

Degree programme	Type	Course
Social Education	FB	1
Education Studies	FB	1
Early Childhood Education	FB	1
Primary Education	FB	1

Contact lecturer

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Group languages

You can consult this information at the [end](#) of the 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

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.

Learning outcomes

1. Access basic and contextual information on the main theoretical teaching and practical contributions that affect the teaching profession.
2. 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.
3. Understand the historical evolution of the family, different types of families, lifestyles and education in the family context.
4. Understand information and communication technologies, their evolution and their educational implications
5. Express oneself and use corporal, musical and visual languages ??to selectively distinguish audiovisual information that contributes to education, public training and cultural richness.
6. 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.
7. 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.
8. Understand the historical evolution of the main currents of educational thinking in terms of the various changing contexts that affect teaching.
9. Critically and independently analyse the main current formulations and pedagogical practices, and be able to defend the assumption of criteria.
10. Observing and describing the main limitations but also the possibilities of current educational projects and practices of different centres and teaching professionals.
11. Understand the main currents of contemporary thought of educational influence and their impact on nursery and primary education.
12. 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.
13. Gaining a deeper knowledge of certain authors and educational movements that have had a special importance in educational thinking and practice in our country.
14. Identifying the curricular areas in the primary stage.
15. Understand the evaluative approach, specifically evaluation criteria in primary education.
16. Analyse the learning processes in the classroom and outside the classroom.
17. Planning teaching/learning initiatives which address diversity in the classroom.
18. Design teaching strategies according to the varying needs and characteristics of groups.
19. Analyse the characteristics of a quality tutorial.
20. Design tutorial processes in accordance with an analysis of pupils' needs.
21. Critically analyse school reality, specifically in the classroom to propose specific areas for improvement.
22. Proposing areas of improvement in primary education classrooms depending on the possibilities of the context and based on scientific principles.
23. Devising innovation projects, taking into account their technical characteristics.
24. Linking innovation as an element of professional development.
25. Analyse individual and social needs of groups.
26. Design and apply initial assessment devices.
27. Analyse the contextual constraints that lead to the justification of innovations in school contexts.
28. Design and develop learner assessments.
29. Identifying areas and spheres of innovation in the school context.
30. Proposing specific innovation projects for primary education classes taking into account the possibilities of the context.
31. Critically analyse, discerning the accessory fundamentals, innovations in the field of primary education.
32. Develop innovation projects by applying the appropriate programming sequence in accordance with the paradigm or focus of reference.
33. Using methodologies and techniques suitable for planning innovative projects.
34. Relating innovation, research, and professional development.
35. Identifying the main changes affecting educational practice and the way teachers exercise their profession today.
36. Critically analyse and incorporate the most relevant issues of today's society affecting education: social

- and educational impact of audiovisual languages and screens.
37. Know about international experiences and examples of innovative practices in education to analyse the practice of teaching and the institutional conditions that frame it.
 38. 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.
 39. Understand the theoretical and legal references of educational institutions and demonstrate an understanding of the diversity of actions involved in their operations.
 40. Know about the processes of interaction and communication to address field analysis through observational methodology using information technology, documentation and audiovisual material.
 41. Understand the historical evolution of the Spanish education system placing it in the European context and the legislation governing it.
 42. Develop a collaborative project in a team, as a first step towards networking.
 43. 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.
 44. Evaluate teaching activity in the classroom, integrating self-evaluation processes.
 45. 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.
 46. Explain the explicit or implicit code of practice of one's own area of knowledge.
 47. 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.
 48. Propose new methods or well-founded alternative solutions.
 49. Critically analyse the principles, values and procedures that govern the exercise of the profession.
 50. 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.
 51. Identify situations in which a change or improvement is needed.
 52. Analyse a situation and identify points for improvement.
 53. Propose new experience-based methods or alternative solutions.
 54. Consider how gender stereotypes and roles impinge on the exercise of the profession.
 55. Propose viable projects and actions to boost social, economic and environmental benefits.
 56. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
 57. Propose projects and actions that incorporate the gender perspective.
 58. Communicate using language that is not sexist or discriminatory.
 59. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
 60. Analyse a situation and identify its points for improvement.

Contents

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. *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.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Lecturer classes - presentation of the content related to the subject. It is delivered with the whole group	45	1.8	17, 26
Seminar related to the field visits	2	0.08	18
Tutorial meetings and follow- up activities	50	2	27, 52
Field visits (in small groups). During this activity relevant institutions in the field of education will be visited	15	0.6	17, 52
Project RBL (Research Based Learning). Group project	8	0.32	17, 18, 19
Seminars related to the lecturer classes (the group is divided into 3)	18	0.72	17, 18
Readings, assignments, field visits preparatory activities, seminars	150	6	17, 18, 19, 24, 26, 27, 52
Project RBL (Research Based Learning)	2	0.08	18, 19, 24, 26, 27

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

Continuous assessment activities

Title	Weight	Hours	ECTS	Learning outcomes
Exam Block A	20 %	2	0.08	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 32, 35, 36, 37, 38, 39, 40, 41, 43, 44, 45, 46, 47, 49, 50, 52, 55, 56, 57, 58, 59, 60
Project RBL - group	25%	3	0.12	2, 4, 6, 7, 8, 9, 11, 12, 15, 17, 18, 19, 20, 22, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 36, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 50, 52, 53, 54, 55, 57, 58, 59, 60
Exam Block C	20%	2	0.08	4, 5, 8, 10, 15, 18, 19, 20, 22, 23, 24, 26, 27, 29, 31, 32, 37, 38, 39, 44, 45, 46, 51, 52, 53, 56, 57, 58, 59, 60
Complementary Work (bloc A 5%, bloc B 5% i	15 %	1	0.04	11, 15, 17, 18, 19, 21, 22, 23, 24, 26, 27, 32, 39, 41, 42, 45, 47, 49, 50, 52, 55, 58, 59, 60

bloc C 5%)					
Exam Block B	20 %	2	0.08	3, 4, 5, 8, 10, 11, 13, 15, 18, 19, 20, 22, 23, 24, 26, 27, 29, 32, 35, 38, 39, 41, 44, 45, 46, 49, 50, 52, 55, 56, 57, 58, 59, 60	

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 (11/11/2026), Block B (17/02/27) and Block C (28/04/27)

Group 2 Social Education: Block A (19/11/2026), Block B (18/02/27) and Block C (06/05/27)

Group 21 Primary Education: Block A (27/11/2026), Block B (26/02/27) and Block C (14/05/27)

Group 31 Primary Education: Block A (27/11/2026), Block B (26/02/27) and Block C (14/05/27)

Group 41 Primary Education: Block A (27/11/2026), Block B (26/02/27) and Block C (14/05/27)

Group 61 Early Childhood Education: Block A (27/11/2026), Block B (26/02/27) and Block C (14/05/27)

Group 62 Early Childhood Education: Block A (27/11/2026), Block B (26/02/27) and Block C (14/05/27)

Group 71 Primary Education: Block A (11/11/2026), Block B (17/02/27) and Block C (28/04/27)

- 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 (26/05/27)

Group 2 Social Education: Second-chance evaluation (17/06/27)

Group 21 Primary Education: Second-chance evaluation (11/06/27)

Group 31 Primary Education: Second-chance evaluation (11/06/27)

Group 41 Primary Education: Second-chance evaluation (11/06/27)

Group 61 Early Childhood Education: Second-chance evaluation (11/06/27)

Group 62 Early Childhood Education: Second-chance evaluation (11/06/27)

Group 71 Primary Education: Second-chance evaluation (26/05/27)

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 (28/04/27)

Group 2 Social Education: Single evaluation (6/05/27)

Group 21 Primary Education: Single evaluation (14/05/27)

Group 31 Primary Education: Single evaluation (14/05/27)

Group 41 Primary Education: Single evaluation (14/05/27)

Group 61 Early Childhood Education: Single evaluation (14/05/27)

Group 62 Early Childhood Education: Single evaluation (14/05/27)

Group 71 Primary Education: Single evaluation (28/04/27)

In the single evaluation, the exam has a weight of 60% and the work has a weight of 40% 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 (26/05/27)

Group 2 Social Education: Second-chance evaluation (17/06/27)

Group 21 Primary Education: Second-chance evaluation (11/06/27)

Group 31 Primary Education: Second-chance evaluation (11/06/27)

Group 41 Primary Education: Second-chance evaluation (11/06/27)

Group 61 Early Childhood Education: Second-chance evaluation (11/06/27)

Group 62 Early Childhood Education: Second-chance evaluation (11/06/27)

Group 71 Primary Education: Second-chance evaluation (26/05/27)

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

Class attendance is mandatory. To pass the continuous assessment, students must have attended at least 80% of the course sessions.

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.

This course includes three field trips to institutions related to various educational sectors.

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.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(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	Catalan	annual	afternoon
(PLAB) Practical laboratories	101	Catalan	annual	morning-mixed
(SEM) Seminars	101	Catalan	annual	morning-mixed
(PLAB) Practical laboratories	102	Catalan	annual	morning-mixed
(SEM) Seminars	102	Catalan	annual	morning-mixed
(PLAB) Practical laboratories	103	Catalan	annual	morning-mixed
(PLAB) Practical laboratories	201	Catalan	annual	morning-mixed
(SEM) Seminars	201	Catalan	annual	morning-mixed
(PLAB) Practical laboratories	202	Catalan	annual	morning-mixed
(SEM) Seminars	202	Catalan	annual	morning-mixed
(PLAB) Practical laboratories	203	Catalan	annual	morning-mixed
(PLAB) Practical laboratories	211	Catalan	annual	morning-mixed
(SEM) Seminars	211	Catalan	annual	morning-mixed
(PLAB) Practical laboratories	212	Catalan	annual	morning-mixed
(SEM) Seminars	212	Catalan	annual	morning-mixed
(PLAB) Practical laboratories	213	Catalan	annual	morning-mixed
(PLAB) Practical laboratories	311	Catalan	annual	morning-mixed
(SEM) Seminars	311	Catalan	annual	morning-mixed
(PLAB) Practical laboratories	312	Catalan	annual	morning-mixed
(SEM) Seminars	312	Catalan	annual	morning-mixed
(PLAB) Practical laboratories	313	Catalan	annual	morning-mixed
(PLAB) Practical laboratories	411	Catalan	annual	afternoon
(SEM) Seminars	411	Catalan	annual	afternoon
(PLAB) Practical laboratories	412	Catalan	annual	afternoon
(SEM) Seminars	412	Catalan	annual	afternoon
(PLAB) Practical laboratories	413	Catalan	annual	afternoon

(PLAB) Practical laboratories	611	Catalan	annual	morning-mixed
(SEM) Seminars	611	Catalan	annual	morning-mixed
(PLAB) Practical laboratories	612	Catalan	annual	morning-mixed
(SEM) Seminars	612	Catalan	annual	morning-mixed
(PLAB) Practical laboratories	613	Catalan	annual	morning-mixed
(PLAB) Practical laboratories	621	Catalan	annual	afternoon
(SEM) Seminars	621	Catalan	annual	afternoon
(PLAB) Practical laboratories	622	Catalan	annual	afternoon
(SEM) Seminars	622	Catalan	annual	afternoon
(PLAB) Practical laboratories	623	Catalan	annual	afternoon
(PLAB) Practical laboratories	711	Catalan	annual	afternoon
(SEM) Seminars	711	Catalan	annual	afternoon
(PLAB) Practical laboratories	712	Catalan	annual	afternoon
(SEM) Seminars	712	Catalan	annual	afternoon
(PLAB) Practical laboratories	713	Catalan	annual	afternoon