

Academic Year/course: 2022/23

63140 - Identity and diversity: creation of cultural identities

Syllabus Information

Academic Year: 2022/23

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 specialised information sources on the specific topics of identity, equality and diversity and extract bibliographic sources relevant to the topics of study. and extract bibliographic sources relevant to the topics of study.

2 Formulate new research problems in the field of learning and personal development of identity, equality and diversity, which allow broadening the areas of knowledge and 2 Formulate new research problems in the field of learning and personal development of identity, equality and diversity, which allow broadening the areas of knowledge and interest in literature, art, science and society. society.

3. Analyse the changes incorporated in the educational system as a consequence of new learning needs, with new objectives, new ways of learning, new ways of learning, new ways of learning and new ways of learning. new objectives, new ways of learning, new technologies and the need to promote equality between men and women, new values, new ways of learning, new technologies and the need to promote equality between men and women, democratic values and the culture of peace and respect for diversity.

4. Develop the ability to synthesise information and analyse it with a critical spirit, recognising the advance of specific knowledge and the contributions specific knowledge and contributions in the field of the construction of cultural identities.

These approaches and objectives aligned with the interdisciplinary nature of the subject "Identity and Diversity: Creating Cultural Identities", in which students are trained in the teaching of the biosocial construction and cultural processes, constitutes an extraordinary opportunity for the knowledge of the Sustainable Development Goals (SDGs) of the United Nations Agenda 2030 (<https://www.un.org/sustainabledevelopment/es/>) in such a way that the acquisition of the learning outcomes of the subject provides empowerment and competence to contribute to some extent to their achievement. Especially Goal 4: Quality Education, Goal 5: Gender Equality, Goal 10: Reducing Inequalities and Goal 11: Sustainable Cities and Communities.

1.2. Context and importance of this course in the degree

We consider this subject to be the basic introduction to the study of any issue related to identity, equality and diversity, as it provides an initial explanation of all the basic terminology used in this field, while at the same time providing a perspective of analysis by 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, except for three face-to-face sessions. The sessions will be non-face-to-face work sessions in which students have to read and consult materials that will be associated with a task (it can be a small evaluable task, a test-type exercise, participation in a discussion forum, etc.) that allows students to check that they 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. Analyse in a reasoned and critical way historical, literary, artistic, social texts, audiovisual material and/or news on the subject, applying the knowledge acquired during the development of the subject. on the subject, applying the knowledge acquired during the course of the subject.

2.3. Importance of learning goals

After taking the course, students will be able to understand the terminology of specialised readings and to analyse issues related to the creation of identities, equality and diversity, interculturalism and multiculturalism from a broad perspective that includes the analysis of phenomena over time and allows for an understanding of today's society and the cultural complexity and its problems.

3. Assessment (1st and 2nd call)

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

Passing the subject involves 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 paper and the completion of the weekly tasks that are assigned throughout the sessions, as well as the participation in the forums linked to the assigned throughout the sessions, as well as the participation in the forums linked to the subject, online, in addition to the fact that these are linked as far as possible to the integration of Sustainable that these are linked as far as possible to the integration of the Sustainable Development Goals.

The distribution of the final grade will be:

- Set of weekly assignments (activities, critique of materials, readings and/or participation in the forums): 40%
- Final individual monographic work: 60%

The choice of the monographic work must be related to the subject. The work may form part of the final master's degree project if possible. It will be carried out under the supervision of the lecturers of this subject. Those whose master's dissertation is not related to this subject will carry out an individual and supervised state of the question on one of the current lines of research in the field of the creation of identities in a diverse world. The work topics will be proposed by each student and agreed with the assigned lecturer, who will indicate the bibliography. The subject faculty will offer a variety of topics for the choice of work at the beginning of the course.

The dates for individual tutoring, revisions and delivery of work will be set by the teaching staff of the course and will be published on Moodle at the beginning of the course.

In the case of opting for the continuous assessment system, the student must know his or her grade at least three days before the overall test in order to be eligible to sit the test.

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).

The weekly assignments will be assessed on their delivery or oral presentation through the online forum enabled for their delivery. The complexity of the analysis, the organization of the discourse, the clarity of expression of the ideas and the reasoned argumentation of the same will be taken into account. Reasoned argumentation of the same.

2: Global test

Students who do not opt for continuous assessment, who do not pass the subject by this procedure or who would like to improve their grade, will have the right to sit the overall exam, with the best of the grades obtained prevailing in all cases. This test will consist of a global exam that will be worth 50% of the final grade and a monographic work with the same characteristics as those of the students of continuous assessment of this subject, with a weight in the evaluation of 50%, in which the evaluation criteria defined in the first call applicable to this work will be maintained.

The exam will consist of several topics to be developed from among those presented and commented on in the course, covering the three areas dealt with in the course 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 essay-type with various questions that will require understanding of the information, reflection or the ability to relate theoretical and practical concepts, and the ability to apply knowledge to educational situations (case studies). Once the exam has been completed, if deemed necessary, the teacher will summon the students to an interview for the defence of the exam. The oral defence (of the exam) must obtain at least a pass mark in order to be averaged with the mark for the rest of the overall test. In the event that this oral defence is not passed (with a mark of 5 on a scale of 10), the overall test will be considered failed.

Second sitting:

The second call for assessment, to which all students who have not passed the subject will be entitled, will be carried out by means of a global test held in the period established for this purpose by the Governing Council in the academic calendar. Students will be assessed in the same way and under the same criteria as indicated in the overall exam of the first call: an overall exam that will be worth 50% of the final grade and a monographic work that will be worth the remaining 50% of the final grade. The assessment criteria defined in the first call will be maintained and will be applicable to this work.

Important:

In all exam sessions, students must pass all parts of the course with a minimum of 5 out of 10 in order to pass the course. Fraud or total or partial plagiarism in any of the evaluation tests will result in the failure of the course with the minimum grade, in addition to the disciplinary sanctions that the guarantee committee adopts for these cases. For more detailed information on plagiarism and its consequences, please consult:

<https://biblioteca.unizar.es/propiedad-intelectual/propiedad-intelectual-plagio#Que>

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

In the first week of the course, the teacher will communicate in writing or on Moodle the breakdown of tasks included in the assessment and the timetable for their delivery.

Individual work will be submitted to each teacher on the dates indicated in Moodle for review, comments and bibliographical recommendations. Students will review and complete them for the final submission when indicated in the course timetable.

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 assessment, or who have opted directly to be assessed by means of a global test.

The approach, methodology and assessment of this guide is prepared to be the same in any teaching scenario. They will be adjusted to the socio-sanitary conditions of each moment, as well as to the indications given by the competent authorities.

4.5. Bibliography and recommended resources

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=63140>