

Degree	Type	Year
2500000 Sociocultural Gender Studies	OB	3

## Contact

Name: Mariona Massip Sabater

Email: mariona.massip@uab.cat

## Teachers

Mariona Massip Sabater

Lorena del Pilar Garrido Jimenez

## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

No previous requirements.

It is assumed that this subject is reached having completed and passed subjects of the degree of Sociocultural G

## Objectives and Contextualisation

The aim of this subject is the contextual application of gender equality knowledge and theoretical approaches when designing social and educational interventions.

Principal aims:

- To identify social realities in theoretical debates, and to mobilise previous knowledge to respond to them.
- To design consultancy programs for educational institutions and laboral relations

- To design educational and laboral interventions
- To carry out a diagnosis and drawing up an equality plan in the field of labour relations.

## Competences

- Advise on socio-educational action processes to promote citizen participation in equality issues.
- Apply to gender studies the methods, techniques and tools of a quantitative and qualitative nature of social research.
- Demonstrate ability to work autonomously, self-analysis and self-criticism.
- Express correctly and in a non-sexist or homophobic manner both orally and in writing.
- Identify the basic legal concepts, legislation and jurisprudence related to the rights of the collectives affected by gender inequalities.
- Propose and analyze the results of gender policies and plans of equality and equity in institutions, companies, public, private and non-governmental organizations.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Work cooperatively and energize multidisciplinary and diverse teams, assuming and respecting the role and diversity of those who make them up.

## Learning Outcomes

1. Analyze the applied theoretical framework and the presence or absence of the gender perspective in existing projects or experiences of psychosocial, educational and community intervention.
2. Apply the fundamentals of law and legal tools to the preparation of plans and projects.
3. Distinguish between facts and value judgments.
4. Distinguish between theoretical and methodological assumptions.
5. Identify the tools to diagnose gender intervention needs in specific contexts.
6. Identify the tools to promote citizen participation in the preparation of intervention projects.
7. Make valuations and corrections of your own work.
8. Produce, collect and interpret empirical data in a gender sensitive manner.
9. Propose the basic lines of programs, coeducational projects and equality plans from a gender perspective taking into account the target persons and the context.
10. Put into practice skills to work in a team: commitment to the team, habit of collaboration, ability to promote problem solving.
11. Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
12. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
13. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
14. Use non-sexist resources and alternatives in work spaces, education and coexistence.

## Content

### I. EDUCATION

1. Educating and educating ourselves: socialization and educational institutions
2. Coeducation and equality plans
3. The gender perspective in school culture: relationships, methodologies, spaces and knowledge
4. The treatment of gender and social representations and relevant social problems
5. Elaboration and design of co-educational educational proposals.
6. Advise to accompany transformative and innovative proposals

## II.- EQUALITY PLANS

### SUBJECT 1 INTRODUCTION

- 1.1. Concept and assumptions.
- 1.2. Purpose of equality plans.
- 1.3. Equality plans in the company.
- 1.4. Areas of action of equality plans.

### SUBJECT 2. ELABORATION OF A PLAN OF EQUALITY

- 2.1. Phases of the equality plan: diagnosis, design, application and monitoring and evaluation.
- 2.2. Procedure for drawing up an equality plan.
- 2.3. Subjects involved. Special consideration to Equality Agents.

### SUBJECT 3. PLANS OF EQUALITY IN THE COMPANIES

- 3.1. Particularities of content and negotiation of a business equality plan.
- 3.2. Examples of Equality Plans.

### SUBJECT 4. BALANCE OF THE FIGURE OF THE PLANS OF EQUALITY

- 4.1. Strengths of equality plans Examples of Equality Plans.
- 4.2. Criticisms and limits of equality plans.
- 4.3. Policies to promote equality plans.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Seminar	19.5	0.78	
theoretical classes	19.5	0.78	
Type: Supervised			
evaluation activities	5	0.2	
Type: Autonomous			
Individual work	53	2.12	
Team works	53	2.12	

Lectures are planned to be exploratives, manipulatives and theoreticals. Individual and group autonomy work will be required.

The active participation of students is required for the joint construction of knowledge.

This subject includes theoretical sessions and seminar sessions.

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.

## Assessment

### Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Co-educative training design, implementation and evaluation (G)	35%	0	0	1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14
Individual work (I)	25%	0	0	1, 2, 3, 4, 5, 7, 8, 11, 12, 13, 14
Seminar Activities (I)	15%	0	0	5, 7, 9, 10, 11, 12, 14
Team work and oral presentation on the areas and contents of an equality plan (G)	25%	0	0	1, 2, 10, 11, 12, 14

#### Planting and Evaluation Criteria

The evaluation will give students and teachers the necessary information to guide the teaching and learning process, so they must show the possible paths to achieve objectives and competencies, as well as the actions aimed at achieving them. In the same way it must show what are the conditions to be accredited in the subject.

It is essential to attend 80% of the sessions, which include both large group classes and seminars to pass.

The evaluation will be usually carried out in the schedule of the subject; in the case of the implementation of the co-educational training, the schedule will be specified depending on the compatibility with the group formed.

Following the same philosophy that sura in the didactic system that is promoted in the subject, reflection will be promoted at all times. On more than one occasion, students will be asked to self-value and/or value the work of their peers.

The evaluation of the subject will be carried out throughout the academic year through the activities shown in the grid below.

In order to pass the subject it is essential to have passed the evaluation activities.

The grades of each of the evaluation tests will be returned within 21 days of their delivery. The student who wants to review the note must do so within 10 days after its publication in the tutorial hours that the teacher has established for this subject and that is included in the program of the same.

In the event that the tests cannot be done in person, their format (maintaining their weighting) will be adapted to the possibilities offered by the UAB's virtual tools. Homework, activities and participation in class will be done through forums, wikis and/or discussion of exercises through Teams, etc. The teacher will ensure that the student can access it or offer alternative means, which are within their reach.

In the event that the student commits any irregularity that may lead to a significant variation in the grade of an evaluation act, this evaluation act will be graded with 0, regardless of the disciplinary process that may be instructed. In the event of several irregularities in the evaluation acts of the same subject, the final grade of this subject will be 0.

Not evaluable

According to point 9 of article 266 of the Academic Regulations of the UAB, when it is considered that the student has not been able to provide sufficient evidence of evaluation, this subject must be classified as non-evaluable. In this case, a person who has not met the minimum required attendance will be considered "not evaluable" and who has not presented, at least, the group work of the co-evaluating training and the individual work of the equality plans.

#### Single assessment

The single evaluation will consist of an exam of the contents of both parts of the subject (50%) and an individual work for each part (25% each). The works will be done on the same date of the exam.

## Bibliography

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Díez Bedmar, M<sup>a</sup>Consuelo (2013). Indicadores para el seguimiento y la evaluación de la perspectiva de género en proyectos educativos de ciencias sociales: una apuesta real por la calidad. A J. Pagès Blanch i A. Santisteban Fernández (eds.). *Una mirada al pasado y un proyecto al futuro. Investigación e innovación en didáctica de las ciencias sociales (V.II)*. (pp.45-51). Bellaterra: AUPDCS i Universitat Autònoma de Barcelona

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## Software

TEAMS

## Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	11	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	12	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	13	Catalan/Spanish	first semester	morning-mixed
(TE) Theory	1	Catalan/Spanish	first semester	morning-mixed