

Education and Educational Contexts

Code: 101644

ECTS Credits: 12

2025/2026

Degree	Type	Year
Social Education	FB	1
Education Studies	FB	1
Early Childhood Education	FB	1
Primary Education	FB	1

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Teaching groups languages

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

Prerequisites

It is recommended to read and analyse educational papers as well as news related to the educational field that appear in the national and international press.

Objectives and Contextualisation

The course addresses the educational phenomenon in today's society and how it can contribute to generating a fairer society. From the sociological, political and institutional contexts of education, it shows the relevance of education in the individual and collective development of individuals and groups, while identifying, broadly speaking, some of the most relevant limitations inherent in nowadays education with a social justice HHRR based approach.

It considers the social, political and institutional frameworks as general references where the action of the agents that intervene in a territory, classroom or other educational space is framed.

The course also contributes to the educational guidance of first-year students in the Faculty of Education Sciences, by presenting the possible areas of intervention of the different education professionals and the contexts in which their performance develops. In this sense, it also has a clear propaedeutic function for later courses.

Some of the training objectives are:

To understand education as a phenomenon influenced by multiple contexts (social, political and institutional);
To develop critical thinking about the educational phenomena as well as the development of the gender perspective in education;
To relate specific educational realities with socio-educational decisions and options;
To identify the social and political dimensions that frame the pedagogical activity.

Competences

Social Education

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse and recognize one's own socio-emotional skills (in terms of strengths, potentials and weaknesses) to develop those necessary for work and professional development.
- Contextualize educational action based on the different theoretical paradigms that have developed in science and education in accordance with the socio-historical context of individuals, groups and institutions.
- Lead social and educational processes to create a good working environment, promote collaborative work, and open and equalitarian communication.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Master the theoretical and applied knowledge of Educational Sciences to develop the capacity for analysis and observation of the social and educational reality.
- 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.
- Use ICT to learn, communicate and collaborate in educational contexts.
- Work in teams and with teams (in the same field or interdisciplinary).

Education Studies

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Administer and manage centres, institutions, services and educational and training resources.
- Analyse and recognize one's own socio-emotional skills (in terms of strengths, potentials and weaknesses) to develop those necessary for work and professional development.
- Analyse and understand the theoretical, historical, cultural, political, environmental and legal references and situations involved in education and training proposals.
- Develop group encouragement strategies and techniques to promote participation and learning in training and educational situations.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- 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.
- Understand the processes that occur in educational and training activities and their impact on learning.
- Work in teams and with teams (in the same field or interdisciplinary).

Early Childhood Education

- Accept that the exercise of the teaching function must be refined and adapted lifelong to scientific, educational and social changes.
- Acquire resources to promote the educational integration of pupils with difficulties.
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.

- Demonstrate an understanding of the role, possibilities and limits of education in today's society and core competencies that affect infant schools and their professionals.
- Demonstrate knowledge of the organization of nursery schools and other early childhood services and the diversity of actions involved in their operation.
- Know about international experiences and examples of innovative practices in infant education.
- Place infant schooling in the Spanish education system, and in the European and international context.
- Recognize and evaluate the social reality and the interrelation between factors involved as necessary anticipation of action.
- Understand the historical evolution of the family, different types of families, lifestyles and education in the family context.

Primary Education

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Adopt an ethical attitude and behaviour and act in accordance with the deontological principles of the profession.
- Assume the educating dimension of the teacher's role and foster democratic education for an active population.
- Critically analyse personal work and use resources for professional development.
- 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.
- Design, plan and evaluate teaching and learning activity in the classroom.
- Develop the functions of tutoring and guidance of pupils and their families, attending to the pupils' own needs. Understand that a teacher's functions must be perfected and adapted in a lifelong manner to scientific, pedagogical and social changes.
- Know about the historic evolution of the education system in our country and the political and legislative conditioners of educational activity.
- Know and apply basic methodologies and techniques of educational research and be able to design innovative projects while identifying evaluation indicators.
- Know and apply innovative experiences in primary education.
- Know how primary schools are organised and about the diversity of actions involved in running them.
- Know the curricular areas of Primary Education, the interdisciplinary relation between them, the evaluation criteria and the body of didactic knowledge regarding the respective procedures of education and learning.
- Maintain a critical and autonomous relationship with respect to knowledge, values and public, social and private institutions.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Manage information in relation to the professional field for decision making and the preparation of reports.
- Recognise and evaluate the social reality and the interrelation of factors involved as a necessary anticipation of action.
- Reflect on classroom experiences in order to innovate and improve teaching work. Acquire skills and habits for autonomous and cooperative learning and promote it among pupils.
- Take part in the definition of the educational project and in the general activity of the school taking into account quality management criteria.
- Understand the basics of primary education
- Understand the historical evolution of the family, different types of families, lifestyles and education in the family context.
- Understanding and addressing school situations in multicultural contexts.
- Understanding the function, possibilities and limits of education in today's society and the fundamental skills affecting primary schools and their professionals

Learning Outcomes

1. Access basic and contextual information on the main theoretical teaching and practical contributions that affect the teaching profession.
2. Analyse a situation and identify its points for improvement.

3. Analyse a situation and identify points for improvement.
4. Analyse, contextually and pedagogically, educational projects and national and international assessment reports related to nursery and primary education and that help make decisions in the field of education policy.
5. Analyse individual and social needs of groups.
6. Analyse the characteristics of a quality tutorial.
7. Analyse the contextual constraints that lead to the justification of innovations in school contexts.
8. Analyse the learning processes in the classroom and outside the classroom.
9. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
10. Communicate using language that is not sexist or discriminatory.
11. Consider how gender stereotypes and roles impinge on the exercise of the profession.
12. Critically analyse and incorporate the most relevant issues of today's society affecting education: social and educational impact of audiovisual languages and screens.
13. Critically analyse, discerning the accessory fundamentals, innovations in the field of primary education.
14. Critically analyse school reality, specifically in the classroom to propose specific areas for improvement.
15. Critically analyse the principles, values and procedures that govern the exercise of the profession.
16. Critically and independently analyse the main current formulations and pedagogical practices, and be able to defend the assumption of criteria.
17. Design and apply initial assessment devices.
18. Design and develop learner assessments.
19. Design teaching strategies according to the varying needs and characteristics of groups.
20. Design tutorial processes in accordance with an analysis of pupils' needs.
21. Develop a collaborative project in a team, as a first step towards networking.
22. Develop innovation projects by applying the appropriate programming sequence in accordance with the paradigm or focus of reference.
23. Devising innovation projects, taking into account their technical characteristics.
24. Evaluate teaching activity in the classroom, integrating self-evaluation processes.
25. Examining the knowledge of the main international, and especially European, pedagogical movements that have influenced contemporary pedagogical theory and practices that affect nursery and primary schooling.
26. Explain the explicit or implicit code of practice of one's own area of knowledge.
27. Express oneself and use corporal, musical and visual languages ??to selectively distinguish audiovisual information that contributes to education, public training and cultural richness.
28. Gaining a deeper knowledge of certain authors and educational movements that have had a special importance in educational thinking and practice in our country.
29. Identify situations in which a change or improvement is needed.
30. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
31. Identifying areas and spheres of innovation in the school context.
32. Identifying the curricular areas in the primary stage.
33. Identifying the main changes affecting educational practice and the way teachers exercise their profession today.
34. Identifying the socio-emotional skills involved in individual and group interactions, analysing and identifying the group dynamics, in order to implement strategies for revitalising groups, acquiring social skills in educational contexts and knowing how to work in teams with other professionals.
35. Know about international experiences and examples of innovative practices in education to analyse the practice of teaching and the institutional conditions that frame it.
36. Know about the processes of interaction and communication to address field analysis through observational methodology using information technology, documentation and audiovisual material.
37. Linking innovation as an element of professional development.
38. Observing and describing the main limitations but also the possibilities of current educational projects and practices of different centres and teaching professionals.
39. Planning teaching/learning initiatives which address diversity in the classroom.
40. Propose new experience-based methods or alternative solutions.
41. Propose new methods or well-founded alternative solutions.
42. 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.
43. Propose projects and actions that incorporate the gender perspective.

44. Propose viable projects and actions to boost social, economic and environmental benefits.
45. Proposing areas of improvement in primary education classrooms depending on the possibilities of the context and based on scientific principles.
46. Proposing specific innovation projects for primary education classes taking into account the possibilities of the context.
47. Recognising the social value of education and the value of diversity in order to acquire resources that encourage inclusive education and performance in multicultural contexts.
48. Relating innovation, research, and professional development.
49. Understand information and communication technologies, their evolution and their educational implications
50. Understand the evaluative approach, specifically evaluation criteria in primary education.
51. Understand the historical evolution of the family, different types of families, lifestyles and education in the family context.
52. Understand the historical evolution of the main currents of educational thinking in terms of the various changing contexts that affect teaching.
53. Understand the historical evolution of the Spanish education system placing it in the European context and the legislation governing it.
54. Understand the main currents of contemporary thought of educational influence and their impact on nursery and primary education.
55. 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.
56. Understand the role, possibilities and limits of education in today's society and analyse and assess the impact of historical, cultural, political and environmental situations and proposals for education and training.
57. Understand the theoretical and legal references of educational institutions and demonstrate an understanding of the diversity of actions involved in their operations.
58. Using methodologies and techniques suitable for planning innovative projects.
59. 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) MACRO PERSPECTIVE OF THE SOCIETY

1. Society and social change.
 - 1.1. Individuals and society.
 - 1.2. Social change and changes in the forms of socialization.
2. Social groups, exclusion and social integration.
 - 2.1. Social stratification, mobility and poverty.
 - 2.2. Ethnic and gender as axes of social inequality.
3. Family.
 - 3.1. Evolution and transformation in the composition and family functioning.
 - 3.2. Changes in family socialization styles.
4. Group of peers.
 - 4.1. Dynamics of belonging and identity within the peer group.

4.2. Peer group as a mediator of the other agents of socialization.

5. TV and other screens.

5.1. Use of various screens, social networks and Internet.

5.2. Analysis of the message and its impact on values and behaviours.

6. Spaces of socialization in leisure time.

6.1. Evolution of the concept, amount and use of leisure time.

6.2. Cultural changes in leisure society and mass consumption.

B) MACRO PERSPECTIVE OF EDUCATION: THEORY AND EDUCATIONAL POLICIES.

1. Human rights and the right to education

1.1. The right to education and its indicators. International benchmarks and today's society.

1.2. The rights of the subaltern subjects.

1.3. Children's rights

2. Educational policies and current legislation

2.1 Policy framework and current educational legislation.

2.2 Political ideologies and educational policies. Current models in the international context.

2.3. Policies of gender equality and inclusion.

3. Educational Inequalities.

3.1 Diversity in the educational system

3.3 Educational and social inequalities from an intersectional perspective (gender, ethnicity, social class, functional diversity, etc.)

3.4. Inclusive education and the pedagogy of bell hooks.

4. Educational agents: culture and community

4.1. Adult-centered and patriarchal culture and education.

4.2. Territory, networks and education.

4.3. Family and educational institution.

5. Educational agents: the professionals of education.

5.1 Educators nowadays: role, functions and competences.

5.2 Social function of an educational agent: to reproduce or to create?

5.3 Gender perspective in educators training.

6. The lifelong learning.

6.1. The lifelong learning nowadays.

6.2. The lifelong learning in international perspective.

6.3. Training models throughout life.

C) MEZZO AND MICRO PERSPECTIVE OF EDUCATION: THE CONTEXT INSTITUTIONAL.

1. Educational organizations.

1.1. Organizations as social structures

1.2. Nature of organizations.

1.3. Components of organizations.

2. Types of educational organizations.

2.1. Classification criteria and types of organizations.

2.2. Formal education organizations and their characteristics

2.3. Characteristics of non-formal educational organizations.

3. Institutional autonomy and its implications at institutional level.

3.1. Decentralization, deconcentration and institutional autonomy.

3.2. Formats and types of institutional autonomy.

3.3. Implications of institutional autonomy.

4. Educational institutions and their environment.

4.1. Institutions and their mediated context.

4.2. The opening of institutions to the environment.

4.3. The involvement and participation of educational institutions in the environment.

5. Educational institutions and communities of learning and practice

5.1. Educational communities and social communities.

5.2. Learning communities.

5.3. The school as a learning community.

6. The school as intervention place.

6.1. The place of pedagogical intervention and its components.

6.2. Space planning .

6.3. The pedagogical relationship in the field of intervention.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			

Field visits (in small groups). During this activity relevant institutions in the field of education will be visited	15	0.6	55, 47
Lecturer classes - presentation of the content related to the subject. It is delivered with the whole group	45	1.8	55, 51
Project RBL (Research Based Learning)	2	0.08	57, 56, 35, 51, 53
Project RBL (Research Based Learning). Group project	8	0.32	55, 57, 56
Seminar related to the field visits	2	0.08	57
Seminars related to the lecturer classes (the group is divided into 3)	18	0.72	55, 57
Type: Supervised			
Tutorial meetings and follow- up activities	50	2	53, 47
Type: Autonomous			
Readings, assignments, field visits preparatory activities, seminars	150	6	55, 57, 56, 35, 51, 53, 47

The teaching and learning methods are student centred.

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
Complementary Work (bloc A 5%, bloc B 5% i bloc C 5%)	15 %	1	0.04	9, 24, 55, 57, 56, 10, 50, 36, 35, 51, 53, 20, 32, 30, 29, 39, 40, 41, 42, 43, 47, 11
Exam Block A	20 %	2	0.08	1, 4, 15, 16, 14, 13, 7, 8, 12, 6, 9, 2, 28, 24, 54, 57, 56, 52, 10, 50, 36, 35, 49, 51, 53, 19, 17, 20, 26, 27, 31, 33, 32, 34, 30, 25, 38, 39, 45, 41, 42, 43, 47, 11, 59, 37
Exam Block B	20 %	2	0.08	15, 16, 14, 8, 6, 9, 2, 3, 24, 57, 56, 52, 50, 36, 35, 51, 53, 19, 20, 26, 33, 32, 30, 38, 39, 45, 42, 43, 47, 11, 59, 37
Exam Block C	20%	2	0.08	16, 14, 8, 6, 24, 57, 56, 52, 50, 36, 35, 51, 53, 19, 18, 20, 31, 33, 32, 38, 39, 45, 44, 47, 23, 59, 37
Project RBL - group	25%	3	0.12	4, 16, 13, 7, 8, 12, 9, 5, 24, 55, 57, 56, 52, 50, 35, 49, 51, 53, 21, 19, 17, 18, 20, 22, 58, 27, 33, 32, 34, 30, 29, 25, 38, 39, 45, 41, 46, 43, 47, 23, 48, 11, 37

1. CONTINUOUS EVALUATION

At the end of each block, there will be an individual written exam that will include aspects worked on during the lectures, seminars, field trips and mandatory readings. Likewise, during the course there will be different deliveries of individual or group evaluative evidence. The date of each delivery will be communicated at the beginning of each block and will be available on the virtual campus. If the student provides a maximum of 50% or less of the assessment evidence, the subject will be considered "non-assessable".

- The evaluation will be carried out throughout the academic year through the exams and the individual and group activities shown in the grid.

- In order to pass the subject, it is necessary to pass all three exams with a minimum grade of 5 out of 10. These are the exam dates:

Group 1 Education Studies: Block A (26/11/2025), Block B (25/02/26) and Block C (06/05/26)

Group 2 Social Education: Block A (20/11/2025), Block B (19/02/26) and Block C (07/05/26)

Group 21 Primary Education: Block A (14/11/2025), Block B (13/02/26) and Block C (08/05/26)

Group 31 Primary Education: Block A (14/11/2025), Block B (13/02/26) and Block C (08/05/26)

Group 41 Primary Education: Block A (14/11/2025), Block B (13/02/26) and Block C (08/05/26)

Group 61 Early Childhood Education: Block A (14/11/2025), Block B (13/02/26) and Block C (08/05/26)

Group 62 Early Childhood Education: Block A (14/11/2025), Block B (13/02/26) and Block C (08/05/26)

Group 71 Primary Education: Block A (19/11/2025), Block B (18/02/26) and Block C (29/04/26)

- Students who do not achieve a 5 in any of the assessment activities will have the right to access to second-chance evaluation.

- The make-up exam will take place at the end of the course. These are the dates of the second-chance evaluation:

Group 1 Education Studies: Second-chance evaluation (3/06/26)

Group 2 Social Education: Second-chance evaluation (4/06/26)

Group 21 Primary Education: Second-chance evaluation (5/06/26)

Group 31 Primary Education: Second-chance evaluation (5/06/26)

Group 41 Primary Education: Second-chance evaluation (5/06/26)

Group 61 Early Childhood Education: Second-chance evaluation (5/06/26)

Group 62 Early Childhood Education: Second-chance evaluation (5/06/26)

Group 71 Primary Education: Second-chance evaluation (27/05/25)

QUALIFICATIONS

The grades of each of the assessment activity will be made public on the virtual campus within 20 working days following their delivery.

The students have the right to review the qualification by notifying their will to review to the professors.

2. SINGLE EVALUATION

Assessment evidence: a single three-part exam (following the contents of the three thematic blocks) and the delivery of an individual work with three parts (following the contents of the three thematic blocks). The guidelines will be posted on the course's virtual campus.

These are the dates of the single evaluation (on this date the exam is carried out and it is also the deadline for handing in the work to the virtual campus.):

Group 1 Education Studies: Single evaluation (6/05/26)

Group 2 Social Education: Single evaluation (7/05/26)

Group 21 Primary Education: Single evaluation (8/05/26)

Group 31 Primary Education: Single evaluation (8/05/26)

Group 41 Primary Education: Single evaluation (8/05/26)

Group 61 Early Childhood Education: Single evaluation (8/05/26)

Group 62 Early Childhood Education: Single evaluation (8/05/26)

Group 71 Primary Education: Single evaluation (29/04/26)

The exam has a weight of 50% and the work has a weight of 50% of the total course mark.

In order to pass the subject, a grade of 5 out of 10 must be achieved in each evidence.

The same second-chance evaluation system will be applied as for the continuous evaluation. These are the dates of the second-chance evaluation:

Group 1 Education Studies: Second-chance evaluation (3/06/26)

Group 2 Social Education: Second-chance evaluation (4/06/26)

Group 21 Primary Education: Second-chance evaluation (5/06/26)

Group 31 Primary Education: Second-chance evaluation (5/06/26)

Group 41 Primary Education: Second-chance evaluation (5/06/26)

Group 61 Early Childhood Education: Second-chance evaluation (5/06/26)

Group 62 Early Childhood Education: Second-chance evaluation (5/06/26)

Group 71 Primary Education: Second-chance evaluation (27/05/25)

The review of the final qualification follows the same procedure as for the continuous evaluation.

3. STUDENTS REGISTERING THE SUBJECT FOR THE SECOND OR THIRD TIME:

OPTION 1: Follow the continuous evaluation by completing the final exam for each block and an individual work per block determined by the teaching staff.

Mandatory to arrange a tutorial with each teacher at the beginning of each block.

OPTION 2: choose the unique evaluation.

The subject does not allow a synthesis exam for students who enroll for the second time.

OTHER INFORMATION

To pass this subject, the student must demonstrate good general communication skills, both orally and in writing, and a good command of the language or languages included in the teaching guide.

In all activities (individual and group), linguistic correction, writing and formal aspects of presentation will therefore 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. An activity may be returned (not assessed) or suspended if the teacher considers that it does not meet these requirements.

Copying and plagiarism are intellectual theft and therefore constitute a crime that will be sanctioned with a zero in the entire Block where the work is located. In the case of copying between two students, if it is not possible to know who copied from whom, the penalty will be applied to both students. A work that reproduces all or a large part of another's work is considered a copy. Plagiarism is the act of presenting all or part of an author's text as one's own, without citing sources, whether published on paper or digitally. See documentation: http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html

In this subject, the use of Artificial Intelligence (AI) technologies is allowed as an integral part of the development of the work, provided that the final result reflects a significant contribution of the student in the analysis and personal reflection. The student must clearly identify which parts have been generated with this technology, specify the tools used and include a critical reflection on how these have influenced the process and the final result of the activity. The lack of transparency in the use of AI will be considered a lack of academic honesty and may lead to a penalty in the grade of the activity, or greater sanctions in serious cases.

ETHICS

In this subject it is essential to show an attitude compatible with the educational profession. Some skills are: active listening, respect, participation, cooperation, empathy, kindness, punctuality, non-judgment, argumentation, appropriate use of electronic devices (mobile, computer, etc.), inclusive language, etc.

It is necessary for students to demonstrate that they are responsible and rigorous in independent work, that they participate actively in classes, that they show critical thinking and behaviors that favor a kind and positive, democratic environment where differences are respected. Racist, sexist or discriminatory attitudes will not be tolerated.

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Software

In the event that teaching has to be carried out in a virtual format as a result of health measures, MICROSOFT TEAMS will be used for the synchronous sessions and the UAB Virtual Campus (moodle) as the main means of communication and exchange of teaching materials.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(PLAB) Practical laboratories	101	Catalan	annual	morning-mixed
(PLAB) Practical laboratories	102	Catalan	annual	morning-mixed
(PLAB) Practical laboratories	103	Catalan	annual	morning-mixed
(PLAB) Practical laboratories	201	Catalan	annual	morning-mixed
(PLAB) Practical laboratories	202	Catalan	annual	morning-mixed
(PLAB) Practical laboratories	203	Catalan	annual	morning-mixed
(PLAB) Practical laboratories	211	Catalan	annual	morning-mixed
(PLAB) Practical laboratories	212	Catalan	annual	morning-mixed
(PLAB) Practical laboratories	213	Catalan	annual	morning-mixed
(PLAB) Practical laboratories	311	Catalan	annual	morning-mixed
(PLAB) Practical laboratories	312	Catalan	annual	morning-mixed
(PLAB) Practical laboratories	313	Catalan	annual	morning-mixed
(PLAB) Practical laboratories	411	Catalan	annual	afternoon
(PLAB) Practical laboratories	412	Catalan	annual	afternoon
(PLAB) Practical laboratories	413	Catalan	annual	afternoon
(PLAB) Practical laboratories	611	Catalan	annual	morning-mixed
(PLAB) Practical laboratories	612	Catalan	annual	morning-mixed
(PLAB) Practical laboratories	613	Catalan	annual	morning-mixed
(PLAB) Practical laboratories	621	Catalan	annual	afternoon
(PLAB) Practical laboratories	622	Catalan	annual	afternoon
(PLAB) Practical laboratories	623	Catalan	annual	afternoon
(PLAB) Practical laboratories	711	English	annual	afternoon
(PLAB) Practical laboratories	712	English	annual	afternoon
(PLAB) Practical laboratories	713	English	annual	afternoon

(SEM) Seminars	101	Catalan	annual	morning-mixed
(SEM) Seminars	102	Catalan	annual	morning-mixed
(SEM) Seminars	201	Catalan	annual	morning-mixed
(SEM) Seminars	202	Catalan	annual	morning-mixed
(SEM) Seminars	211	Catalan	annual	morning-mixed
(SEM) Seminars	212	Catalan	annual	morning-mixed
(SEM) Seminars	311	Catalan	annual	morning-mixed
(SEM) Seminars	312	Catalan	annual	morning-mixed
(SEM) Seminars	411	Catalan	annual	afternoon
(SEM) Seminars	412	Catalan	annual	afternoon
(SEM) Seminars	611	Catalan	annual	morning-mixed
(SEM) Seminars	612	Catalan	annual	morning-mixed
(SEM) Seminars	621	Catalan	annual	afternoon
(SEM) Seminars	622	Catalan	annual	afternoon
(SEM) Seminars	711	English	annual	afternoon
(SEM) Seminars	712	English	annual	afternoon
(TE) Theory	1	Catalan	annual	morning-mixed
(TE) Theory	2	Catalan	annual	morning-mixed
(TE) Theory	21	Catalan	annual	morning-mixed
(TE) Theory	31	Catalan	annual	morning-mixed
(TE) Theory	41	Catalan	annual	afternoon
(TE) Theory	61	Catalan	annual	morning-mixed
(TE) Theory	62	Catalan	annual	afternoon
(TE) Theory	71	English	annual	afternoon