

Degree	Type	Year
Research in Education	OP	1

Contact

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Teachers

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Teaching groups languages

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

Prerequisites

None

Objectives and Contextualisation

- Establishing the basis for citizenship education research, political education, the study of second generation rights, visibilisation of sexism and inequalities..
- Analyzing research on teaching and the study of heritage from digital resources.
- Interpreting relevant social issues to develop citizenship and communication skills.

Learning Outcomes

1. CA46 (Competence) Make proposals for improvement and/or innovation projects grounded on research-based evidence in democratic education.

2. CA47 (Competence) Act in the field of democratic education, assessing the social, economic and environmental impact so as to contribute to a more accessible, sustainable, diverse and just society that respects human rights.
3. CA48 (Competence) Act in the field of democratic education, assessing inequalities based on sex/gender, ethnicity or any other circumstance.
4. KA49 (Knowledge) Describe the methodological paradigms, approaches and designs of research on democratic education.
5. KA50 (Knowledge) Identify different lines of research on democratic education and for global citizenship.
6. KA51 (Knowledge) Identify problems in the field of democratic education and offer solutions for educational needs using innovative approaches.
7. SA36 (Skill) Produce a comprehensive review of the scientific literature on democratic education, education for social justice and global citizenship.
8. SA37 (Skill) Develop the most consistent design and methodology with the research goals in democratic education.

Content

- Citizenship education: democratic culture, global citizenship, political, legal and civic education.
- Economic citizenship and second generation rights.
- Education for natural, cultural and artistic heritage. Heritage and museums. The role of the image and simulation.
- Social problems or controversial issues.
- Citizenship, social thinking and communication skills. The gender perspective

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Analysis and discussion of articles and documentary sources	16	0.64	
Lectures by the teacher	20	0.8	
Type: Supervised			
Classroom practice: solving problems/cases/exercises.	20	0.8	
Oral presentation of work	10	0.4	
Tutorials	6	0.24	
Type: Autonomous			
Reading articles and documentaries.	78	3.12	

The training activity will be structured around the following dynamics:

- Lectures by the teacher.
- Reading articles and documentaries.
- Analysis and discussion of articles and documentary sources.

- Classroom practice: solving problems/cases/exercises.
- Oral presentation of work.
- Tutorials.

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
Class attendance and participation in discussions.	25%	0	0	CA46, CA48, KA51, SA37
Construction of a theoretical framework to relate education for citizenship to its field of study	50%	0	0	CA47, CA48, KA51, SA36
Critical analysis of bibliography or research.	25%	0	0	CA48, KA49, KA50, KA51

The evaluation is the process established to assess the achievement of learning outcomes based on the evidence defined in the subject's guide.

The subject's evaluation will take place throughout the academic year through the proposed activities (the syllabus provided at the beginning of the subject will specify the activities and submissions to be completed).

The submission of assignments will primarily be done through the virtual campus. Other submission methods may be enabled, subject to prior agreement with the teaching staff.

Gender perspective:

During the sessions, the gender perspective will be considered by reviewing and questioning androcentric biases, hidden gender assumptions, and stereotypes. It will also involve incorporating knowledge produced by women and critical perspectives that reveal androcentric conceptualizations and highlight the social and cultural mechanisms underlying gender inequalities.

This module requires the inclusion of a gender perspective through (self-)critical reflection on one's own subjectivity and how it affects teaching (for further details, refer to: Agud Morell, Ingrid; Amat, Meritxell; Bertran, Marta; [et al.]. (2020). Gender perspective in education. Conceptual framework. Barcelona: UAB. <<https://ddd.uab.cat/record/226865>>).

Evaluative activities:

1. Critical analysis of research proposals in the field of education for citizenship (individual): 25%
2. Critical analysis of innovation proposals in the field of education for citizenship (individual): 25%
3. Construction of a theoretical framework to relate education for citizenship to its field of study (individual): 50%

Evaluation dates:

1. Critical analysis of research proposals in the field of education for citizenship: during classes.
2. Critical analysis of innovation proposals in the field of education for citizenship: during classes.

3. Construction of a theoretical framework to relate education for citizenship to its field of study: To be submitted during the last week of classes.
4. Recovery evaluation is scheduled for the last week of June.
5. Each activity will be assessed and graded within a maximum of twenty (20) days from the submission date

Single evaluation:

The unique evaluation needs to be requested within the deadlines and procedures set by the Faculty of Education.

This subject allows for a unique evaluation. In this case, attendance is essential for evaluation as previously specified. Failure to comply with attendance requirements would require the student to take the recovery exam. To be eligible for the unique evaluation, 66% of the evaluation activities need to be submitted, but the maximum grade for each activity would be 5 out of 10.

The activities to be submitted for the single evaluation are the same as those for the continuous evaluation, along with an evaluative interview. The submission date is the same as that for the construction of a theoretical framework to relate education for citizenship to its field of study. The weightage for activities in the single evaluation is as follows:

1. Critical analysis of research proposals in the field of education for citizenship (individual): 25%
2. Critical analysis of innovation proposals in the field of education for citizenship (individual): 25%
3. Construction of a theoretical framework to relate education for citizenship to its field of study (individual): 50%.

Synthesis assessment is not permitted in this course.

Observations

In this course, the use of artificial intelligence (AI) technologies is permitted as an integral part of the development of coursework, provided that the final outcome reflects a significant contribution from the student in terms of analysis and personal reflection. Students must clearly identify which parts have been generated using such technologies, specify the tools employed, and include a critical reflection on how these tools have influenced both the process and the final outcome of the activity. Failure to disclose the use of AI will be considered a breach of academic integrity and may result in a grade penalty or more severe sanctions in serious cases.

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Software

None

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
(TEM) Theory (master)	1	Catalan/Spanish	second semester	afternoon