

Degree	Type	Year
Teacher Training for Secondary Schools, Vocational Training and Language Centres (Spec. Mathematics)	OB	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

They do not exist

Objectives and Contextualisation

The work must make it possible to:

1. To frame the current secondary education system in relation to its historical and social evolution.
2. Understand and value educational policies and the impact of reforms on socio-educational inequalities.
3. Understand and value the social changes that influence the environment of secondary schools as well as the phenomena of transitions.
4. Analyze the socio-educational role of the various educational actors (students, teachers and families).

5. Understand and value the role of communication in educational processes and peer interaction. And to know the psycho-pedagogical foundations of collaborative learning.
6. Analyze the causes and factors that explain the individual characteristics and differences in adolescents and build criteria for educational action.
7. Understand the functioning of teaching-learning processes from an interactionist perspective, with special emphasis on the mental representations or perceptions that make up the motivational processes
8. Identify the organizational principles and structure of the high school
9. Understand the principles of attention to diversity applied to secondary education and master the main internal and external resources of the centers in order to provide an effective educational response.
10. Recognize the fundamental educational value of the tutorial function.

Learning Outcomes

1. CA01 (Competence) To provide inclusive education, taking into account the various measures and aids for promoting personalised learning.
2. CA02 (Competence) To provide students guidance in selecting current and subsequent studies, including tutorial action that contributes to the students' socio-emotional and cognitive wellbeing.
3. CA03 (Competence) To behave in a committed, respectful and ethical manner with society, students, the teaching profession, the educational community and the educational institution, within the framework of the teaching profession's code of conduct.
4. CA04 (Competence) To build a professional identity as someone who provides guidance, integrating values and professional commitment into education that contributes to the development of a sustainable, equal, diverse and fair society that respects human rights.
5. KA01 (Knowledge) To describe the most relevant elements of a school's organisation, institutional culture, opportunities for engaging the educational community and educational challenges.
6. KA02 (Knowledge) To identify the students' characteristics and their relationships with their peers, families and communities, as people who are learning, with an intersectional perspective aimed at guiding them in their chosen tracks.
7. KA03 (Knowledge) To recognise your own socio-emotional competences and personal strengths and weaknesses with a view to improving the ability to self-manage emotions and manage the working atmosphere in the classroom.
8. SA01 (Skill) To analyse evidence and data extracted from a secondary education classroom as part of the process of conducting educational research on the teaching-learning process, with a view to improving professional teaching skills.

Content

The subject will be structured in 3 areas, according to the OM that regulates the master's degree:

Area 1: Adolescent development and learning (4 ECTS). The area provides psycho-pedagogical knowledge and focuses on two main aspects: the development of adolescence, and the learning processes in secondary education. It is based on the theoretical approaches of developmental psychology and educational psychology, to provide tools for secondary education.

Area 2: Educational processes and contexts (pedagogy area) (5 ECTS). The area aims to deepen the knowledge of the context in which the educational function is carried out, where future teachers will have to intervene as well as understand the processes that make it up. The educational system, the close social context and the educational center are analyzed. The educational processes of teacher-student interaction in the classroom and in the institute are also analyzed. This area will also address two issues directly linked to professional practice: tutoring and attention to diversity.

Area 3: Society, family and education (sociology) (3 ECTS). The changes that have taken place in the social, family and educational spheres in recent years justify the need to address these issues. Therefore, insisting on the professional character, the knowledge related to the relations between environment and education, the role of the families in the education of the children and the relations between families and the school will be treated.

Depending on the modality (face-to-face or non-face-to-face) there may be some alterations in the distribution of content in the different areas.

Area 1: Adolescent development and learning

1 Develop in adolescence.

1.1. The relationships between development, learning, culture and education.

1.2. The development of skills in the cognitive, affective, and social fields.

1.3. Cognitive development and knowledge construction.

1.4. The formation of individual and social identity.

1.5. Individual differences.

2. Study in high school.

2.1. The construction of knowledge in the school context.

2.2. Types of content and types of learning.

2.3. The construction of shared knowledge. Interaction as a learning engine.

2.4. The interaction between students. Group work. Cooperative learning methods.

2.5. Development, learning and use of ICT.

2.6. Psychosocial aspects of learning. Development of self-concept and self-esteem.

AREA 2: Educational processes and contexts

3. The education system.

3.1. Characteristics of educational systems.

3.2. The evolution of the Spanish education system from 1970 to the present.

3.3. The education system in Catalonia. The current regulatory framework for secondary education.

4. The organization in high school.

4.1. Basic elements for the analysis of educational organizations.

4.2. Autonomy and organization-management of institutes: educational project, direction and accountability.

4.3. The organization of material resources. School architecture. Furniture and equipment. School materials. The role of ICT.

4.4. The organization of functional resources. Timing, calendar and school schedule.

5. The curriculum in secondary education.

5.1. Curriculum and knowledge society.

- 5.2. Curriculum and basic skills.
- 5.3. The curriculum and objectives of compulsory and post-compulsory secondary education.
- 5.4. Curriculum and values.
- 5.5. ICT and curriculum development.
- 5.6. Assessment of learning and curriculum.
- 6. The participation of the educational community.
 - 6.1. The participation structures of the educational community.
 - 6.2. The institutional climate and the culture of participation. Decision making.
 - 6.3. The letter of educational commitment. The relationship with families.
 - 6.4. Parents' Associations (AMPA) and Student Associations.
- 7. Relationships with the environment.
 - 7.1. School coordination networks.
 - 7.2. Environmental Education Plans.
 - 7.3. City education projects.
 - 7.4. The co-responsibility of educational administrations
- 8. Attention to diversity in secondary education.
 - 8.1. Concept of attention to diversity. Diversity and inclusion. Psychopedagogical principles to address diversity in high school.
 - 8.2. Internal and external resources in the centers to address diversity.
 - 8.3. Diversity in the classroom. Modalities of diversity that we find in the classroom (educational needs derived from mental, physical or motor disabilities; disorders and / or delays of students with intellectual giftedness; new students; problems of motivation and behavior, etc.).
 - 8.4. The organization of the group-class and the management of the classroom Types of student groups: flexible groups; cooperative groups and multilevel teaching. The management of spaces and teaching times taking into account diversity. ICT and attention to diversity.
- 9. Communication in high school.
 - 9.1. Interaction and communication.
 - 9.2. Educational communication.
 - 9.3. Verbal and non-verbal communicative competence in and out of the classroom.
- 10. The relational climate of the classroom and its management.
 - 10.1. The dynamics of groups.
 - 10.2. Coexistence in high schools and the use of mediation
 - 10.3. Teaching skills in potentially conflictive situations.
 - 10.4. Emotional education as a resource for improving the classroom climate.

11. Tutoring and guidance.

11.1. The tutoring functions of secondary school teachers.

11.2. The tutor and the coordination of the role of educational guidance (personal, academic and professional).

11.3. Tutoring, assessment, promotion and accreditation of students.

11.4. Tutoring models and experiences.

12. Secondary school teachers.

12.1. Professional skills.

12.2. Access to the profession in Catalonia.

AREA 3: Society, family and education

13. Society and secondary education.

13.1. Society and education: the sociological perspective.

13.2. Social change and secondary education.

13.3. The social environment of high schools. The local community.

14. Educational reforms and comprehensive school.

14.1. Educational reforms in secondary education. From elite school to mass school.

14.2. Comprehensive reforms in Europe: debates and proposals.

14.3. Comprehension in Catalonia and Spain: from the LOGSE to the LOE and the LEC.

15. Social and educational inequalities.

15.1. Social inequalities: class, gender, ethnicity and minority groups.

15.2. Educational inequalities: access, process and results.

15.3. Equality policies in secondary education

16. Transitions to secondary education.

16.1. Concept of transition and itinerary.

16.2. The transition after ESO: guidance, assessment and post-compulsory itineraries.

16.3. The transition to the labor market: vocational training. From the labor market to training: the recognition of skills.

17. The educational community.

17.1. High school students: the social condition of adolescence and youth. Attitudes of students towards education and schooling.

17.2. The family: changes in family educational styles and in the relationship between parents and children.

17.3. Teachers: social status of teachers. Changes in teaching professionalism and professional cultures.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Comments on readings and analysis of documents	30	1.2	
Examples and case studies	20	0.8	
Simulations of professional situations	22	0.88	
Type: Supervised			
Collective or individual tutorials	20	0.8	
Personal reflections on practices	20	0.8	
Type: Autonomous			
Personal study	40	1.6	
Preparation of works	48	1.92	
Reading and text analysis	40	1.6	

The training activities will be distributed among the 3 areas in the module

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
Joint activity: description and analysis of the internship center	50%	24	0.96	CA01, CA02, CA03, CA04, KA01, KA02, KA03, SA01
Pedagogy: Presentation of a topic linking theory and practice	20%	14	0.56	CA01, CA02, CA04, KA01, KA02, KA03, SA01
Psychology: Continuous assessment activities (readings and case analysis)	20%	12	0.48	CA03, CA04, KA02, KA03, SA01
Sociology: Group assessment activity	10%	10	0.4	CA02, CA04, KA02, KA03

In order to obtain a positive final evaluation, the student must have attended a minimum of 80% of the classes.

It will also be a requirement, in order to obtain a positive final evaluation, to submit all the practices and evaluation exercises within the indicated deadlines.

The final grade will be the weighted average of the grades obtained in the 3 blocks. In order to apply this criterion, it is necessary to obtain at least a 5 in each block. In the event that the grade is lower than 5, a reassessment exam will be held in that area where it has not been approved. To present for reassessment, it is necessary to have presented the evidence of each block and have 80% class attendance. In the case of presenting for reassessment, the maximum grade that can be obtained is a 5.

The return of the assignments and controls will be made at most 20 working days after the date of delivery and/or completion.

Copying and plagiarism are not allowed, therefore, it will be sanctioned with a zero. This work will be invalidated, it must be repeated and the student will only be able to take the test on the day of recovery. Copying is considered a work that reproduces all or a large part of the work of another. Plagiarism is the act of presenting all or part of a text by an author as your own, without citing the sources, whether published on paper or digitally. You can consult: http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html

SINGLE ASSESSMENT

Students may also opt for a single assessment. They must communicate this following the procedure approved by the Faculty of Education Sciences of the UAB. The evidence of a single assessment will be:

-An exam/evidence of assessment of each part of the module (description and analysis of the practical centre and readings of the subject) with three different parts (following the contents of the three thematic blocks). There will be a single assessment date (on this date the exam is carried out and it is also the deadline for the submission of the work to the virtual campus).

Bibliography

PSYCHOLOGY READINGS

MANDATORY:

Maralda-Banda, A., Granizo, L., & Pérez-Sedano, E. (en prensa). Pensamiento Crítico y habilidades argumentativas en la adolescencia como factores protectores contra la desinformación. En N. Castells, M. Garcia-Mila, L. Granizo, & M.A. Melero, ¿Cómo detectar fake news en el aula? Preguntar, argumentar y jugar. Editorial Octaedro.

Onrubia, J. (1993). Enseñar: crear Zonas de Desarrollo Próximo e intervenir en ellas. En C. Coll, E. Martín, T. Mauri, M. Miras, J. Onrubia, I. Solé & A. Zabala (eds.), El constructivismo en el aula (pp. 101-124). Graó.

Pujolàs, P. (2008). Cooperar per aprendre i aprendre a cooperar: el treball en equips cooperatius com a recurs i com a contingut. *Suports*, 12(1), 21-37.

Papalia, D. E., & Martorell, G. (2021a). Desarrollo físico y cognoscitivo en la adolescencia. Dins *Desarrollo humano* (14 ed.) (pp. 355-386). McGraw-Hill.

Papalia, D. E., & Martorell, G. (2021b). Desarrollo psicosocial en la adolescencia. Dins *Desarrollo humano* (14.ª ed.). (pp. 387-416). McGraw-Hill.

COMPLEMENTÀRIES:

Frieiro, P., González-Rodríguez, R., & Domínguez-Alonso, J. (2022). Self-esteem and socialisation in social networks as determinants in adolescents' eating disorders. *Health & social care in the community*, 30(6), e4416-e4424.

Funes, J. (2019). Estima'm quan menys ho mereixi... perquè és quan més ho necessito: una guia per a pares i mestres d'adolescents. La Butxaca.

Salmivalli, C., Laninga-Wijnen, L., Malamut, S. T., & Garandeanu, C. F. (2021). Bullying prevention in adolescence: Solutions and new challenges from the past decade. *Journal of Research on Adolescence*, 31(4), 1023-1046.

Unicef (2021). *Impacto de la tecnología en la adolescencia. Relaciones, riesgos y oportunidades*. Unicef. <https://www.unicef.es/publicacion/impacto-de-la-tecnologia-en-la-adolescencia>

Recommended pages and complementary audiovisual material:

Blakemore, J. (2018). The mysterious workings of the adolescent brain. TED Talks. https://www.ted.com/talks/sarah_jayne_blakemore_the_mysterious_workings_of_the_adolescent_brain

Entre maestros, la película; de Pablo Usón (86 min.). <https://www.youtube.com/watch?v=KXAIKaH1qys&t=5s>

PEDAGOGY READINGS

MANDATORY:

Booth, T., & Ainscow, M. (2006). *Índex per a la inclusió*. Guia per a l'avaluació i millora de l'educació *inclusiva*. CSIE (Centre for Studies on Inclusive Education).

Cabrera Cuadros, V., & Soto García, C. (2020). ¿Cómo aprendemos? El docente enseñante y aprendiz que acompaña a los estudiantes en su exploración hacia el (auto)aprendizaje. *Profesorado, Revista De Currículum Y Formación Del Profesorado*, 24(3), 269-290. <https://doi.org/10.30827/profesorado.v24i3.8155>

García-Martín, S., & García-Martín, J. (2022). Use of ICT in Compulsory Secondary Education. Advantages and Disadvantages. *HUMAN REVIEW. Revista Internacional De Humanidades*, 12(4), 1-9. <https://doi.org/10.37467/revhuman.v11.3965>

García-García, F.J., López-Torrijo, M. & Santana-Hernández, R. (2020). Educación inclusiva en la formación del profesorado de Educación Secundaria: Los programas españoles. *Revista de Currículum y Formación de Profesorado*, 24(2), 270-293. <https://doi.org/10.30827/profesorado.v24i2.14085>

COMPLEMENTARY:

Álvarez Valdivia, I. M., Manero, B., Morodo, A., Suñe-Soler, N., & Henao Agudelo, C. (2023). Realidad virtual inmersiva para mejorar la competencia de gestión del clima de aula en los centros de secundaria. *Educación XX1*, 26(1), 249-272.

Departament d'Educació Generalitat de Catalunya. *Organització i gestió de centres*. <https://educacio.gencat.cat/ca/arees-actuacio/centres-serveis-educatius/centres/organitzacio-gestio/doigc/>

Síndic de Greuges de Catalunya (2021). L'educació inclusiva a Catalunya. *Informe Síndic, el defensor de les persones*. <https://www.sindic.cat/Ca/page.asp?id=22>

SOCIOLOGY READINGS

Bonal, X., Essomba, M., & Ferrer, F. (Coords.). (2004). *Política educativa i igualtat d'oportunitats* (Sèrie Polítiques n.º 42). Editorial Mediterrània.

Bourdieu, P. (2000). Las formas del capital: Capital económico, capital cultural y capital social. En *Poder, derecho y clases sociales* (pp. 131-164). Desclée de Brouwer. <https://www.academia.edu/36829614>

Feito, R., Garreta Bochaca, J., Guerrero Serón, A., Martínez García, J., Merino Pareja, R., Molina-Luque, F., Planas Coll, J., Fernández Enguita, M., García Gracia, M., & García Lastra, M. (2010). *Sociología de la educación secundaria*. Graó.

Foucault, M. (2002). *Vigilar y castigar: Nacimiento de la prisión* (18.ª ed.). Siglo XXI Editores.

Freire, P. (1969). *Pedagogia de l'oprimit*. Denes Editorial.

García-Carrión, R., Molina-Luque, F., & Molina Roldán, S. (2018). How do vulnerable youth complete secondary education? The key role of families and the community. *Journal of Youth Studies*, 21(5), 701-716. <https://doi.org/10.1080/13676261.2017.1406660>

Giddens, A. (2001). *Sociología* (3.ª ed.). Alianza Editorial.

Habermas, J. (1987). *Teoría de la acción comunicativa: Complementos y estudios previos* (Vol. 2). Taurus.

Marx, K. (1972). *Manuscritos económicos y filosóficos de 1844* (Ediciones Estudio, Trad.). Ediciones Estudio. (Obra original publicada en 1844)

OECD. (2023). *Equity and inclusion in education: Finding strength through diversity*. OECD Publishing. <https://doi.org/10.1787/e9072e21-en>

Ritzer, G. (1997). *Teoría sociológica clásica* (3.ª ed.). McGraw-Hill.

Ritzer, G. (2003). *Teoría sociológica contemporánea* (5.ª ed.). McGraw-Hill.

Tabarini, A. (2020). ¿Para qué sirve la escuela? Reflexiones sociológicas en tiempos de pandemia global. *Revista de Sociología de la Educación*, 13(2), 145-155. <https://doi.org/10.7203/RASE.13.2.17135>

Weber, M. (1992). *Economía y sociedad: Esbozo de sociología comprensiva*. Fondo de Cultura Económica. (Obra original publicada entre 1921-1922).

Recommended websites:

Fundació Bofill, <http://www.fbofill.cat/> Foundation dedicated to promoting research in social sciences focused on education. It publishes numerous studies on education and citizenship, notably the education yearbook.

Catalan Youth Observatory, www.gencat.es/joventut/observatori Youth Secretariat of the Generalitat de Catalunya, promotes and publishes studies on Catalan youth

Each teacher will indicate complementary bibliography during the sessions.

Software

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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
(TEmRD) Teoria (màster RD)	1	Catalan	annual	morning-mixed
(TEmRD) Teoria (màster RD)	2	Catalan	annual	afternoon
(TEmRD) Teoria (màster RD)	3	Catalan	annual	afternoon

(TEmRD) Teoria (màster RD)

4

Catalan

annual

afternoon
