

Degree programme	Type	Course
Sociocultural Gender Studies	OB	3

Contact lecturer

Name : Mariona Massip Sabater

Email : mariona.massip@uab.cat

Prerequisites

No prerequisites are required.

It is counted that most students have already previously studied subjects related to both education and intervention and planning methodologies.

Group languages

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

Objectives

- Assess educational environments as complex spaces for socialisation, reproduction and the disarticulation of inequalities.
- Critically review the methodologies, spaces, contents and subjectivities of socio-educational environments with a decolonial and intersectional perspective.
- Analyse the needs and challenges of socio-educational contexts in order to design intervention projects.
- Design proposals for socio-educational intervention with a feminist perspective according to a careful diagnosis and an adequate design.

Learning outcomes

- KM19 (Recognise the gender and feminist perspective in public policies, programmes, projects and socio-educational actions.) Recognise the gender and feminist perspective in public policies, programmes, projects and socio-educational actions.
- KM20 (Distinguish between fact and opinion and between theoretical and methodological assumptions in order to correctly analyse the principles underpinning gender policies and equality plans.) Distinguish between fact and opinion and between theoretical and methodological assumptions in order to correctly analyse the principles underpinning gender policies and equality plans.
- KM21 (Analyse the theoretical framework in question and the presence or absence of the gender perspective in existing research, projects or experiences of psychosocial, educational and community intervention.) Analyse the theoretical framework in question and the presence or absence of the gender perspective in existing research, projects or experiences of psychosocial, educational and community intervention.
- KM22 (Review the commonalities between feminism and teaching methods in order to detect trends, models and frameworks for socio-educational intervention.) Review the commonalities between feminism and teaching methods in order to detect trends, models and frameworks for socio-educational intervention.
- KM23 (Examine the diversity of socio-educational environments (both formal and non-formal, with a

focus on leisure time) to analyse processes of knowledge construction and methodologies in feminist pedagogies.) Examine the diversity of socio-educational environments (both formal and non-formal, with a focus on leisure time) to analyse processes of knowledge construction and methodologies in feminist pedagogies.

- SM15 (Design proposals, spaces and resources for feminist socio-educational action that involve citizen participation.) Design proposals, spaces and resources for feminist socio-educational action that involve citizen participation.
- SM61 (Design proposals to implement measures aimed at achieving a good work-life balance in professional environments.) Design proposals to implement measures aimed at achieving a good work-life balance in professional environments.

Contents

0. INTRODUCTION TO THE DESIGN OF SOCIO-EDUCATIONAL INTERVENTION PROJECTS

0.1. Educational environments in our lives and in society

0.2. Challenges, lights and discomforts in socio-educational spaces.

0.3. Socio-educational intervention: ethics, objectives and horizons

1. DIAGNOSIS

1.1. Analysis of socio-educational contexts: study of the collective and the context of the intervention

1.1.1. The contexts of regulated education: peculiarities, dynamics and explicit and hidden curriculum

1.1.2. The contexts of non-regulated education: peculiarities, dynamics and policies

1.2. Identification of factors of vulnerability, discrimination or exclusion

2. DESIGN

2.1 Definition of intervention and learning objectives

2.2. Delimitation of key agents and their role

2.3. Selection and methods for intervention

2.3.1. Coeducational methodologies

2.3.2. Methods of feminist pedagogies

2.3.3. Relational and contact methods

3. IMPLEMENTATION AND EVALUATION

3.1. Implementation: peer learning

3.2. Evaluation of socio-educational intervention projects

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Theoretical Reflection Sessions	15	0.6	KM19, KM20, KM21, KM22, KM23, SM15
Tutoring	10	0.4	KM19, KM21
co-assessment and co-learning	15	0.6	KM21, KM22
Seminari Sessions	30	1.2	KM19, KM20, KM21, KM22, KM23, SM15, SM61
Assessment activities	40	1.6	KM19, KM20, KM21, KM22, KM23, SM15

To carry out this subject, the presence, dialogue and co-construction of knowledge among the people in the classroom are very important, based on experiences, reflections, readings, and questioning of the theoretical framework.

The seminar spaces provide us with more participatory methodologies based on joint and group work.

We will have a virtual classroom in a complementary way, to recover materials, readings, and for the delivery of some activities. However, it is the shared space in the classroom that has the main weight of the development of the subject.

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
Written assessment	20% (I)	3	0.12	KM20, KM22
Knowledge co-construction activities in seminars	25 % (I)	12	0.48	KM19, KM20, KM22, KM23
Design and realization of a training workshop with a feminist perspective	35% (G)	15	0.6	KM19, KM22, KM23, SM15, SM61
Critical analysis of a socio-educational intervention programme in a non-formal context	20 % (I)	10	0.4	KM19, KM20, KM21, KM23

How is the assessment like?

Assessment is a fundamental tool for learning: it helps us regulate it and regulate ourselves, and it must allow us to assess whether the skills have been developed and the expected objectives have been achieved.

That is why assessment will be continuous, because it must allow us to establish the mechanisms of regulation, correction and modification necessary to improve learning. In addition, a good part of this feedback will also be collective, and peer learning and assessment will be fundamental for the development of the subject.

In this subject, a single assessment cannot be requested.

The use of generative artificial intelligence tools must be specified, with transparency. Lack of honesty in the use of the same or its inappropriate use can invalidate the activity.

The assessment, which takes on a formative meaning with qualitative feedback, will have a numerical equivalence at the end of the subject.

Assessment calendar

The co-construction activities will be carried out during the seminar sessions. Some will require a later submission through the virtual campus, with a delivery margin of one week and a feedback of between 10 and 15 days.

The specific dates of the training activities will be shared on the first day of the course and are not modifiable. In the event that someone cannot attend for a justified reason, they will be able to recover the training activity on the recovery day.

The training workshop will be carried out between November and December 2026.

Conditions and requirements to pass the subject

To pass the subject, it will be necessary to achieve all the objectives set, as well as master the linguistic and communicative skills.

It will not be approved by weighted average calculation if any objective remains unachieved. When it is considered that the student has not been able to provide sufficient evidence of evaluation, by not having submitted the activities that represent 75% of the evaluation, it will be considered non-evaluable.

Recovery

Recovery will take place on Friday, January 15, 2027, and the evaluation activity will depend on the objectives that have been approved or to be achieved.

Bibliography

Agud Morell, Ingrid et al. (2020). *Perspectiva de gènere en educació. Marc conceptual*. Univeritat Autònoma de Barcelona

Garcés, Marina (2020) *Escola d'aprenents*. Galàxia Gutenberg

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hooks, bell (1994). *Teaching to transgress: education as a practice of freedom*. Routledge

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Llos, Berta; Caravaca, Alejandro; Franquet, Mireia, i Gavalda, Xènia (2025). *Benestar i malestar a l'escola: Una exploració interseccional de les experiències de l'alumnat de secundària a Catalunya*.

Massip Sabater, Mariona i Sant, Edda (2022). Gendering citizenship education. Feminist-relational approaches on political education. *REIDICS. Revista de Investigación en Didáctica de las Ciencias Sociales* 11, 35-51

Mateos, Ainoa (coord.) (2025). *Desafiando la ceguera de género en la docencia universitaria: guía práctica para la formación de profesionales del ámbito socioeducativo con infancia, adolescencia y familia*. Octaedro.

<http://doi.org/10.36006/09736-1>

Stein, S., Ahenakew, C., Jimmy, E., Andreotti, V., Valley, W., Amsler, S., Calhoun, B. & Gesturing Towards Decolonial Futures Collective. (2021). *Developing stamina for decolonizing higher education: A workbook for non-indigenous people*. University of British Columbia.

Software

Students will be able to use the software they deem necessary for the realization of the activities, provided that they make a justified use and that they take into account the ethical implications of the same.

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/Spanish	first semester	morning-mixed
(SEM) Seminars	11	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	12	Catalan/Spanish	first semester	morning-mixed