

Degree	Type	Year
Formación de Profesorado de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanza de Idiomas	OB	1

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## Teaching groups languages

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

## Prerequisites

Not considered. For slow track students who are not enrolled in the Practicum, adaptations will be made to the evaluation evidences.

## Objectives and Contextualisation

General objectives:

- To understand the current educational system and its social and historical evolution, especially regarding to secondary schooling
- To analyse different educational policies and the impact of educational reforms on educational and social inequalities.
- To study the impact of social changes on secondary schooling and educational transitions.
- To analyse the role of different educational actors (students, teachers and families).
- To explore the role of communication and social interaction in educational processes, acknowledging for the psycho- pedagogic foundations of collaborative learning.
- To analyse the factors explaining different educational profiles and attitudes among adolescent students.
- To understand the processes of teaching and learning from an interactionist perspective.
- To identify the organisational principles of the Spanish and Catalan secondary schools.
- To understand the principles for the management of pupil's heterogeneity in secondary schooling.
- To acknowledge the educational value of orientation and tutoring in secondary schooling.

## Learning Outcomes

1. CA01 (Competence) Guide students in the choice of current and subsequent studies, including tutorial support that contributes to the socio-emotional and cognitive well-being of students.
2. CA02 (Competence) Adopt an ethical behaviour of commitment towards society, students, the teaching profession and the school institution, within the framework of the profession's code of ethics.
3. CA03 (Competence) Demonstrate a responsible use of ICT in the school environment.
4. CA04 (Competence) Raise awareness among the educational community about the use of Catalan as a lingua franca in multilingual and multicultural contexts.
5. KA01 (Knowledge) Describe the key elements of the geographical, demographic, socioeconomic and cultural environment of an educational centre, the limitations and opportunities of the environment that condition the dynamics of the centre and the educational results.
6. KA02 (Knowledge) Select the basic structure and aspects of the curriculum to design situations that promote inclusive competency-based learning.
7. KA03 (Knowledge) Recognise the basic characteristics of people in learning situations and their relationships between peers, family and community, with an intersectional perspective, in order to guide them on their journeys.
8. KA04 (Knowledge) Define one's own socio-emotional competencies and communication skills to identify the needs for improvement in professional development.
9. SA01 (Skill) Analyse the most relevant organisational elements of an educational centre, the institutional culture, the spaces for educational community participation and the educational challenges it has to face.

10. SA02 (Skill) Develop strategies to identify and manage critical incidents and conflicts in diverse educational contexts.
11. SA03 (Skill) Develop strategies to apply the gender equity perspective to educational action from an intersectional perspective.
12. SA04 (Skill) Base teaching actions on existing evidence and on the inquiry itself.

## **Content**

### SECTION 1. The Educational System

Historical overview. Educational reforms and comprehensiveness. Laws and education. Analysis of different educational systems.

The organization of secondary education. Operation and management of a secondary school. Relationships and processes of change. Participation in the educational community. School language policy. The School Language Project.

### SECTION 2. The Learning Process

Relationships between development, learning, culture, and education. Construction of shared knowledge. Types of knowledge and learning.

Principles of learning.

The competency-based curriculum in secondary education. Teaching-learning methodologies. Learning situations. Formative and developmental assessment.

Digital competence and the use of ICT (Information and Communication Technologies).

### SECTION 3. The Agents of the Learning Process

Students:

Growing and developing during adolescence. Development of cognitive, emotional, social, and physical skills.

Formation of individual, social, and gender identity. Adolescence, digital natives, and social networks.

Secondary school students: social condition of adolescence and youth. Student attitudes toward education and schooling. Gender differences in performance and educational expectations.

Teachers:

Social condition and sociodemographic profile (age, gender) of teachers. Changes in teaching professionalism and professional cultures. Access to the profession.

Professional competencies and roles. Teachers' digital competence. Teacher well-being.

Families:

Parenting styles and diversity of family models. Changes in gender roles.

Relationship with families in the educational context: principles, tools, and resources.

Environment:

Sociological perspective on the relationship between society and education. Influence of the environment on a school. Analysis of multicultural and multilingual environments. Analysis of the social use of Catalan in different contexts.

Relationship with the environment and networking. Service-learning. LIC agents and Community Plans.

### SECTION 4. Classroom Management

Key factors in relational climate. Group dynamics. Management of conflicts and disruptive behavior. Prevention of bullying. Elimination of gender stereotypes.

Communication and interaction. Characteristics of educational communication. Development of communicative competence. Communication styles. Multilingual education. Digital management of the classroom and learning. Prevention of abuse (cyberbullying) through digital devices and social networks.

### SECTION 5. Educational Inclusion

Social and educational inequalities. School segregation.  
 Equality policies in secondary education. Measures for quality and equal opportunities in education. Gender and intersectional perspective at the micro, meso, and macro levels.  
 Paradigm shift: from integration to inclusion. The Educational Inclusion Decree. Organizational elements.  
 Barriers to learning. Students with SEN/NEE (Special Educational Needs).  
 Inclusive classroom management. Flexible learning: Universal Design for Learning (UDL). Relationship strategies in the classroom: bonding and interactions. Methodological and curricular strategies: cooperative learning, co-teaching...

## SECTION 6. Beyond Teaching

### Tutoring:

Psychosocial aspects of learning. Development of self-concept and self-esteem. Role of mutual representations, of oneself and of learning. Motivation and its role in learning.  
 Functions of tutorial action. The notion of leadership. Individual and group tutoring: tools and resources.  
 Emotional education.

### Educational Guidance:

Transitions in basic education. Transition after compulsory secondary education: guidance, assessment, and post-compulsory pathways. Early school leaving. Transition to the labor market: vocational training and integration programs. From the labor market to training. Guidance and transitions that overcome gender stereotypes. Educational guidance. Key principles. Tools and resources.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Directed activity	97.5	3.9	CA01, CA02, CA03, CA04, KA01, KA02, KA03, KA04, SA01, SA02, SA03, SA04, CA01
Type: Supervised			
Guided assignments	59.5	2.38	CA02, CA03, CA04, KA01, SA01, SA02, SA03, SA04, CA02
Type: Autonomous			
Autonomous activity	180	7.2	CA01, CA02, SA04, CA01

Directed activity:

Lectures and others

Examples and case studies

Exhibition of works

Didactic proposals

Comments and/or exposition of readings

Document analysis

Simulations of professional situations  
 Classroom practices  
 Monographic sessions  
 Commentary of written and videographic texts  
 Conducting practical activities and didactic proposals in groups  
 Work in cooperative groups  
 Supervised activity:  
 Specialized tutorials, collective or individual  
 Work review  
 Personal reflections on simulations and other practices  
 Individual and group thematic works  
 Process tests  
 Guided observations  
 Autonomous activity:  
 Personal study  
 Readings and text comments  
 Consultation and reading of the recommended bibliography  
 Document search

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
E1. Description of the internship school	20%	10	0.4	CA04, KA01, SA01
E2. Challenge analysis and proposals	30%	10	0.4	CA01, CA02, KA02, KA04, SA01, SA03, SA04
E3. Critical incident analysis	20%	8	0.32	CA01, KA03, SA02
E4. Concluding reflection	30%	10	0.4	CA01, CA02, CA03, SA03, SA04

The assessment of the Psycho-pedagogical and Social Training module is planned in a continuous way, with an interdisciplinary and integrated perspective based on the competences and learning outcomes of the

different units of the module, and with a strong connection with the internship schools, (slow track students will have an adaptation of the assessment evidences). Students will have to carry out four assessment evidences throughout the course, which are described below:

Evidence 1 (E1): description of the internship school. Short written document (5-8 pages) reflecting the social context and the main organizational and educational project characteristics of the school. An argued challenge proposal will be added in relation to the analysis of the school, which will be developed in Evidence 2.

Evidence 2 (E2): analysis of a challenge identified at the internship school. Presentation with interactive audiovisual support (10-15 minutes) of the analysis of the challenge with theoretical basis and contributions of proposals for action. A guideline will be provided for co-evaluation.

Evidence 3 (E3): critical incident analysis. Performance of a dramatization in the classroom based on a situation related to the chosen challenge (10-15 minutes). A guide for the performance and an evaluation guideline will be provided.

Evidence 4 (E4): concluding reflection. Production of a video (5-7 minutes) with a critical reflection, based on the learning achieved in the module, on basic and post-compulsory education and on teacher identity. An indicative guide and an evaluation rubric will be provided.

Evidence 2 and 3 will be completed in groups of up to 4 people, but the grade will be individual. The composition of the working group may vary for each evidence. Evidences 1 and 4 are individual.

The weight of each evidence and the calendar are shown in the following table:

<i>Evidence</i>	<i>Weight respect final mark</i>	<i>Hours of student work*</i>	<i>Delivery date</i>	<i>Recovery date</i>
E1	20	10	19/12/2025	6/2/2026
E2	30	10	From January 12 to February 3, 2026	11/3/2026
E3	20	8	From January 12 to February 10, 2026	11/3/2026
E4	30	10	Deadline 30/4/2026	6/6/2026

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\* The time allocated is indicative; it only includes the preparation of evidence, not the autonomous learning activities for preparation.

The master's course is face-to-face, and class attendance is compulsory, with a minimum of 80% (for each block) required to follow the continuous assessment and keep up with the programme.

Assignments must be handed in in the module's moodle classroom. Assignments submitted incorrectly, which do not include the name of the authors or which are submitted after the deadline will not be accepted. Students are responsible for ensuring that the format of the files is compatible with the delivery in the moodle classroom. Failure to submit evidence will be marked as Not Assessable.

The marks of the evaluation activities will be given at the latest 20 working days after the delivery. In order to obtain an average, it is necessary to obtain a minimum of 5 in each evaluation evidence.

Written assignments will be submitted in Catalan (reasoned exceptions will be assessed by the teaching team).

To successfully pass this subject, students must demonstrate a solid level of general communicative competence, both orally and in writing, as well as a proficient command of the Catalan language. Accordingly, all activities-whether individual or group-based-will be assessed with particular attention to linguistic accuracy, written expression, and formal presentation. Students are expected to express themselves fluently and correctly and to exhibit a high level of comprehension of academic texts. Any activity may be returned (unassessed) or marked as failed if the teacher deems that it does not meet these standards.

Students who have failed some of the evidences with a minimum grade of 3.5 will be able to take a recovery that will consist of a work or test that will be scheduled with a minimum margin of two weeks after the communication of the failure. The recovery will be assessed as pass (numerical grade 5) or fail (which means failing the module).

It will be necessary to show an attitude compatible with the teaching profession, such as commitment and responsibility with the work, respect, participation, active listening, cooperation, empathy, kindness, punctuality, non-judgement, argumentation, etc. It is also essential to make appropriate use of electronic devices (mobile phones, computers, touch tablets, etc.) in the classroom. These devices may ONLY be used for activities related to the subject.

Single assessment. Students who take this type of assessment will have to present the four pieces of evidence together, all of them individually. In the case of the second evidence, the format will be a video, and in the case of the third evidence, it will consist of a written work based on the analysis of a video. The weighting of each evidence is the same as in the continuous assessment. The deadline for submission of the four pieces of evidence is 30 April 2025. In this modality, the attendance is mandatory. The same recovery system will be applied as for the continuous assessment. The recovery date for single assessment students will be 6 June 2025.

Copying or plagiarism is a serious offense and may result in failing the course. A piece of work is considered plagiarized if it reproduces all or part of another student's work or presents a portion of an author's text as one's own without citing the source. The Moodle classroom includes the URKUND tool to detect similarity percentages in submitted documents. It is recommended to follow APA 7th edition guidelines.

For this course, the use of AI technologies is permitted exclusively for bibliographic or information searches, text correction or translation, image generation, and other specifically defined situations. It is not allowed for content generation beyond images, i.e., generating text or speech for any task. Students must clearly identify which parts were generated using AI, specify the tools used, and include a critical reflection on how these influenced the process and final outcome. Lack of transparency in AI use will be considered academic dishonesty and may result in partial or total penalties in the assessment grade, or more serious sanctions in severe cases. Improper use will result in a fail.

## Bibliography

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- Link:
- Incidents Crítics a les escoles i la seva resolució: <https://www.critic-edu.com/videos>
- Què funciona en educació: <https://fundaciobofill.cat/que-funciona-en-educacio-evidencies-la-millora-educativa>
- Àrea Educació Diputació de Barcelona: <https://www.diba.cat/es/web/guest/tema-educacion>
- RASE. Revista de Sociología de la Educación: <https://ojs.uv.es/index.php/RASE/index>

## Software

This subject uses participation, video editing and communication software (presentations, institutional mail).

## 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
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(TEmRD) Teoria (màster RD)	1	Catalan	annual	morning-mixed
(TEmRD) Teoria (màster RD)	2	Catalan	annual	morning-mixed
(TEmRD) Teoria (màster RD)	3	Catalan	annual	morning-mixed
(TEmRD) Teoria (màster RD)	4	Catalan	annual	morning-mixed
(TEmRD) Teoria (màster RD)	5	Catalan	annual	morning-mixed
(TEmRD) Teoria (màster RD)	6	Catalan	annual	morning-mixed
(TEmRD) Teoria (màster RD)	7	Catalan	annual	morning-mixed
(TEmRD) Teoria (màster RD)	8	Catalan	annual	morning-mixed
(TEmRD) Teoria (màster RD)	9	Catalan	annual	morning-mixed
(TEmRD) Teoria (màster RD)	10	Catalan	annual	morning-mixed