

Degree programme	Type	Course
Social Education	FB	2
Education Studies	FB	2

Contact lecturer

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Group languages

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

Prerequisites

It is particularly recommended to have passed the subject "Education and Educational Contexts" in first grade.

Objectives

The subject gives a sound overview of the concepts, the approaches and the sociopolitical reality of education, in formal settings as well as non-formal settings. Furthermore this final aim, the subject gives a ground for contents to be taught in higher courses. The main goal of the subject is to understand and to analyse a territory, in multilevel approach (local, regional, national...), as well a concret reality, in a global socioeducational framework.

Other focused aims are:

- To know the theoretical background of Sociology of Education and Educational Policy.
- To enlarge the knowledge about the educational reality, in a sintetical way coming from a sociopolitical perspective.
- To develop the critical thinking about the current issues in education.
- To understand the origin and the consequences of social, legal and political boundaries shaping the pedagogical activity.

Learning outcomes

1. Describe, analyse and present ideas and proposals in the field of education policy and sociology of education, based on scientific pedagogical literature existing today.
2. Assessing the value of correction, adaptation and acceptability in oral and written productions.
3. Drawing up a map of an area's socio-educational institutions.
4. Coordinate with other people to study a territory.
5. Writing reports about the socio-educational context in an area based on the data obtained from this area.
6. Identify situations in which a change or improvement is needed.
7. Analyse a situation and identify points for improvement.
8. 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.
9. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
10. Communicate using language that is not sexist or discriminatory.
11. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
12. Analyse a situation and identify its points for improvement.

Contents

The subject has three modules: Sociology (module A), Education Policy (module B), Socioeducational analysis of one territory (module C)

A) Sociology

A.1) Socialization: agencies and processes

Social roles acquisition and deviance

School as a secondary socialisation

A.2) Social structure in advanced societies and Catalonia

Social stratification, schooling and school inequalities

Evolution of poverty, marginalization and social exclusion

A.3) Social and educational inequalities and territory

Urban segregation and social and educational impact

Social indicators at local level

A.4) Welfare state and social policies

Market, state, third sector and new forms of governance

Ideology frameworks and social and educational policies

B) Education Policy

B.1) Theoretical concepts of education policy

State, policy, politics and educational system

Education policy: goals and key concepts

Educational reforms and decision-making

B.2) Education policy in the Catalan and Spanish contexts

Education policies: Spanish context

Education policies: Catalan context

B.3) Education policy and International Organisms

Education policy and globalization

Education policies: International Organisms and their contributions

B.4) Education policies and their influence on a territory

Education policies in the local context

Local Government Education Policy in Catalonia and other Autonomous Communities

C) Socioeducational analysis of one territory

C.1) Statistics analysis at local level

C.2) Fields and users typologies in socioeducational intervention

C.3) Socioeducational network at local level

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
6. Seminars module C	15	0.6	2, 3, 4, 5
Individual assignments and working groups	188	7.52	1, 2, 3, 4
4. Seminars module B	15	0.6	1
3. Enlarged group module B	30	1.2	1
1. Enlarged group module A	30	1.2	1
Supervision and guidelines for assignments	75	3	1, 2, 3, 4
2. Seminars module A	15	0.6	1
5. Enlarged group module C	7	0.28	2, 3

A variety of methodologies will be used in this course:

Lectures with a large group: Presentations by lecturers about basic subject items. During these sessions the entire group will be together in the class. It allows the explanation of the main contents through an open and active students' participation.

Seminars modules A and B: Workspaces in smaller groups supervised by lecturers. In order to go deeper into the contents previously addressed within the entire group; documents analysis and case resolution activities are developed in these smaller groups.

Seminars section C: Workspaces in small groups supervised by lecturers. In these seminars, students are offered tools and methodologies to develop their collaborative projects.

Throughout the course, an activity related to the professional fields of the degree programme and the learning outcomes of the course is planned. This activity may consist of a field visit to an educational or professional centre. Attendance is mandatory.

Students will be informed of the details by the teaching staff once the specific date has been confirmed.

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
5. Report module C. Group and individual.	20%	0	0	2, 3, 4, 5, 6, 7, 8, 12
4. Seminar exercises module B. Group.	10%	0	0	1, 2, 9, 10, 11
3. Exam module B contents. Individual.	30%	0	0	1, 2, 9, 10, 11
2. Seminar exercises module A. Group.	10%	0	0	1, 2, 9, 10, 11
1. Exam module A contents. Individual.	30%	0	0	1, 9, 10, 11

The assessment activities for Block A and Block B consist of an individual test on the course content and an assessment related to the seminar practical activities for each block, as specified by each lecturer in the course syllabus provided at the beginning of the academic year.

A minimum grade of 5 is required in each block test in order to pass that block. The average of Blocks A and B will be calculated to determine 80% of the final course grade.

There will be a resit examination for students who fail one or both tests. If the resit is passed, the corresponding block examination will be considered passed; however, the examination grade for that block will be calculated as the average of the grades obtained in the original examination and the resit examination, with a minimum note for passing. For example, if a student obtains a grade of 2 in the first Block B examination and a 6 in the Block B resit examination, the final examination grade for that block will be 5. If the first grade was 3 and the resit grade was 9, the final examination grade for Block B will be 6.

The date of the Block A test will be 15 January 2027 for the Pedagogy group and 16 December 2026 for the Social Education group. The date of the Block B test will be 21 May 2027 for the Pedagogy group and 19 May 2027 for the Social Education group. The resit examination date will be 11 June 2027 for the Pedagogy group and 16 June 2027 for the Social Education group.

Block C will be assessed through a group project, with certain components assessed individually, focusing on a specific territory. The project will consist of four parts, two to be completed in each semester. These assignments may be resubmitted if necessary. Attendance at Block C sessions is compulsory. Missing more than 20% of the sessions will result in failing the course.

To pass the course, students must obtain at least a grade of 5 in the average of Blocks A and B, and a grade

of 5 in Block C.

Feedback on seminar assignments and on the Block A and Block B tests will be provided within a maximum of 20 working days after submission. Grade reviews will take place during the same week as, or the week following, the release of feedback.

Students who submit 50% or less of the assessment evidence will receive a grade of "Not Assessable" (NA).

Plagiarism is considered a serious academic offence. If plagiarism is detected in a seminar assignment, the assignment will be invalidated and must be redone, and the student will only be allowed to sit the corresponding block content test on the resit date. If plagiarism is detected in the Block C project, the project will be failed and must be repeated. For a definition of plagiarism, see:

http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html

To pass this course, students must demonstrate good general communication skills, both oral and written, as well as a strong command of the language(s) of instruction specified in the course guide.

The use of Artificial Intelligence (AI) technologies is permitted as an integral part of coursework development, provided that the final result reflects a significant contribution by the student in terms of analysis and personal reflection. Students must clearly identify which parts have been generated using AI, specify the tools used, and include a critical reflection on how these tools 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 penalty in the activity grade or more severe sanctions in serious cases.

The course does not offer a comprehensive final examination for students who are enrolling in the course for a second time.

SINGLE-ASSESSMENT OPTION

(To be requested within the deadlines established by the Faculty of Education Sciences)

Students opting for single assessment must submit the following assessment evidence:

- Block A content test (40%)
- Block B content test (40%)

The dates for these tests will be the same as those on which the rest of the students take the Block B examination: 21 May 2027 for the Pedagogy degree group and 19 May 2027 for the Social Education degree group.

If either of these tests is failed, students will have the opportunity to take a resit examination. The resit dates coincide with those established for the rest of the students: 11 June 2027 for the Pedagogy group and 16 June 2027 for the Social Education group. The review of final grades follows the same procedure as for continuous assessment.

For Block C, students must submit a project involving the analysis of a territory (20%).

Please note that the territorial analysis project is designed to be carried out by a team of five people, as it involves statistical data analysis, field visits, participant observation, and interviews. Students who choose to complete the project individually must nevertheless carry out all data collection activities themselves (a total of five records).

The submission date for the Block C project is the same as the single-assessment examination date, namely the date on which the rest of the students sit the Block B examination.

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Software

No specific software is needed for this course.

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
(SEM) Seminars	111	Catalan	annual	morning-mixed
(SEM) Seminars	112	Catalan	annual	morning-mixed
(SEM) Seminars	211	Catalan	annual	morning-mixed
(SEM) Seminars	212	Catalan	annual	morning-mixed