

Citizenship Education

Code: 101661
ECTS Credits: 6

2025/2026

Degree	Type	Year
Social Education	OT	3
Social Education	OT	4
Education Studies	OT	4

Contact

Name: Antonio Manuel Santisteban Fernandez

Email: antoni.santisteban@uab.cat

Teachers

Jordi Nomen Recio

Teaching groups languages

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

Prerequisites

There is not

Objectives and Contextualisation

1. To assess political movements for new democracy from social studies education.
2. To analyze citizenship democratic education in most of European countries and the world.
3. To interpret the role of mass media in citizenship democratic and critical thinking education.
4. To evaluate digital technologies and social networks from social studies and democracy.
5. To appreciate different democratic citizenship and human rights websites from international organisms, NGO, from EU, UNESCO, Amnesty International, etc.
6. To characterize criteria for content selection and development of social competence and the rest of competences.
7. To comprehend different theoretical frameworks and practical proposals from a political, juridical and economical education, for social inclusions, in contexts of formal and non formal education.
8. Visibilisation of sexism and inequalities, awareness-raising and creation of opinions.
9. To stimulate the creation of didactic proposals of Education for the Citizenship of cooperative form, as much in formal contexts as in nonformal contexts.

Competences

Social Education

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- Design and develop processes for citizen participation and socio-community action.
- Maintain a respectful attitude to the environment (natural, social and cultural) to promote values, behaviour and sustainable practices that address gender equality, equity and respect for human rights.
- Master the theoretical and applied knowledge of Educational Sciences to develop the capacity for analysis and observation of the social and educational reality.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Education Studies

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Apply and coordinate personal, social and cultural development programs of an educational and training nature in face-to-face and virtual form.
- Maintain a respectful attitude for the environment (natural, social and cultural) to promote values, behaviours and practices that address gender equality, equity and respect for human rights.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Learning Outcomes

1. Analyse and apply critical reasoning to the understanding of representative versus participatory democracy. Understand power, government and governance.
2. Analyse and apply the contributions of history, geography and social science to the teaching of human rights.
3. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
4. Communicate using language that is not sexist or discriminatory.
5. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
6. Identifying, describing and analysing didactic models, strategies and curricular material on political culture and civic culture.
7. 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.
8. Propose projects and actions that incorporate the gender perspective.
9. Reflecting on, evaluating and applying the changes required in educational practice regarding the Concept of participation. Participation as an end and as a means for change.
10. Reflecting on, evaluating and applying the changes required in educational practice with regard to the Social Participation from the perspective of social players: social movements and associations.
11. 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

Block 1

1. Citizenship in a global world. Citizenship Education: evolution and actuality. Situation in Europe and in the world.
2. Social and political movements and democratic social studies education. Gender perspective.

3. Digital technologies and social networks for democratic participation and social studies education.

Block 2

1. Citizenship Education: plurality, power, conflict, politics, civics.
2. Critical Media Literacy: TV, cinema, Internet, music, etc.
3. Citizenship Competences to comprehend XXI Century society and to intervene socially.

Block 3

1. Methods and strategies of teaching and learning Citizenship. Socio-affective methods and new ways of social interaction.
2. Political, juridical and economical proposals for social inclusions, in formal and non formal contexts.
3. Assessment of different citizenship and human rights websites from international organisms, NGO, from EU, UNESCO, Amnesty International, etc.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
<hr/>			
Type: Directed			
Case study from mass media and digital tools	45	1.8	2, 4, 6, 5, 10, 11
<hr/>			
Type: Supervised			
Attendance and virtual activities	7.5	0.3	6, 7, 8, 10
Tutorials	22.5	0.9	6
<hr/>			
Type: Autonomous			
Reference comments, websites, practical activities, and oral presentation.	75	3	2, 6, 11
<hr/>			

The protagonist in the teaching-learning process is always the student. It is under this premise that this subject methodology has been planned.

Teachers are going to present the theoretical framework and give the students the responsibility to build their knowledge from the references, curricular materials, and didactic proposals.

It is highly important to use digital tools, virtual contexts, human rights websites about democratic education.

The teaching staff will allocate approximately 15 minutes of some class to allow their students to answer the assessment surveys of the teaching performance and of evaluation of the asignatura or module.

Our teaching approach and assessment procedures may be altered if public Health authorities impose new restrictions on public gatherings for COVED-19.

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
Journal of thematic ideas on formal and non formal education (individual work)	20%	0	0	1, 2, 6, 11
Journal on readings and reflection on materials, websites and digital tools (individual work)	30%	0	0	3, 5, 9, 10
Lesson Plan Design (team work)	50%	0	0	4, 7, 8, 9, 10

Assessment

In order to pass the subject, the assessment activities of the three blocks must be approved. The evaluation of the three blocks involves monitoring the work to be done, and a continuous presentation of what is required at each moment of the course, including involvement and participation in the classroom.

The delivery of the three works will be one week after the end of each of the three blocks.

The first assignment, an individual critical reflection on a reading, will be due on October 3, 2025, and can be recovered, if redone, before December 12, 20. The following learning outcomes are included in this work:

1. Analyze and apply critical reasoning to the understanding of representative versus participatory Democracy. Power, government and governability.
2. Analyze and apply the contributions of history, geography and social sciences to the teaching of human rights.
6. Identify, describe and analyze didactic models, strategies and curricular materials on political culture and civic culture.
11. Assess the impact of the difficulties, prejudices, and discrimination that actions or projects may include, in the short or long term, in relation to certain people or groups.

The second paper, the individual critical assessment of a didactic proposal for Citizenship Education, must be handed in on November 14, 2025, and can be recovered, if redone before the end of December 12, 2025. The following learning outcomes are included in this work:

3. Analyze inequalities due to sex/gender and gender biases in the field of own knowledge.
5. Identify the main inequalities and discrimination based on sex/gender present in society.
9. Reflect, assess and apply the necessary changes in educational practice on the concept of participation. Participation as an end and as a means for change.

The third work, the design in pairs or trios of a didactic unit of Education for Citizenship and its presentation in class, must be handed in on January 9, 2026. It can be recovered, if redone and delivered no later than January 23, 2026. The following learning outcomes are included in this work:

4. Communicate using non-sexist or discriminatory language.
7. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for human rights, fundamental rights, diversity and democratic values.
8. Suggest projects and actions that incorporate the gender perspective.

10. Reflect, assess and apply the necessary changes in educational practice on social participation from the perspective of social actors: social movements and associations.

The final revision of the note would be carried out, if applicable, on the last day of the subject: January 23, 2026. It would consist of establishing a dialogue to see if some criteria informed to the students prior to this have been overlooked in the correction.

The correction by the teaching staff will be within the month following delivery.

Class attendance is mandatory: the student must attend a minimum of 80% of classes, and the grade may be penalized by 10% if this limit of absence is exceeded, if it is unjustified.

Equally, active participation in class dynamics and dialogues are evaluation criteria.

In this course, the use of Artificial Intelligence (AI) technologies is permitted as an integral part of the assignment, provided that the final result reflects a significant contribution from the student in their analysis and personal reflection. Students must clearly identify which components were generated with this technology, specify the tools used, and include a critical reflection on how they influenced the process and the final outcome of the assignment. Lack of transparency in the use of AI will be considered a breach of academic honesty and may result in a penalty in the assignment grade, or more severe sanctions in serious cases. The sanction will be decided specifically for each case.

In accordance with UAB regulations, plagiarism or copying of any individual or group document will be penalized with a mark of 0 for that document, without any possibility of replacement. During the completion of an assignment or individual examination in class, if the teacher has reason to believe that a student attempts to copy or discovers any kind of unauthorized document or device, the student involved will receive a grade of 0, without no chance to sit back down.

To achieve a passing grade in this course, students should demonstrate, through their oral presentations and written assignments, that they have superior communication skills and that they have a correct command of the vehicular language and languages listed in the course syllabus, being competent in articulating a critical and argued discourse on the reality studied. The evaluation of all individual and group work tasks in the course includes criteria based on the quality, in terms of accuracy and fluency, of the tasks presented by the learners. Students are expected to demonstrate academic skills, which include the ability to express themselves fluently and accurately and understand written academic texts. All potential first cycle primary school teachers should demonstrate a good command of Catalan (C1 level for first and second year students and C2 level for third year students), as described here:

<https://www.uab.cat/web/estudis/grau/informacio-academica/avavaluacio/en-que-consisteix-l-avavaluacio-134566>

It should be noted that the students' attitude of respect and coexistence are intrinsic to the learning of citizenship education, and, therefore, the inclusive perspective is essential, referring to gender or any other condition. An attitude that may break the rules of coexistence will be penalized in the same subject for being inconsistent with the same skills being pursued.

SINGLE ASSESSMENT

This signature DOES incorporate the possibility of a single assessment. In this case, the three works will be of the same typology and learning results of the continuous evaluation. All three will have to be delivered on January 9, 2026, being able to recover, if the necessary ones are redone, on February 6, 2026. If applicable, the review of the final qualification will follow the same criteria and will take place on the same date established for the continuous assessment.

SUMMARY TEST

A final summary test is allowed for repeat students. This test will be requested from the faculty at the beginning of the course. It will consist of the submission of an assignment (to be specified) and an exam.

Bibliography

References

- Albacete, C. et al. (2000). Enseñar y aprender la democracia. Síntesis.
- Alvermann, D.E., Hagood, M.C. (2000). Critical Media Literacy: Research, Theory, and Practice in "New Times." *The Journal of Educational Research*, 93(April 2010), 193-205. doi:10.1080/00220670009598707
- Apple M.W.; Beane, J.A. (comps.) (1997). Escuelas democráticas. Morata.
- Ball, O.,Gready, P. (2007). Los derechos humanos. Intermón Oxfam.
- Bolívar, A. (2007). Educación para la ciudadanía. Algo más que una asignatura.Graó
- Camps, V,Giner, S. (1998). Manual de civisme. Ariel
- Casas, M., Botella, J. (2003). La democracia y sus retos en el siglo XXI. Elementos para la formación democrática de los jóvenes. Praxis.
- Cortés, C. (2005). The "information" media. En Smith Crocco, M. (coord.). *Social Studies and the Press. Keeping the beast at bay?*. (pp. 25-35). Connecticut: Information age publishings.
- Cortina, A. (1998).Ciudadanos del Mundo. Hacía una teoría de la ciudadanía. Alianza.
- Debray, R. (2000). *El civisme explicat a la meva filla*. Barcelona. Empúries.
- Díaz Matarranz, J.J.,Santisteban, A.; Cascajero, A. (eds.) (2013). Medios de comunicación y pensamiento crítico. Nuevas formas de interacción social. Universidad de Alcalá/AUPDCS, 253-267.
- Heater, D. (2007).Ciudadanía. Una breve historia. Alianza Editorial.
- López, F., Arànega, S. (comp.). El mundo en guerra. La educación para la paz (3-12 años). Graó.
- Nomen, J. (2007). ¿Quién soy? ¿Cómo me relaciono con los demás? Pagès, J.,Santisteban, J. (coords.). Educación para la ciudadanía y los derechos humanos. Guías para la enseñanza secundaria obligatoria. Wolters Kluwer. <http://www.guiasensenanzasmedias.es/temaESO.asp?tema=5&materia=ciuda&dir=&nodo=3>
- Nomen, J. (2008). Valores y juventud. Pagès, J.,Santisteban, J. (coords.). Educación para la ciudadanía y los derechos humanos. Guías para la enseñanza secundaria obligatoria. Wolters Kluwer. <http://www.guiasensenanzasmedias.es/temaESO.asp?tema=12&materia=ciuda&dir=&nodo=6>
- Nomen, J. (2009). En busca de la igualdad de genero. Pagès, J.,Santisteban, J. (coords.). Educación para la ciudadanía y los derechos humanos. Guías para la enseñanza secundaria obligatoria. Wolters Kluwer. <http://www.guiasensenanzasmedias.es/temaESO.asp?tema=13&materia=ciuda&dir=&nodo=7>
- Oller, M.,Santisteban, A. (2011). Valores democráticos y educación para la ciudadanía. Santisteban, A., Pagès, J. (coords.).En Didáctica del Conocimiento del Medio Social y Cultural en la Educación Primaria .(pp.295-318).Síntesis
- Pagès, J., Santisteban, A. (1994). *Democràcia i participació*. Eumo.
- Puig, J. M. et al. (2006). Aprendentatge Servei. Educar per a la ciutadania. Octaedro.
- Ross, E.W. (2013). Spectacle, critical pedagogy and critical social studies education. En Díaz, J., Santisteban, A., Cascajero.A, (eds.) *Medios de comunicación y pensamiento crítico. Nuevas formas de interacción social.* (pp. 19-43). Servicio de publicaciones.
- Santisteban, A.(2004). Formación de la Ciudadanía y educación política, en Vera, M.I. y Pérez, D. *La Formación de la ciudadanía: Las TICs y los nuevos problemas*. AUPDCS. (pp.377-388). <http://dialnet.unirioja.es/servlet/articulo?codigo=1454090>

- 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>
- Santisteban, A. (2008). La participació democràtica i l'associacionisme. Una proposta de treball per al districte 2 de la ciutat de Terrassa. Cicle Superiord'Educació Primària. Ajuntament de Terrassa.
- Santisteban, A. (2009). Cómo trabajar en clase la competencia social y ciudadana. En Aula de Innovación Educativa, 189, (pp.12-15).
- Santisteban, A. (2012) La investigación sobre el desarrollo de la competencia social y ciudadana para una participación crítica. En De Alba, N.; García, F.; Santisteban, A. Educar para la participación ciudadana en la enseñanza de las ciencias sociales. Díada. (pp.277-286).
<http://dialnet.unirioja.es/servlet/articulo?codigo=3977777>

- Smith Crocco, M. (ed.) (2005). Social Studies and the Press. Keeping the Beast at Bay? Greenwich-Connecticut.

Journals

- Perspectiva Escolar (1999), 234. Educació política
- Perspectiva Escolar, (2002), 270. Educació per a la ciutadania
- Íber. Didáctica de las Ciencias Sociales, geografía e historia, (2005), 44. Nuevos enfoques de la educación cívica y de la educación política.
- Íber. Didáctica de las Ciencias Sociales, geografía e historia, (2010), 64. Ciudadanía.
- Aula de Innovación educativa, (2009), 187. La competencia social y ciudadana.
- Cuadernos de Pedagogía, (2007), 366. Educación para la ciudadanía

Websites

- Senderi. Educació en valors (5 de juliol de 2021). <http://www.senderi.org/>
- Amnistia Internacional. Educació en drets humans (5 de juliol de 2021).
<http://www.amnistiacatalunya.org/edu/cat/index.html>
- Unió Europea.(5 de juliol de 2021). <http://www.oei.es/valores2/055ES.pdf>
- UNESCO. (5 de juliol de 2021).
<http://www.unesco.org/new/es/global-citizenship-education>
- OXFAM Intermón. (5 de juliol de 2021). <http://www.oxfamintermon.org/es/que-hacemos/campanas-educacion>

Report

- Comisión Europea/EACEA/Eurydice, (2017). La educación para la ciudadanía en el contexto escolar europeo. Informe de Eurydice. Oficina de Publicaciones de la Unión Europea.

<https://op.europa.eu/o/opportal-service/download-handler?identifier=6b50c5b0-d651-11e7-a506-01aa75ed71a18>

Software

No specific software is required.

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
(TE) Theory	4	Catalan	first semester	morning-mixed