

Degree	Type	Year
4313815 Research in Education	OT	0

Contact

Name: Neus Banqué Martínez

Email: neus.banque@uab.cat

Teachers

Neus Banqué Martínez

Mariona Massip Sabater

Marta Fonolleda Riberaigua

Teaching groups languages

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

Prerequisites

There aren't

Objectives and Contextualisation

Research and innovation in education for sustainability and consumer education are an opportunity to reflect and advance the design of curricula, skills training models and proposals.

The module takes as a starting point for research and innovation in environmental education, consumer education and economic education, and various ways to address, through education, relationships between people and the environment and among their own people.

We must encourage the formation of citizens able to meet the challenges requires a complex and globalized world, which manifests imbalances and inequalities in various scales. Visibilisation of sexism and inequalities, awareness-raising and creation of opinions.

It is necessary to propose an education for global social justice, taking into account the Sustainable Development Goals. And it is necessary to make proposals for Education for the Future.

Learning Outcomes

1. CA34 (Competence) Act in the field of knowledge while assessing sex/gender based inequalities.
2. CA66 (Competence) Make proposals for improvement and/or innovation projects grounded on research-based evidence in education for sustainability and social justice.
3. CA67 (Competence) Act in the field of knowledge, assessing the social, economic and environmental impact.
4. KA66 (Knowledge) Describe the methodological paradigms, approaches and designs of research on education for sustainability and social justice.
5. KA67 (Knowledge) Identify problems and respond to educational needs by taking innovative approaches.
6. KA68 (Knowledge) Recognise the ethical principles of research when conducting studies.
7. SA53 (Skill) Produce a comprehensive review of the scientific literature on science and mathematics education in accordance with the research and/or innovation topic.
8. SA54 (Skill) Analyse different types of data obtained in research in the field of education for sustainability and social justice in accordance with its nature.

Content

Field 1: Environmental Education / Education for Sustainability and Consumer Education.

- Current trends in education for sustainability, innovation and research.
- Complexity and greening. To train professionals with skills in environmental education and curriculum greening.
- Approaches consumer education curriculum. Models of teacher training in consumer education.
- The relationship between economic education and consumer education. Economic citizenship.

Field 2: Social Justice Education / Education for the Future.

- Training of critical thinking, conflict, inequality and gender. The perspective of global citizenship.
- Possible, Probable and Preferred futures.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classroom practice: solving problems/cases/exercises	40	1.6	
Lectures by the teacher	70	2.8	
Reading articles and documentaries	40	1.6	

The training activity will be developed based on the following dynamics:

- Lectures/exhibitions by the teaching person;
- Reading articles and documentary sources;
- Analysis and collective discussion of articles and documentary sources;
- Participation and discussion in sessions with experts from the professional world;
- Classroom practices: solving problems, cases, exercises, tutorials, etc.
- Others.

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
Assessment of the tasks carried out during the sessions, from the perspective of research in Education for Social Justice and Education for the future.	25%	0	0	CA34, CA66, CA67, KA66, KA67, KA68, SA53, SA54
Assessment of the tasks carried out during the sessions, from the perspective of research in Environmental Education / Sustainability Education, and Consumer Education.	25%	0	0	CA34, CA66, CA67, KA66, KA67, KA68, SA53, SA54
Attendance and participation in classes.	10%	0	0	
Identification, discussion and reflective analysis of socio-environmental problems. Design of an innovative educational action favorable to its resolution.	40%	0	0	CA34, CA66, CA67, KA66, KA67, KA68, SA53, SA54

In order to pass this **Module**, all the continuous assessment activities for each of the 2 content areas must be approved, as well as the case work to be carried out throughout the *Module*, based on a socio-environmental problem. The development of all assessment activities involves monitoring the task to be carried out, as well as a continuous presentation of what is required at each moment of the course. In this sense, and in order to pass the *Module*, it is necessary for the student to show, in the activities proposed to him, a good general communicative competence, both orally and in writing, and a good command of the vehicular language or languages that they are listed in the teaching guide. The delivery dates for the different continuous assessment activities will be given at the beginning of the classes corresponding to the presentation and program of the *Module*. The return and grading of the activities by the teaching staff will take place over the 15 working days following delivery, through the *Virtual Campus*.

The Module foresees that the student can take the single assessment. The single assessment implies that the necessary number of assessment evidence must be delivered, on a single date, to certify and guarantee the achievement of the objectives and learning outcomes established in the Module. The tests that are set for the

single assessment have the same level of requirement that the continuous assessment. The single assessment proposal for the subject is as follows (it will be detailed more specifically at the beginning of the Module classes):

- Development of a case work based on a socio-environmental problem;
- Realization of specific tasks and challenges in relation to the 2 content areas of the Module.
- Evaluative-regulatory interview.

The single assessment must be requested within the terms and rules of the Faculty. The delivery-performance date of the single assessment activity will correspond to the last week of classes in the *Module*.

In any of the cases of assessment that the student takes, attendance and participation in classes is mandatory, and will also be assessed. The student must attend a minimum of 80% of classes to be able to be evaluated for the Module.

According to the academic regulations of the UAB, plagiarism or copying of any work will be penalized with a 0 as a grade for this work, losing the possibility of recovering it, whether it is an individual or group work.

Copying or plagiarism in any type of assessment activity constitutes a crime and will be penalized with a 0 as a grade for the module, losing the possibility to recover the assessment of the activity. An activity or work will be considered "copied" when it reproduces all or a significant part of the work of another colleague. A work or activity will be considered "plagiarized" when a part of an author's text is presented as one's own without citing the sources, regardless of whether the original sources are on paper or in digital format.

The misuse of artificial intelligence for the performance of assessment activities constitutes academic fraud and will also be penalized with a 0 as a grade for the module, losing the possibility to recover the assessment of the activity. An evaluation activity will be considered to have misused artificial intelligence when it includes a significant number of incorrect or biased statements, fails to include original sources, cites non-existent work, or incorrect way, or inconsistencies of style in the use of language are evident. If plagiarism or academic fraud is suspected, the assessment activity is subject to an oral defense by the student.

If you do not pass the *Module*, you can opt for recovery as long as 66% of the assessment activities have been submitted. It will take place on the dates set for both the ordinary assessment and the single assessment, which will be determined at the start of classes.

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Software

There is no specific software

Language list

Name	Group	Language	Semester	Turn
(TEm) Theory (master)	1	Spanish	second semester	afternoon