

## 26507 - Social and intercultural education

### Syllabus Information

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**Academic Year:** 2019/20

**Subject:** 26507 - Social and intercultural education

**Faculty / School:** 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

**Degree:** 301 - Degree in Nursery School Education

302 - Degree in Nursery School Education

303 - Degree in Nursery School Education

**ECTS:** 6.0

**Year:** 1

**Semester:** First semester

**Subject Type:** Basic Education

**Module:** ---

## 1.General information

### 1.1.Aims of the course

**The subject and its foreseen results respond to the following considerations and objectives:**

Students' knowledge about social diversity by promoting cooperative work and opting for an inclusive school.

### 1.2.Context and importance of this course in the degree

The *Social and Intercultural Education* subject forms part of the subject matter 'Society, family and school?', shared with the Department of Psychology and Sociology.

The Social and Intercultural Education subject, as part of the Degree in Early Childhood Teacher Training, offers the possibility training future teachers in knowledge and critical reflection on the historic evolution of family diversity in intercultural contexts. Likewise, the education perspective from values and the co-education approach responds to trends and sensitivities in society reflected in education environments, and is essential for the tutoring tasks to be performed.

### 1.3.Recommendations to take this course

Students are recommended to attend all the theoretical and practical classes, and to always show a positive attitude.

## 2.Learning goals

### 2.1.Competences

**Having passed this subject, students will be more competent to...**

**Specific competences**

1. Show social skills to understand families and to make themselves understood by them
2. Learn and know how to perform tutor and counsellor tasks in relation to family education during period 0-12
3. Relate education to the environment and cooperate with families and the community
4. Critically analyse and include the most relevant matters of today's society that affect family/school education: the social and educational impact of audiovisual languages and screens; change in gender and intergenerational relationships; multiculturalism and interculturalism; discrimination and social inclusion and sustainable

development.

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5. Know the historic evolution of the family, different types of families, lifestyles and education in the family context.

(**Specific competences** 20, 21, 22, 23, 24)

**Transversal competences:**

Even when transversal competences (TC) are worked on in other subjects given their interdisciplinary nature, they can, and must be applied to the practical activities corresponding to this subject (TC: 11, 13, 14, 15, 17,19).

11. Know interaction and communication processes in class

13. Promote both cooperative work and individual assignments and efforts

14. Promote educational actions about values that address preparing active democratic citizenship

15. Know and deal with school situations in multicultural contexts

17. Know and apply innovative experiences in Primary Education

19. Know and *apply methodologies and basic research techniques* and be able to design innovation projects by identifying quality indicators.

**Overall competences**

Likewise, the characteristic overall competences (OC) of this degree should be taken into account (OC: 1, 2, 4, 5, 6, 7, 8, 9, 10) which must frame the pedagogical practical classes of the social and intercultural subject matter.

1. Understand the learning processes relating to period 0-12 in the family, social and school context
2. Know the characteristics of these students, and also the characteristics of their motivational and social contexts
3. Master the knowledge required to understand the personality development of these students and identify any dysfunctions
4. Identify learning difficulties, report them and collaborate to deal with them
5. Know current proposals and developments based on learning competences
6. Identify and plan solutions for educational situations that affect students with different learning capacities and paces
7. Analyse and understand the educational processes inside and outside class relating to period 0-12
8. Know the basis of Primary Education
9. Analyse the teaching practice and the institutional conditions it is framed within
10. Know the historic evolution of the education system in our country, as well as the political and legal conditioning factors of educational activity
11. Deal with and solve problems of discipline
12. Design, plan and assess teaching activity and learning in class.
13. Participate in defining the educational project and activities by bearing in mind quality management criteria.

**2.2.Learning goals**

**To pass this subject, students should obtain the following outcomes...**

1. Show they have historic knowledge about social education
2. Show they have comprehensive knowledge about concepts of co-education, intercultural education and values
3. Know how to include knowledge about cultural diversity into educational tasks
4. Know the role that the education institution plays when faced with socio-family realities.

### **2.3.Importance of learning goals**

Learning outcomes are important as they deal with the basic essential matters of teachers' professional praxis. They are essential for ensuring the teaching role quality within a plural social framework.

## **3.Assessment (1st and 2nd call)**

### **3.1.Assessment tasks (description of tasks, marking system and assessment criteria)**

**Students should demonstrate that they have achieved the foreseen learning outcomes by the following evaluation activities:**

**WRITTEN EXAMS** (50% of the final mark). It consists in preparing a thematic essay or answering semi-structured or

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multichoice questions. By an agreement reached by the Department's Board on 06/06/14, at least 50% of the written exam will be the same for all groups in the same centre learning this subject.

**PORTFOLIO** (50% of the final mark). The EVALUATION Activities that include the following works:

-WORK on the programme's theme matter that the Teacher or Students might propose and is related to the subject matter.

-OTHER TRAINING ACTIVITIES TO BE EVALUATED (individual, small group, large group). Reflecting on the different programme contents, case study, conceptual maps, readings, DVD viewing, debates, self-assessment, etc.

**Evaluation criteria:**

#### **PORTFOLIO**

- The following will be evaluated in the WORK:

- ? The conceptual presentation and subsequent debate in class
- ? Demonstrating maturity and coherence while discussing
- ? Analysis and critical reflection

? Motivation to the theme matter

? Fulfilling rules for oral expression in works and their written presentation

- The following will be evaluated in the OTHER TRAINING ACTIVITIES TO BE EVALUATED (individual, small group, large group):

? Participating coherently in opinions

? Contributing materials and/or educational experiences

? Interpreting and providing improvement proposals

? Creativity and critical judgement

The CRITERIA to be used to mark the presented products:

- a.1- Demonstrate conceptual comprehension about the themes being worked on
- a.2- Demonstrate critical analysis about the studied concepts
- a.3- Demonstrate being able to critically evaluate the analysed theme matter according to the social and intercultural reality
- a.4- Demonstrate propositional capacity to optimise the studied social reality
- a.5- Use the bibliography and other suitable documental sources to study the subject. Both the written exam and portfolio must be passed to pass the subject.

#### **Marking criteria and requirements to pass the subject**

Both the written exam and portfolio must be passed to pass the subject.

- WRITTEN EXAM (50% of the final mark)

- PORTFOLIO (50% of the final mark)

#### **Overall Test and Second Call**

The subject evaluation corresponds to only one type, and no distinction is made between the continuous evaluation and the overall test. The evaluation outcomes, criteria and requirements set out above shall apply to all students, regardless of their circumstances to learn the subject (regular attendance, irregular attendance or absenteeism).

Maintaining the subject evaluation outcomes between the first and second calls shall be established in the planning and design of the subject done by the teachers in charge in order to take into account the situations and specificities to carry out teaching for each academic year.

#### **Fifth and sixth calls**

Students of the fifth and sixth calls must be aware that their evaluation shall be made before a Board of Examiners, and this right cannot be renounced. Nonetheless, students can opt in advance to do the test with the other students in the group and then place it inside an envelope to hand it in to the Board of Examiners (Art. 23 of the Agreement of 22 December 2010, of the Governing Board, by which the Regulation on Evaluation Norms for Learning of the Universidad de Zaragoza was passed).

In either case, the same evaluation criteria and requirements shall apply, which shall be specified as ordinary and general for the subject.

## **4.Methodology, learning tasks, syllabus and resources**

### **4.1.Methodological overview**

**The learning process that has been designed for this subject is based on the following:**

Based on a constructivist model of the teaching-learning process, the methodology shall be dialogic, creative, significant, critical and reflexive.

### **4.2.Learning tasks**

**The syllabus offered to students to help them achieve the foreseen outcomes comprises the following activities...**

Students' autonomous and cooperative work

Case study

Readings and commenting on the text

Monographic works

Visits to schools and educational institutions with projects on the family-school relationship

Congresses and presenting experiences  
Training seminars.

### **4.3.Syllabus**

I. - Social Education reference framework: concept, basis and educational policy

II .- Education in values: school for democratic citizenship

III .- Education and social problems.

IV .- Social diversity and intercultural education

V .- Family and education.

### **4.4.Course planning and calendar**

The calendar of face-to-face sessions and for presenting works shall be communicated via the Digital Teaching Ring (DTR) and a written document when the subject begins.

The activities and key dates shall be communicated on the first day of class on a document handed out by the teacher.

This information shall also be available on the Digital Teaching Ring (DTR).

### **4.5.Bibliography and recommended resources**