do you need correspondents for migrations with a gender perspective? Taking into account this question, a research work will be carried out using narrative and visual methodologies to build a series of counter narratives (comic, audiovisual, journalistic, etc.) about working conditions and everyday life of migrants in Catalonia.

Project: Is Democracy at Risk? The Temptation of Authoritarianism

CHALLENGE: Designing a political miting with the related electoral material to discuss and defend the assumption of a political action program of any selected ideological option.

BRIEF DESCRIPTION: Around the second decade of the 21st century, we find ourselves in a moment of stagnation and sociopolitical, economic and cultural uncertainty of Western society (and, consequently, of the global one too). The fear of an increasing sociological complexity, the fall of the ideologies, the return to a capitalism prior to 1945 and the technological changes, are leading us to a wave of electoral responses with more and more protagonism of the formations that propose authoritarian models to restrict pluralism and fundamental freedoms. Is democracy at risk? Why there are so many Europeans and Americans who are attracted by "hard" and simple answers to complex problems? Trying to understand the reason for this drift, reflect on the psychological methodology and encourage analytical skills in students, to understand the current society from a global perspective, is the goal of this project.

Project: We are what we eat: Ecology, cultural identity and social change

CHALLENGE: Developing a sustainable and healthy consumption strategy for an educational center based on research, diagnosis and proposals for improvement and sustainability.

BRIEF DESCRIPTION: Food is the basis of many characteristics of human beings, their health, their ecological and social environment and their cultural identity. We are what we eat, and in many different aspects, our body depends on food to carry out basic vital functions, as well as being a determining factor in relation to various diseases. At the same time, the type of food in a society determines key parts of the economy, ecosystems and politics. Also, our cultural identity is closely linked to the type of food we eat. Therefore, changes in diet can induce changes at a social, cultural and environmental level. One of the main objectives of this project is to immerse ourselves in thisworld of food and its impacts at an ecological, social and cultural level.

Project: Social Utopias: How to live Exponentially in a Finite World

CHALLENGE: Developing a strategy for the future, facing the current idea of infinite growth, with possible scenarios based on a diagnosis, specifically contemplating a topic, a historical moment and a specific place. The choice of topic, time and place will be made taking into account the factors that build the subject: Social, geographical, political, scientific and cultural.

BRIEF DESCRIPTION: This project is designed so that students can understand the macro behavior of the human species in its global future, taking into account that this globality manifests itself specifically in a very specific spatio-temporal context. The transdisciplinary perspective will provide us with a broad view of the complexity and interdependence of human phenomena and nature, as well as a theoretical and practical framework in which we can think and propose a wider range of solutions to the potential ruptures of the immediate future.

Project: Thinking of future: Transhumanism and biotethics

CHALLENGE: Orienting ourselves in the broad knowledge required to deal with the complexity that currently represents the relationship between biotechnology and life. Therefore, we propose the elaboration of a didactic unit that contains the materials to achieve this challenge. This box will contain several activities to deal with, from the different disciplines of the project, the necessary knowledge to have a critical perspective of this reality.

BRIEF DESCRIPTION: Transhumanism was born as an integral project to improve humanity in the physical, intellectual, emotional and moral aspects, thanks to the progress of science and in particular of biotechnology, based on the belief in the unlimited progress of the human species. Some ofthe guidelines underlying transhumanism relate to the modification of the body (cyborg) and the idea of immortality or, in other words, to cure aging. Technoscience as an improvement of human existence and modification of the human genome in order to eliminate hereditary diseases are an example, in principle, laudable and valuable for human life. On a practical level, it can involve significant risks for the manipulation of the genetic material that is part of the

natural evolution process in biological as well as sociocultural, existential, economic and political terms. The need for an ethical, bioethical and philosophical approach becomes indispensable when thinking about the consequences for human life.

## Methodology

This subject will work with learning based on projects and challenges (ABPr, ABR) with a transdisciplinary background. In other words, the projects will integrate knowledge and cases from different disciplines, from a holistic and transversal perspective.

Each student will carry out the obligatory annual project, plus three projects (1 in each trimester), to choose between the existing ones in each schedule (see description in the section's contents) and according to the variables that their specialty allows.

Project-based learning is a didactic methodology of growing interest in teaching, both because of the abundant evidence of its effectiveness, and because it allows us to comprehensively address some of the challenges posed by the adaptation of teaching to the needs of European Higher Education Space (challenges such as the planning of student work inside and outside the classroom, or the development of transversal competences).

The center of the teaching / learning process is the student and under this premise the course has been planned.

Thus, the methodology will focus on three types of sessions. On the one hand there will be sessions with the whole group of classes, with different types of support, and transdisciplinary activities. On the other hand, there will be activities in smaller groups in seminar or laboratory sessions.

All this will allow us to apply the knowledge imparted, the analysis and resolution of cases and practical problems, the carrying out of small investigations and experimentations; allowing students to build their own critical vision of the world and society in which we live.

Finally, there will be some field trips, directly related to the projects, to know and work directly and appliedly the related contents.

The methodology and proposed assessment can experiment some modification depending on the presenciality imposed by 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 | | | |
| Big group sessions | 45 | 1.8 | 20, 31, 7, 8 |
| Seminar classes | 45 | 1.8 | 1, 13, 17, 18, 19, 28, 29, 33, 5 |
| Type: Supervised | | | |
| Tutorías presenciales / virtuales: colectivas o individuales. Revisión de actividades aprendizaje basado en proyectos ABP*. | 45 | 1.8 | 20, 17, 18, 31, 7, 8, 33 |

| Type: Autonomous | | | |
|---|---|---|---|
| Realization of individual or group projects. Challenges, investigations, questions. | 150 | 6 | 13, 20, 31, 19, 29, 7, 8, 33 |

## Assessment

Each term a different project will be carried out in groups of 3 people, therefore, 50% of the final mark of the subject will be the result of group work. Each project will also be accompanied by a test to assess the essential knowledge associated with the project (15%). Another part of the grade will be dependent on attitude and participation (10%). Another 25% of the grade will be the individual project "a subject, a biography a trip." In order to be able to pass the subject, it is essential to present the individual project "A subject, a biography, a trip" and obtain a minimum grade of 4 of this project.

Each quarterly project will have three deliveries, and the different delivery dates throughout the course will be as follows:

First quarter project:

-Groups on Monday: October 10, 2022, November 7, 2022, November 21, 2022

-Groups on Wednesday: October 5, 2022, November 2, 2022, November 16, 2022

Second quarter project:

-Groups on Monday: December 19, 2022, February 13, 2022, February 27, 2023

-Groups on Wednesday: December 14, 2022, January 18,2023, February 22, 2023

Third quarter project:

-Groups on Monday: March 27, 2023, May 8, 2023, May 22, 2023

-Groups on Wednesday: March 22, 2023, April 19, 2023, May 3, 2023

Each quarterly project will have a test of essential knowledge, and the different dates of delivery throughout the course will be the following:

Monday groups: November 14, 2022 (first quarter project test), February 20, 2023 (second quarter project test), May 15, 2023 (third quarter project test)

Wednesday groups: November 9, 2022 (first quarter project test), February 15, 2023 (second quarter project test), April 26, 2023 (third quarter project test)

The annual project will consist of two delivery dates and will be as follows:

December 14, 2022

June 7, 2023

Class attendance, participation and involvement in the work are very important for this project-based learning subject, and this fact can be taken into account in the individual assessment of attitude and participation of the subject. It is for this reason that attendance is considered an essential requirement

## Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| 1st trimester project | 16.67% | 3 | 0.12 | 1, 6, 11, 4, 2, 13, 32, 30, 9, 20, 17, 18, 31, 12, 16, 15, 14, 19, 35, 27, 22, 23, 24, 25, 26, 28, 29, 7, 8, 33, 10, 34, 5 |
| 2nd trimester project | 16.67% | 3 | 0.12 | 1, 6, 11, 4, 3, 2, 13, 32, 30, 9, 20, 17, 18, 31, 12, 16, 15, 14, 19, 35, 27, 21, 22, 23, 24, 25, 26, 28, 29, 7, 8, 33, 10, 34, 5 |
| 3rd trimester project | 16.67% | 3 | 0.12 | 1, 6, 11, 4, 2, 13, 32, 30, 9, 20, 17, 18, 31, 12, 16, 15, 14, 19, 35, 27, 22, 23, 24, 25, 26, 28, 29, 7, 8, 33, 10, 34, 5 |
| Attitude and participation | 10% | 0 | 0 | 1, 2, 14, 19, 29 |
| Compulsory annual project | 25% | 3.75 | 0.15 | 1, 6, 11, 2, 13, 32, 30, 20, 17, 18, 31, 12, 14, 19, 35, 28, 29, 7, 8, 33, 5 |
| Knowledge test: unforgettables | 15% | 2.25 | 0.09 | 6, 30, 17, 28 |

## Bibliography

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## Software

No specific software needed.