ASIGNATURA DE GRADO:
SOCIAL JUSTICE AND EDUCATION

Curso 2017/2018

(Código de asignatura : 63014121)

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| NOMBRE DE LA ASIGNATURA | SOCIAL JUSTICE AND EDUCATION |
| CÓDIGO | 63014121 |
| CURSO ACADÉMICO | 2017/2018 |
| 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 is 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, 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 purpose, so it is very important to be aware of these meanings. In this course we will analyse these different uses.

This elective course is located in the fourth year of the degree in Social Education and it is also offered in Pedagogy.

## 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 enrolling, students must at least be highly motivated, and be prepared to learn and improve their English, while undertaking the course. The **Centro Universitario de Idiomas Digital y a Distancia** (CUID) provides initial tests (free of charge) in order to assess competence in English (as well as other languages):

http://portal.uned.es/portal/page?_pageid=93,10499354_dad=portal&_schema=PORTAL

**It will be required to undertake one of these tests**, and to provide the teacher with the results, **for an initial evaluation of their competence in English.**

There are no previous requirements regarding contents, only being interested in promoting equity in education, whether formal or informal, and in society at large, within our possibilities.

## EQUIPO DOCENTE

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|---|---|
| Nombre y Apellidos | BEATRIZ MALIK LIEVANO **(Coordinador de Asignatura)** |
| Correo Electrónico | bmalik@edu.uned.es |
| Teléfono | 91398-8126 |
| Facultad | FACULTAD DE EDUCACIÓN |
| DEPARTAMENTO | MÉTODOS DE INVESTIGACIÓN Y DIAGNÓSTICO EN EDUCACIÓN II |
| Nombre y Apellidos | ANA FERNANDEZ GARCIA |
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| Teléfono | 91398-6964 |
| Facultad | FACULTAD DE EDUCACIÓN |
| DEPARTAMENTO | MÉTODOS DE INVESTIGACIÓN Y DIAGNÓSTICO EN EDUCACIÓN II |

## 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, 16.00-18.00 hours, and Wednesdays, 16.00-18.00 hours: +34 -91-398 8126

D.ª Ana Fernández García

Miércoles: de 10:30 a 14:30 horas.
Despacho 2.26
Teléfono 91 398 69 64
Correo electrónico: anafernandez@edu.uned.es

## COMPETENCIAS QUE ADQUIERE EL ESTUDIANTE

**COMPETENCES DEGREE IN SOCIAL EDUCATION**

**GENERAL COMPETENCES**

| | |
|---|---|
| CG2.2.2. | Competence to search relevant information |
| CG2.2.3. | Competence to manage and organize informatio |
| CG3.1. | Team work skills |
| CG3.2. | Negotiation skills |
| CG1.1.1. | Initiative and motivation |
| CG1.1.3 | Time management skills |
| CG1.2.1. | Analysis and synthesis |
| CG1.2.2. | Competence to transfer theoretial knowledge to practical situations |
| CG1.2.4. | Creative thinking |
| CG1.2.5 | Critical reasoning |

**SPECIFIC COMPETENCES**

Students should acquire the following competences, all with a social justice perspective:

| | |
|---|---|
| CE2 | Identify social and educational challenges to improve professional practices |
| CE4 | Analyse complex situations in order to design and implement socio-educational actions. |
| CE5 | Design socio-educational plans, programs and projects in diverse contexts. |
| CE7 | Identify, select and manage adequate resources in socio-educational interventions . |

**COMPETENCES DEGREE IN PEDAGOGY**

**GENERAL COMPETENCES**

CG2 To develop higher order cognitive processes

CG4 To communicate orally and in written form in all dimensions of professional activity.

CG7 To develop ethical attitudes according to professional codes of ethics.

CG8 To promote attitudes in accordance with human rights and democratic principles.

**SPECIFIC COMPETENCES**

CE07 To develop strategies and techniques which promote active participation and life-long learning.

CE09 To develop and coordinate educational actions aimed at people and groups with diverse needs, and those facing inequalities and discrimination of any kind.

## RESULTADOS DE APRENDIZAJE

By the end of the course, students should be able to demonstrate the following Learning Outcomes:

* 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

**Concept of Social Justice - different approaches**

**Social Justice Competences**

**Social Justice in Education**

## 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

| TIPO DE PRUEBA PRESENCIAL | |
|---|---|
| Tipo de examen | No hay prueba presencial |

| PRUEBAS DE EVALUACIÓN CONTINUA (PEC) | |
|---|---|
| ¿Hay PEC? | |
| Descripción | * Activity 1 - Essay.<br>Essay based on the main ideas of the articles and personal reflections. Approximate length: 5-6 pages. It is not meant to be a summary of the different texts, but an essay in which the students elaborate on the main ideas, using the authors theses as the basis (who must always be quoted, and referenced at the end), including their own reflections on what they have read.<br>The following structure is suggested:<br>• Introduction<br>• Main Body<br>• Personal thesis statement<br>• Conclusions<br>• Bibliographical references<br>The Student can choose to do a Directory of Resources for Social Justice in Education instead of the Essay. Guidelines in virtual course and activities. |
| Criterios de evaluación | Evaluation Criteria<br>The following general criteria will be taken into account in the evaluation of the different activities:<br>• Adequate structure and length (for written exercises)<br>• Conceptual rigour and precise use of the specific terminology<br>• Real or simulated application of the contents<br>• Degree of personal elaboration and originality<br>• Use of proper arguments to defend theses<br>• Analysis of implications and critical reflection<br>• Diversity, quality and currency of resources used<br>• Quotes of authors throughout the texts and proper references of all the sources used (basic, complementary and others), using the APA style<br>• Proper formal presentation, in accordance with the requirements of a university term paper.<br>• Degree of acquisition of course competences<br>• Participation in the discussion rooms<br>Please do not forget to identify yourself on the activities handed in! It is also strongly recommended to identify the file to be uploaded with the students' last name and activity number, and then to include personal identification on the first page of the text (and in the heading). |
| Ponderación de la PEC en la nota final | 40% |
| Fecha aproximada de entrega | 20/01/2018 |
| Comentarios y observaciones | • Quotes of authors throughout the texts and proper references of all the sources used (basic, complementary and others), using the APA style<br>• Proper formal presentation, in accordance with the requirements of a university term paper.<br>• Degree of acquisition of course competences<br>• Participation in the discussion rooms |

| OTRAS ACTIVIDADES EVALUABLES | |
|---|---|
| ¿Hay otra/s actividad/es evaluable/s? | |
| Descripción | *Activity 2 – Case Studies.<br>Analysis of a critical incident that will be uploaded in the platform in December. These incidents will be discussed in Group, in a specific debate room, or using the chat or the webconference tool. A report with the basic issues that arise from discussions will be elaborated by the Group, with proposals for future action. The final group report will be delivered individually through "Entrega de Tareas", and each student must add some personal conclusions. |
| Criterios de evaluación | |
| Ponderación en la nota final | 60 |
| Fecha aproximada de entrega | 28/02/2018 |
| Comentarios y observaciones | |

¿Cómo se obtiene la nota final?

40 (Essay or Directory of Resources) + 60 (case study)

## 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 Moderator. 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