

Academic Year/course: 2021/22

63140 - Identity and diversity: creation of cultural identities

Syllabus Information

Academic Year: 2021/22

Subject: 63140 - Identity and diversity: creation of cultural identities

Faculty / School: 107 - Facultad de Educación

Degree: 330 - Complementos de formación Máster/Doctorado
573 - Master's in Lifelong Learning: Introduction to Research

ECTS: 3.0

Year: 573 - Master's in Lifelong Learning: Introduction to Research: 1
330 - Complementos de formación Máster/Doctorado: XX

Semester: First semester

Subject Type: 330 - ENG/Complementos de Formación
573 - Optional

Module:

1. General information

1.1. Aims of the course

- 1 Access the sources of specialized information on the specific issues of identity, equality, and diversity and extract the relevant bibliographic sources for a topic of study.
- 2 Formulate new research problems in the field of learning and personal development of identity, equality and diversity, allowing to broaden the areas of knowledge and interest in literature, art, science, and society.
3. Analyze the changes incorporated in the educational system as a consequence of the new needs of learning, with new objectives, new ways of learning, with new technologies, and with the need to promote equality between men and women, democratic values ??, and a culture of peace and respect for differences
4. Develop the ability to synthesize information and analyze it critically, recognizing the progress of the specific knowledge and contributions in the field of construction of cultural identities.

These approaches and objectives are aligned with the interdisciplinary nature of the subject Identity and diversity: the creation of cultural identities, in which students are trained in the teaching of the biosocial construction and cultural processes; and constitutes an extraordinary opportunity for the knowledge of the Sustainable Development Goals of the United Nations 2030 Agenda (<https://www.un.org/sustainabledevelopment/es/>) that are related to this matter, especially in the Goals 4: Quality education, 5: Gender equality, 10: Reduce inequality within and among countries, 11: Sustainable cities and communities, which constitute social challenges for humanity in the following decade and that is taught in this matter.

1.2. Context and importance of this course in the degree

We consider that this subject is the basic introduction to the study of any question related to identity, equality, and diversity, in that it provides an initial explanation of all the basic terminology used in this field while facilitating analytical perspective when addressing the creation of cultural identities in a diverse world from a historical, literary, artistic, biological and social perspective.

1.3. Recommendations to take this course

This subject will be taught in Spanish and online. The sessions will be non-face-to-face work sessions in which students have to read and consult materials that will be associated with some task (it can be a small assessable task, a multiple choice exercise, participation in a discussion forum) that allows checking that the students have completed the work session.

2. Learning goals

2.1. Competences

- Students must acquire the following skills:

Basic skills

- Possess and understand knowledge that provides a basis or opportunity to be original in development and / or application of ideas, often in a research context.
- That students are able to integrate knowledge and face the complexity of formulating judgments to starting from information that, being incomplete or limited, includes reflections on social and ethical responsibilities linked to the application of their knowledge and judgments about identity, diversity, and the creation of identities cultural.

General Competences

- Access the sources of specialized information on the specific topics of the master and extract the sources bibliographic relevant to a specific topic of study.
- Formulate new research problems and the field of learning, personal development or multiculturalism, allowing to expand the areas of knowledge and interest of science and society.
- Analyze the changes incorporated in the educational system as a consequence of the new needs of learning, with new objectives, new ways of learning, with new technologies and with the need to promote equality between men and women, democratic values ??, and a culture of peace and respect for individual differences.
- Ability to synthesize information and analyze it critically, recognizing the contributions they make to the advancement of knowledge in a specific field, but at the same time, knowing how to detect their limitations.

Transversal Competences

- Locate and manage sources of documentation for research.
- Plan the data collection process of reality and develop proposals for solutions to complex problems or evaluation of your results.
- Make organized and coherent presentations orally and in writing and defend your own ideas with arguments.
- Use of new technologies in the research process.
- Analyze data from a research process.
- Synthesize and communicate research results.
- Develop creativity and the ability to adapt to new situations.
- Learn autonomously.
- Develop an ethical commitment in research.
- Develop critical reasoning.

Specific Competences

- Analyze concepts related to identity and diversity from the diachronic perspective and synchronous.
- Analyze the multicultural society of the 21st century from the construction of identities.
- Analyze the effect of gender as an organizer of societies and as a fundamental element in the construction of personal identities.
- Analyze the educational curriculum as a tool for the creation of collective identities.

2.2. Learning goals

To pass this subject, students should obtain the following results:

1. Suitably use the scientific terms that refer to identity, equality and diversity.
2. Know the works of authors who have worked on building collective identities.
3. Do a reasoned and critical analysis of historic, literary, artistic, social, audiovisual material texts and/or news on the theme by applying knowledge acquired while developing the subject.

2.3. Importance of learning goals

After completing the course, you will be in a position to understand the terminology of the specialized readings and analyze issues related to identity creation, equality and diversity, interculturality, and multiculturalism from a broad perspective that includes the analysis of phenomena over time and allows us to understand society's current and cultural complexity with its problems.

3. Assessment (1st and 2nd call)

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

Passing the subject implies a process of hetero-evaluation, throughout the teaching-learning process.

1. Assessment instruments

The evaluation is continuous and the final grade will depend on a final work and the accomplishment of the weekly tasks that are assigned throughout the sessions and participation in online forums related to the subject.

The distribution of the final grade will be:

- Set of weekly tasks (activities, criticism of materials, readings and / or participation in forums: 40%
- Final individual monographic work: 60%

Evaluation criteria

The following aspects will be valued:

- a) On the orthographic aspects: Systematic presentation, correct spelling and punctuation, clear writing, and grammatically correct. Citations, references, and bibliography adjusted to the norms. Scientific and professional terminology.
- b) On the content of the knowledge review: adequate descriptors, exhaustive search, diversification of search resources: books, articles, and telematic resources (both for secondary references and for primary). Well structured and personal synthesized speech (no puzzle).

In the weekly tasks, their delivery or punctual oral presentation will be evaluated through the online forum enabled for their delivery.

The complexity of the analysis, the organization of the discourse, the clarity of expression of ideas, and the reasoned

argumentation of the same.

In the news forum, the frequency of participation and comments with an argued opinion will be valued regarding the news located in the forum.

2: Global test and second call

In the second call, the students will be evaluated by a global exam that will be worth 50% of the final grade and by a monographic work with the same characteristics as those of the continuous assessment students of this subject with a weight in the evaluation of 50%. The evaluation criteria defined in the first call will be maintained applicable to this work.

The exam will consist of several topics to be developed between those exposed and commented on in the subject that will cover the three areas covered in the subject by each of the three teachers: cultural, literary, and biosocial. It will be valued:

- Inclusion of all the points or aspects addressed in the subject regarding the subject from the classroom notes, audiovisual materials or basic reference bibliography of the subject.

- Depth and correction in the exposition of the subject.

- Inclusion of complementary information from the reading of scientific articles.

- Inclusion of complementary information from other sources of information, including news, discussions attended, etc.

- Spelling and grammar correction.

- Clear and orderly expression of ideas.

- Appropriate citation of ideas from reference authors.

- Establishment of relationships between the question asked and other subjects of the subject.

- Reflection on the relationship of the question asked with the current social reality.

- Reasoned presentation of ideas. The exam will be of an essay type with various questions that will require an understanding of the information, reflection or the ability to relate theoretical and practical concepts, and the ability to apply knowledge to educational situations (practical cases). After the exam, if you consider it necessary, the teacher will summon the students to an interview for their defense. In the defense (of the exam carried out) orally, you must obtain, at least, the qualification of passing to be able to average with the note of the rest of the global test. On the assumption that this defense oral is not passed (with a score of 5 on a scale of 10), the test will be considered not passed global.

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

Both the theoretical and practical activities will be aimed at providing knowledge about the state of the research questions of the educational implications of the concepts and practices of identity, equality and diversity.

It will be essential to consult databases and documentary sources to know the advances of research in this area, as well as the various epistemological currents of study of the questions raised.

In the methodological development, the purpose of contributing will take priority, with a desire for synergy and from within of the subject, to enrich and open perspectives of analysis and interpretation to the student's Master's thesis.

A review of knowledge related to the field of the subject will be prepared that will involve the search for information in databases, as well as reading basic documents. This review will meet the requirements of an orthotypographic nature and of content typical of the scientific community.

4.2. Learning tasks

The course is carried out in a non-face-to-face way, except for the initial session and two more online sessions. The oral presentations by teachers are transformed into downloadable teaching materials, sometimes files video, or audio, discussions and sharing are carried out through online discussion forums and follow-up Workshops can be face-to-face or with a videoconference system, as requested by the students. Homework submissions are They do it through the platform of the teaching digital ring.

This subject is the basic introduction to the study of any question related to identity and diversity, since provides an initial explanation of all the basic terminology used in this field, while facilitating analytical perspective when approaching the creation of identities in a diverse world from a historical, cultural, literary and psychosocial. After taking the course, you will be able to understand the terminology of the readings specialists and to analyze issues related to the creation of identities, interculturality and multiculturalism from a broad perspective that includes the analysis of phenomena over time.

The program offered to the student to help him achieve the expected results comprises the following activities...

1: Presentation of content by teachers.

2: Discussion groups / exchange and contrast of online information of current news related to the subject. of the subject and commentary on readings, articles, texts ... and audiovisual material.

3: Follow-up / Tutorial meetings with the teaching staff for the orientation of the work.

4: Preparation of a final monographic work of an individual nature.

5: Oral presentations of the work done by the students may be held.

4.3. Syllabus

The course will address the following topics:

1. Key concepts: identity, diversity, culture, multiculturalism, interculturalism.

2. Otherness: reality, prejudice and stereotypes over time.

3. Basic research areas:

3.1. Identities in the school curriculum

3.2. Gender identity

3.3 Critical studies into discourse, the genealogical, psychological and biosocial approach.

4.4. Course planning and calendar

The academic calendar of the master's degree can be consulted on the web page of the Faculty of Education dedicated to this degree:

http://educacion.unizar.es/calendario_Master_aprendizaje.html

The dates and locations of the final exams can be found on the following page:

http://educacion.unizar.es/inf_academica_Master_aprendizaje.html

The course has a Moodle web page, which can be accessed with the official student passwords, where the dates and places of the final exams are updated.

The dates of the face-to-face sessions and homework due dates are updated.

<https://moodle2.unizar.es/>

Individual work will be submitted to each teacher on the dates indicated in Moodle for review, comments, and bibliographic recommendations.

and bibliographic recommendations. The students will review and complete them for the final submission when indicated in the course calendar.

On the date set by the master's guarantee committee, the final global test will be held for those who have not passed the continuous evaluation, or who have not passed the the continuous evaluation, or have opted directly to be evaluated by means of a global test.

In the event that all classes and tutoring of work are not face-to-face, due to unforeseen circumstances, certain adaptations are contemplated.

certain adaptations that have been published as an addendum to the current teaching guide are contemplated.

Translated with www.DeepL.com/Translator (free version)

4.5. Bibliography and recommended resources

<http://psfunizar7.unizar.es/br13/egAsignaturas.php?codigo=63140&Codcentro=107>