

**Comparative Education**

Code: 103527  
ECTS Credits: 6

| Degree                    | Type | Year | Semester |
|---------------------------|------|------|----------|
| 2500261 Education Studies | OB   | 3    | 1        |

## Contact

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## Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

## Prerequisites

It is highly recommended to have passed the course "Socio-Political Foundations of Education." Its contents and competencies are taken for granted in this course.

## Objectives and Contextualisation

This is a compulsory course taught at an advanced level of the Pedagogy degree. The knowledge and the ability to understand the educational systems of other countries, especially in Europe, is considered essential for the training of any pedagogue.

The international perspective on educational phenomena constitutes the central axis of this course. The training objectives are the following:

- 1.- To know and apply the theoretical foundations of Comparative Education.
- 2.- To know, analyze and understand the educational problems of today's world, from an international perspective, understanding the interrelationships between economic, political, historical and cultural factors.
- 3.- To know, analyze and understand the educational systems of certain countries of international relevance.
- 4.- To analyze and understand the Spanish educational system and education in Catalonia based on international references.

## Competences

- 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.
- Evaluate policies, institutions and educational systems.
- Identify educational approaches and problems, inquire about them: obtain, record, process and interpret relevant information to issue supported judgments that enhance education and training.
- 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 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.

## Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
3. Communicate using language that is not sexist or discriminatory.
4. Consider how gender stereotypes and roles impinge on the exercise of the profession.
5. Critically analyse the principles, values and procedures that govern the exercise of the profession.
6. Evaluate education systems from a political, economic and international perspective.
7. Identify situations in which a change or improvement is needed.
8. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
9. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
10. Incorporating into their analyses the planning, economic and international references linked to specific problems and proposals about the educational system.
11. Planning the educational system using existing data and including them in relation to the context.
12. Propose new methods or well-founded alternative solutions.
13. 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.
14. Propose projects and actions that incorporate the gender perspective.
15. Propose viable projects and actions to boost social, economic and environmental benefits.
16. 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.
17. 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. Theoretical Foundations of Comparative Education.
- B. Overview of global education.
- C. Educational systems in international perspective.
- D. Comparative analysis of educational systems in the international context.
- E. The Spanish education system and education in Catalonia in the international context.

## Methodology

Directed activities are based on lectures and the joint analysis of readings and other materials.

Seminars are spaces to work in small groups and include different activities of in-depth analysis and discussion.

The course includes the completion of a tutored project, which will be monitored by the professor.

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                                    |       |      |                   |
| Master class                                      | 30    | 1.2  | 2, 6, 9, 10, 11   |
| Seminars (small groups)                           | 15    | 0.6  | 2, 6, 9, 10, 11   |
| Type: Supervised                                  |       |      |                   |
| Tutored projects and activities                   | 30    | 1.2  | 2, 6, 9, 10, 11   |
| Type: Autonomous                                  |       |      |                   |
| Reading articles, books and preparation of papers | 75    | 3    | 2, 6, 9, 10       |

## Assessment

The final exam will be held on December 14, 2023.

The group work will consist of a review of the literature on a Comparative Education topic that is of interest to the team and must be presented orally on November 30 and December 7, 2023 and in written format on December 21.

The individual activity is based on the analysis of in-depth readings and/or participation in class debates.

In order to pass the course, it is necessary to obtain at least a 5 in each of the evaluation activities. In the case of students who have adequately followed the entire course, failure to pass the final exam may lead to a retake test at the end of the course. The maximum mark that can be obtained in this test will be a 5. This test will take place on January 11, 2024.

Class attendance is highly recommended.

Plagiarism is grounds for failure and loss of the right to recovery.

In order to pass this course, students must show good general communication skills, both orally and written, and a good command of the language or vehicular languages that appear in the teaching guide.

Twenty days after the deadline of the assessment activities, students are encouraged to participate in feedback tutorials.

Single evaluation:

Students who wish so can choose to carry out a single written and oral evaluation. This evaluation includes three parts: a) written analysis questions (50% of the mark), b) written questions relating to the course readings (20%), and c) a brief oral presentation in one of the topics of the course (30%). To pass the course, all three parts must be passed with a grade higher than 5. The single evaluation will take place on December 14. In case of not passing one or more of the parts of the single evaluation, students are entitled to retake these parts on January 11, 2024. The maximum grade that can be obtained in the retake will be a 5. The same exam retake system will be applied as for the continuous assessment. The review of the final qualification follows the same procedure as for the continuous assessment.

## Assessment Activities

| Title                 | Weighting | Hours | ECTS | Learning Outcomes                                         |
|-----------------------|-----------|-------|------|-----------------------------------------------------------|
| Individual task       | 20%       | 0     | 0    | 6, 10, 11                                                 |
| Supervised group work | 30%       | 0     | 0    | 5, 2, 1, 6, 16, 3, 9, 8, 7, 10, 11, 12, 13, 14, 15, 4, 17 |
| Written final exam    | 50%       | 0     | 0    | 2, 6, 16, 9, 10                                           |

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## **Software**

If necessary, Microsoft Teams will be used for virtual teaching.