ASIGNATURA DE GRADO:
SOCIAL JUSTICE AND EDUCATION

UNED

Curso 2016/2017

(Código de asignatura : 63014121)

NOMBRE DE LA ASIGNATURA	SOCIAL JUSTICE AND EDUCATION
CÓDIGO	63014121
CURSO ACADÉMICO	2016/2017
DEPARTAMENTO	MÉTODOS DE INVEST. Y DIAGNÓSTICO EN EDUCACIÓN II (ORIENTACIÓN EDUCATIVA, DIAGNÓSTICO E INTERVENCIÓN PSICOPEDAGÓGICA)
TÍTULO EN QUE SE IMPARTE	
	GRADO EN EDUCACIÓN SOCIAL
CURSO	CUARTO CURSO
PERIODO	SEMESTRE 1
TIPO	OPTATIVAS
	GRADO EN PEDAGOGÍA
CURSO	CUARTO CURSO
PERIODO	SEMESTRE 1
TIPO	OPTATIVAS
Nº ECTS	6
HORAS	150.0
IDIOMAS EN QUE SE IMPARTE	INGLÉS

PRESENTACIÓN Y CONTEXTUALIZACIÓN

Welcome to the elective course on Social Justice and Education!

Education should be aimed at promoting social justice implicitly, but unfortunately this not always so, thus, it is essential to address it explicitly.

In this course we hope to equip students with the necessary competencies to question many accepted practices in education and to adopt a social justice perspective in their work.

Social Justice is based on the idea of creating a society that is based on the principles of equity and solidarity, and that recognizes the dignity of every human being (by promoting social justice at personal, institutional and societal level).

The concept has taken on a very controverted and variable meaning, depending on who is using it and for what purspose, so it is very important to be aware of these meanings. In this course we will analyse these different uses.

REQUISITOS Y/O RECOMENDACIONES PARA CURSAR LA ASIGNATURA

This course is completely delivered and evaluated in English, thus, **it is strongly recommended that students who enrol hold a B2 certificate or equivalent**. Accreditation will not be required, nevertheless **they should be proficient in this language (especially reading and writing skills)**, in order to read the materials, engage in the discussions and complete the written activities.

If not fluent before enroling, students must at least be highly motivated, and be prepared to learn and improve their English, while undertaking the course. The C**entro Universitario de Idiomas Digital y a Distancia** (CUID) provides initial tests in order to assess competence in English (as well as other languages):

http://portal.uned.es/portal/page?_pageid=93,1049935&_dad=portal&_schema=PORTAL

There are no previous requirements regarding contents.

EQUIPO DOCENTE

Nombre y Apellidos	BEATRIZ MALIK LIEVANO **(Coordinador de Asignatura)**

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HORARIO DE ATENCIÓN AL ESTUDIANTE

Communication will be maintained through the tools in the virtual course.

E-mail can also be used for personal communication: bmalik@edu.uned.es

By telephone:

Tuesdays, 16.30 - 18.30 hours, and Wednesdays, 16.00 - 19.00 hours: +34 -91-398 8126

COMPETENCIAS QUE ADQUIERE EL ESTUDIANTE

RESULTADOS DE APRENDIZAJE

By the end of the course, students should be able to demonstrate the following Learning Outcomes (derived from the corresponding competencies):

* To identify and understand different approaches to the concept of social justice, by discussing definitions and implications for educational practice.

* To design (and possibly implement) specific actions from a social justice perspective.

* To produce a collaborative report, after discussion with other students, responding adequately to proposed case studies.

* To compile a directory of resources useful in education to promote social justice.

CONTENIDOS

METODOLOGÍA

Students are expected to participate and engage actively in discussions in the virtual course.

Some activities could be carried out outside the virtual course, such as collecting data in a certain context, or interviewing people.

One of the compulsory activities requires working collaboratively, as part of the learning process. Work groups will be created in the platform, and students must participate in the work team in order to pass the course, besides the individual activity.

The specific learning activities will be specified in the virtual course.

SISTEMA DE EVALUACIÓN

BIBLIOGRAFÍA BÁSICA

There will be no textbook for this academic year. The basic bibliography will be available though the virtual platform (either a link to the article, or the proceedings / chapters in PDF format):

Arthur, N., Cabrera, G., Irving, B., & Malik B. (2013). Positioning social justice at the heart of career practice: a

critical priority. *Symposium on Social Justice, presented at* the *International Association for Educational and Vocational (IAEVG) conference*, Montpellier, September 2013.

Williamson, Joy Ann, Rhodes, Lori and Dunson, Michael (2007). A Selected History of Social Justice in Education, *Review of Research in Education*, 31, pp. 195-224.

BIBLIOGRAFÍA COMPLEMENTARIA

Beierlein, Constanze; Werner, Christina. Preiser, Siegfried & Wermuth, Sonja (2011). Are Just-World Beliefs Compatible with Justifying Inequality? Collective Political Efficacy as a Moderato. Social Justice Research, 24, pp. 278–296.

Irving, Barrie A. & Malik, Beatriz (2005). *Critical Reflections on Career Education and Guidance Promoting Social Justice within a Global Economy.* London: Routledge Falmer. (Some of the chapters are included in the basic bibliography).

Roberts, K. (2005). Social Class, Opportunity Structures and Career Guidance, in Barrie A. Irving & Beatriz Malik. *Critical Reflections on Career Education and Guidance Promoting Social Justice within a Global Economy.* London: Routledge Falmer. Available on platform.

Youtube videos and excerpts of films related to the contents of the course. The links will be available in the virtual course.

RECURSOS DE APOYO Y WEBGRAFÍA

There will be some additional resources in the virtual course, besides the bibliography.

Webconferences and chats will be organised during the course (2 or 3) to communicate with the students.

The student has access to UNED's library, where there are many resources, both bibliographical, as well as audio-visual, and courses on how to use these resources.

TUTORIZACIÓN EN CENTROS ASOCIADOS