

**Democratic Education and Participation: Global Citizenship and Social Justice**

Code: 45010

ECTS Credits: 6

Degree	Type	Year	Semester
4313815 Research in Education	OT	0	2

## Contact

Name: Gustavo Alonso Gonzalez Valencia

Email: gustavo.gonzalez@uab.cat

## 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.

## Teachers

Antonio Manuel Santisteban Fernandez

Maria de las Neus Gonzalez Monfort

Francisco Gil Carmona

## Prerequisites

No

## Objectives and Contextualisation

- Establishing the basis for citizenship education research, political education, the study of second generation rights, visibilisation of sexism and inequalities...
- Analyzing research on teaching and the study of heritage from digital resources.
- Interpreting relevant social issues to develop citizenship and communication skills.

## Learning Outcomes

1. CA46 (Competence) Make proposals for improvement and/or innovation projects grounded on research-based evidence in democratic education.

2. CA47 (Competence) Act in the field of democratic education, assessing the social, economic and environmental impact so as to contribute to a more accessible, sustainable, diverse and just society that respects human rights.
3. CA48 (Competence) Act in the field of democratic education, assessing inequalities based on sex/gender, ethnicity or any other circumstance.
4. KA49 (Knowledge) Describe the methodological paradigms, approaches and designs of research on democratic education.
5. KA50 (Knowledge) Identify different lines of research on democratic education and for global citizenship.
6. KA51 (Knowledge) Identify problems in the field of democratic education and offer solutions for educational needs using innovative approaches.
7. SA36 (Skill) Produce a comprehensive review of the scientific literature on democratic education, education for social justice and global citizenship.
8. SA37 (Skill) Develop the most consistent design and methodology with the research goals in democratic education.

## Content

- Citizenship education: democratic culture, global citizenship, political, legal and civic education.
- Economic citizenship and second generation rights.
- Education for natural, cultural and artistic heritage. Heritage and museums. The role of the image and simulation.
- Social problems or controversial issues.
- Citizenship, social thinking and communication skills. The gender perspective

## Methodology

- Lectures by the teacher.
- Reading articles and documentaries.
- Analysis and discussion of articles and documentary sources.
- Classroom practice: solving problems/cases/exercises.
- Oral presentation of work.
- Tutorials.

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
<hr/>			
Type: Directed			
Analysis and discussion of articles and documentary sources	16	0.64	
Lectures by the teacher	20	0.8	

Type: Supervised

Classroom practice: solving problems/cases/exercises.	20	0.8
Oral presentation of work	10	0.4
Tutorials	6	0.24
Type: Autonomous		
Reading articles and documentaries.	78	3.12

## Assessment

The evaluation is the process established to assess the achievement of learning outcomes based on the evidence defined in the subject's guide.

The subject's evaluation will take place throughout the academic year through the proposed activities (the syllabus provided at the beginning of the subject will specify the activities and submissions to be completed).

The submission of assignments will primarily be done through the virtual campus. Other submission methods may be enabled, subject to prior agreement with the teaching staff.

Gender perspective:

During the sessions, the gender perspective will be considered by reviewing and questioning androcentric biases, hidden gender assumptions, and stereotypes. It will also involve incorporating knowledge produced by women and critical perspectives that reveal androcentric conceptualizations and highlight the social and cultural mechanisms underlying gender inequalities.

This module requires the inclusion of a gender perspective through (self-)critical reflection on one's own subjectivity and how it affects teaching (for further details, refer to: Agud Morell, Ingrid; Amat, Meritxell; Bertran, Marta; [et al.]. (2020). Gender perspective in education. Conceptual framework. Barcelona: UAB. <<https://ddd.uab.cat/record/226865>>).

Evaluative activities:

1. Critical analysis of research proposals in the field of education for citizenship: 25%
2. Critical analysis of innovation proposals in the field of education for citizenship: 25%
3. Construction of a theoretical framework to relate education for citizenship to its field of study: 50%

Evaluation dates:

1. Critical analysis of research proposals in the field of education for citizenship: During classes.
2. Critical analysis of innovation proposals in the field of education for citizenship: During classes.
3. Construction of a theoretical framework to relate education for citizenship to its field of study: To be submitted during the last week of classes.
4. Recovery evaluation is scheduled for the last week of June.

Single evaluation:

The unique evaluation needs to be requested within the deadlines and procedures set by the Faculty of Education.

This subject allows for a unique evaluation. In this case, attendance is essential for evaluation as previously specified. Failure to comply with attendance requirements would require the student to take the recovery exam. To be eligible for the unique evaluation, 66% of the evaluation activities need to be submitted, but the maximum grade for each activity would be 5 out of 10.

The activities to be submitted for the single evaluation are the same as those for the continuous evaluation, along with an evaluative interview. The submission date is the same as that for the construction of a theoretical framework to relate education for citizenship to its field of study. The weightage for activities in the single evaluation is as follows:

1. Critical analysis of research proposals in the field of education for citizenship: 25%
2. Critical analysis of innovation proposals in the field of education for citizenship: 25%
3. Construction of a theoretical framework to relate education for citizenship to its field of study: 50%.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Class attendance and participation in discussions.	25%	0	0	CA46, CA47, CA48, KA51
Construction of a theoretical framework to relate education for citizenship to its field of study	50%	0	0	CA46, KA49, KA51, SA36, SA37
Critical analysis of bibliography or research.	25%	0	0	KA49, KA50, SA36, SA37

## Bibliography

### Bibliography Citizenship Education

- Apple, M.W.; Beane, J.A. (comps.) (1997). *Escuelas democráticas*. Madrid: Morata.
- Audigier, F. (1997). Histoire, Geographie et Education Civique a l'école: Identité collective et pluralisme. A *Actes du Colloque "Defendre et transformer l'école pour tous"*. Aix-Marseille: IUFM.
- Audigier, F. (1999). *L'éducation a la citoyenneté*. París: INRP.
- Audigier, F. (Coord.) (2000). *Stratégies pour une éducation civique au niveau de l'enseignement primaire et secondaire*. Strasbourg: Editions du Conseil de l'Europe.
- Báxter Pérez, E. (2003). *¿Cuándo y cómo educar en valores?*. La Habana: Pueblo y Educación.
- Bolívar, A. (1995). *La Evaluación de valores y actitudes*. Madrid: Anaya.
- COUNCIL OF EUROPE. (2018). *Reference framework of competences for democratic culture*. Volume 1. Context, concepts and model. Council of Europe. Council of Europe: Strasbourg
- COUNCIL OF EUROPE. (2018). *Reference framework of competences for democratic culture*. Volume 2. Descriptors of Competences for Democratic Culture. Council of Europe: Strasbourg

COUNCIL OF EUROPE. (2018). *Reference framework of competences for democratic culture*. Volume 3. Guidance for Implementation. Council of Europe: Strasbourg

Davies, I., Ho, L.-C., Kiwan, D., Peck, C. L., Peterson, A., Sant, E.; Waghid, Y. (2018). *The Palgrave handbook of global citizenship and education*. London: Palgrave Macmillan.

*Educació per a la ciutadania* (2002). Monogràfic a Perspectiva Escolar, núm. 270 - desembre 2002.

Fraile, M.-Ferrer, M.- Martín, I. (2007). Jóvenes, conocimiento político y participación. *Opiniones y Actitudes* 58, Madrid: CIS.

Gangull, H. C.; Mehrotra, G.P.; Mehlinger, H.D. (1987). Valeurs, éducation morale et études sociales. A Mehlinger, H.D. (dir.). *Manuel de l'UNESCO pour l'enseignement des programmes d'études sociales*, 231-269. París: UNESCO.

Lawton, D. (1999). *Values and the Curriculum: A Curriculum for the 21st century*. London: Hodder and Stoughton.

Meirieu, Ph. (1998). *Frankenstein educador*. Barcelona: Laertes.

Oller, M. (1996). Ciències socials: educar i viure uns valors. A *L'Avenç revista d'Història*, 204-71-73.

Oller, M. (1999). Trabajar problemassociales en el aula: una alternativa a la transversalidad. AAUPDCS (ed.): *Un currículum de Ciencias Sociales para el siglo XXI. Qué contenidos y para qué*. Universitat de La Rioja / Díada editora, 123-129.

Oller, M.; Pagès, J. (2007). La visión de los adolescentes sobre el derecho, la justicia y la ley. A *Íber. Didáctica de las Ciencias Sociales, Geografía e Historia* 53, pp. 73-85.

Pagès, J. (ed.) (2005). Nuevos enfoques de la educación cívica y de la educación política. A *Íber. Didáctica de las Ciencias Sociales, Geografía e Historia*, 44.

Pagès, J.; Oller, M. (2007). Las representaciones sociales del derecho, la justicia y la ley de un grupo de adolescentes catalanes de 4º de ESO. A *Enseñanza de las Ciencias Sociales*, 6, pp.3-17.

Pineda-Alfonso, J. A., Alba-Fernandez, N. De, Navarro-Medina, E., & IGI Global. (2019). *Handbook of research on education for participative citizenship and global prosperity*. Hershey PA: IGI global.

Rueff-Escoubes, C. (1997). *La démocratie dans l'école. Una pratique d'expression des élèves*. París: Syros.

Sant, E. (2021). Political Education in Times of Populism: Towards a Radical Democratic Education. London: Palgrave Macmillan

Sant, E., Davies, I., Shultz, L., & Pashby, K. (2018). *Global citizenship education: a critical introduction to key concepts and debates*. London: Bloomsbury Academic.

Sant, E.; González-Valencia, G. (2018). Global Citizenship Education in Latin America. Davies, L. et al. (eds.). *The Palgrave Handbook of Global Citizenship and Education* (pp. 67-82). London: Palgrave Macmillan

Santisteban, A. (2004). Formación de la Ciudadanía y educación política. A Vera, M.I. y Pérez, D. *La Formación de la ciudadanía: Las TICs y los nuevos problemas*, 377-388. Alicante: AUPDCS.

Santisteban, A.; González-Monfort, N. (2019). Education for citizenship and identities. Pineda, J.A., De Alba, N. and Navarro, E. (eds.). *Handbook of Research on Education for Participative Citizenship and Global Prosperity*. pp. 551-567. Hershey, Pennsylvania: IGI Global International.

Santisteban, A.; Pagès, J. (2007). La educación democrática de la ciudadanía: una propuesta conceptual. A Ávila, R.M.; López Atxurra, R.; Fernández de Larrea, E. *Las competencias profesionales para la enseñanza-aprendizaje de la Ciencias Sociales ante el reto europeo y la globalización*. 353-367. Bilbao: Asociación Universitaria del Profesorado de Didáctica de las Ciencias Sociales / Universidad del País Vasco.

Santisteban, A.; Pagès, J. (2007) El marco teórico para el desarrollo conceptual de la Educación para la Ciudadanía, en Pagès, J.; Santisteban, A. (coord.). *Educación para la ciudadanía*. Madrid: Wolters Kluwer. Guías para Educación Secundaria Obligatoria.

<http://www.guiasensenanzasmedias.es/materiaESO.asp?materia=ciuda>

Stephenson, J.; Ling, L.; Burman, E.; Cooper, M. (2001). *Valores en educación*. Barcelona: Gedisa

Bibliography cultural heritage education

Ávila Ruiz, R.M.- Borghi, B.- Mattozzi, I. (eds. 2009) *La educación de la ciudadanía europea y la formación del profesorado. Un proyecto educativo para la "Estrategia de Lisboa"*. Bolonia: Didpast-AUPDCS.

Ballesteros, E.- Fernández, C.- Molina, J.A.- Moreno, P. (coord., 2003) *El patrimonio y la Didáctica de las Ciencias Sociales*. Cuenca: Universidad de Castilla la Mancha/AUPDCS.

Branchesi, L. (a cura di, 2006) *Il patrimonio culturale e la sua pedagogia per l'Europa*. Roma: Armando editore.

Carreras, C.-Munilla, G. (coord., 2001). *Gestió del patrimoni històric*. Barcelona: Edicions de la Universitat Oberta de Catalunya.

DD-AA. (1995) *Le patrimoine culturel et sa pédagogie: un facteur de tolérance, de civisme et d'intégration sociale*. Actes du séminaire. Bruxelles: Editions du Conseil de l'Europe, pàg. 119-124.

DD-AA. (2006) *Introducción al patrimonio cultural*. Gijón: Ed. Trea.

Prats, LL. (1997). *Antropología y patrimonio*. Barcelona: Ariel.

## Software

- None