

Degree	Type	Year
2500798 Primary Education	OT	4

Contact

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Teaching groups languages

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

Prerequisites

None

Objectives and Contextualisation

This optional subject aims to show the importance of the gender perspective in primary schools and classrooms. Future teachers must know what the foundations of co-education are, and what it means to apply the gender perspective in education. They must be able to identify the elements that, in an educational relationship, can be transmitters of inequality, from knowledge to spaces, relationships and methodologies, as well as acquire resources to reverse it and be able to apply the knowledge to design educational projects based on justice, equality and equity. And to do so, we will have to deconstitute some of the ideas we have learned, recover and review our own education and conceptions of gender and power relations. Although the subject is based on knowledge of the social and cultural environment, its applicability involves all areas of education and life in the school.

Specific objectives

Recognize the principles of the gender perspective in educational environments, in order to be able to review and design educational proposals.

Analyze social problems and realities from feminist scientific perspectives, in order to project learning situations with a gender perspective.

Critically analyze media, literary and playful resources, in order to be able to select quality resources for the classrooms.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.

- Assume the educating dimension of the teacher's role and foster democratic education for an active population.
- 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.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.

Learning Outcomes

1. Analyse teaching sequences that favour the construction of social discourse to promote the values of a critical and democratic population.
2. Critically analyse the principles, values and procedures that govern the exercise of the profession.
3. Propose new methods or well-founded alternative solutions.
4. Using the resources of the environment in order to design teaching and learning activities that develop autonomy and cooperative work in primary school pupils.
5. 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.
6. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

Content

Coeducation and gender perspective: concepts and implications

The gender perspective in school culture: knowledge, spaces, relationships and methodologies

Feminist perspectives in the social sciences and their didactic transposition

The treatment of gender in social representations and relevant social problems

Elaboration and design of co-educational educational proposals based on relevant social problems

Communication, dialogue and interactive methods for training in equitable and egalitarian values, and socially democratic in primary education.

Reading and interpreting the image in the study of society from a gender perspective

Image and photography for a global citizenship: Photography, advertising, the press, film and television as sources of information and strategies in social and gender studies

Review, innovate and evaluate with a gender perspective.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Analyse history, geography and social sciences from their contributions to the understanding of our society and the solution of social problems.	0.5	0.02	1, 4
Analyse the contributions of the teaching of history, geography and other social sciences to the solution of relevant social issues and for the understanding of our society.	0.5	0.02	1, 4
Use the resources of the environment to design teaching and learning activities.	0.5	0.02	4
Type: Supervised			
Analyse teaching units which favour the construction of a social discourse to promote the values of a critical, democratic and co-educational citizenship	0.5	0.02	1, 4

Demonstrate that human rights are identified, practiced and defended as instruments for coexistence	0.5	0.02	1
Develop models of teaching units for primary school, especially those which develop the understanding of democratic plurality, cultural diversity and critical thinking.	0.5	0.02	4
Develop models of teaching units related to historical, geographical and social thinking for primary school level, in the context of a critical paradigm	0.5	0.02	1
Interpret educational innovation in the teaching of social sciences, from the wide range of different reference disciplines.	0.5	0.02	1
Interpret research and innovation from the perspective of information and communication technologies in the teaching of social sciences at primary education level.	0.5	0.02	1
Know how to encourage communication, personal interaction and social skills when designing a teaching sequence	0.5	0.02	4
Use the resources of the environment to design teaching and learning activities which develop autonomy and cooperative work in primary school students.	0.5	0.02	4
Type: Autonomous			
Assess the contributions to educational innovation in the teaching of history, geography and other social sciences.	0.5	0.02	4
Assess the contributions to educational innovation of PBL (Project-based learning) to study the society starting from relevant social issues	1	0.04	1
Be able to defend our own convictions by accepting and valuing the existence of different opinions or judgments.	0.5	0.02	4
Carry out a research in primary school on social sciences teaching-learning with a gender perspective.	1	0.04	4
Design models of teaching units related to social, critical and creative thinking for primary school level.	0.5	0.02	1
Identify, describe and analyse investigations in social science teaching and its contribution to innovation in relation to content, strategies or communication today.	0.5	0.02	1
Know and be able to use images and simulation as resources for teaching and learning social sciences.	0.5	0.02	4

The sessions of this subject could be exploratory, manipulative or theoretical depending on the different Health scenario. Anyway, both individual and group work will be required.

The aim is that the student could experiment his/her own formative process, and understand that learning is a social and personal act, which bring into play rational and emotional aspects. Efforts will be made to maintain an interactive dynamic and a climate that encourages participation. Personal commitment is required. The role of the teacher should be to facilitate the teaching and learning process of the students.

Learning activities

Depending on the type of teaching required in case of lock-down, activities could be exploratory, analytical, autonomous, supervised and directed.

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

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Activities of co-construction of knowledge in the classroom	30% (I)	42	1.68	2, 1, 6, 3, 4, 5
Design and co-evaluation of a learning situation with a gender perspective	30% (I)	42	1.68	2, 1, 6, 3, 4, 5
Group work: Preparation of a training proposal for teachers	20% (G)	28	1.12	2, 6, 3, 5
Individually, elaboration of audiovisual material as a story that contemplates the gender perspective in the study of society	20% (I)	28	1.12	2, 1, 6, 3, 4, 5

The evaluation of the subject will be carried out throughout the academic year through the activities proposed. The evaluation is understood as formative and training, and is closely linked to the participation in the day-to-day activities of the classroom.

Requirements

Approving the subject means having achieved the main learning objectives.

To pass this subject, students must show good general communicative competence, both orally and in writing, and a good command of the Catalan language. In all the activities (individual and group), therefore, linguistic correctness, writing and formal aspects of presentation will be taken into account. Students must be able to express themselves fluently and correctly and must show a high degree of understanding of academic texts. It is a requirement to be able to evaluate the activities.

It is necessary to attend 80% of the sessions. If you want to opt for a single assessment, the corresponding administrative processes must be followed.

To pass the subject it will be necessary to have passed the different competences. Weighted average will not be applied on numerical grades if all objectives are not considered to have been approved.

Evaluation Calendar

- The activities of co-construction of knowledge will be developed during the different sessions.
- The evaluation activities that require delivery are scheduled for Thursdays 11/14 and Thursday 19/12/2024. The co-evaluation of a learning situation is scheduled for Thursday 11/14.
- If the recovery is necessary, it is scheduled for Thursday, 09/01/25 at 6 p.m. The recovery will consist of a test, the nature of which will depend on the competences and objectives that haven't been achieved.

In case of opting for a single assessment, all assessment activities must be delivered individually on 12/19/2024, as well as a personal interview on 12/19 at 6 p.m. The recovery of the single assessment will also be on 09/01 at 6 p.m., with the same test style that the students of continuous evaluation will have.

Bibliography

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Software

No specific program is used

Language list

Name	Group	Language	Semester	Turn
(TE) Theory	70	Catalan	first semester	afternoon

PROVISIONAL