

## 26507 - Social and intercultural education

### Syllabus Information

**Academic year:** 2023/24

**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

The Social and Intercultural Education subject aims to provide students with knowledge of social diversity within an ethical framework of social and sustainable justice, promoting cooperative work, social participation and a commitment to an inclusive school. In addition, it offers the possibility of training future teachers in the knowledge and critical reflection on the historical evolution of family diversity in intercultural contexts. Likewise, from the perspective of education in values and from the coeducation approach, it responds to the trends and sensitivities of society reflected in formal and non-formal education. The Sustainable Development Goals are cross-cutting: SDG1, SDG 2, SDG 3, SDG 4, SDG 5, SDG 8, SDG 10, SDG 16 and SDG 17.

### 2. Learning results

In order to pass this subject, the students shall demonstrate they have acquired the following results:

1. Demonstrates historical knowledge of social education.
2. Demonstrates comprehensive knowledge of the concepts of coeducation, intercultural education and values.
3. Knows how to integrate the knowledge of cultural diversity in the educational task.
4. Knows the role of the educational institution in the face of socio-family realities.

The student body should adopt an attitude that favors reflection, creativity and critical thinking that will help to achieve deeper learning. These learning results are important because they address basic and fundamental issues in the professional practice of teachers. And they are essential to guarantee the quality of the teaching function within a pluralistic social framework.

### 3. Syllabus

1. Reference framework of social education: concept, rationale, educational policy and human rights.
2. Education in values: a school for democratic citizenship.
3. Education and social problems.
4. Social diversity and intercultural and inclusive education.
5. Family and education.

The subject promotes study in a global, participatory and intercultural context.

## 4. Academic activities

The different activities are contemplated from a methodology that will be dialogic, creative, meaningful, critical and reflective. There will be several learning activities that involve a workload of 150h of work for the student, both face-to-face and autonomous work:

- Autonomous and cooperative work
- Case Study
- Readings and text comments
- Jobs
- Visits to schools and socio-educational institutions
- Conferences and presentation of experiences
- Service Learning Activities
- Exhibition sessions
- Active learning methodologies
- Oral Presentation
- Discussions
- Tutorials

All these activities will be based on a critical reflection of the Sustainable Development Goals (SDGs) and their socio-educational implications.

The dates of delivery of practical exercises and directed work will be agreed by the responsible faculty at the beginning of the classes.

Outings to educational centres, social entities... to get to know the reality of the social context and to develop Learning and Service projects, for which travel may be required.

This subject allows the development of an interdisciplinary methodology. For this purpose, a joint work with subjects of the degree of the same course may be carried out.

## 5. Assessment system

The assessment activities that demonstrate the learning results are:

A. **Written test** (thematic essay or developmental or multiple-choice questions), which represents between 40% and 70% of the final grade. At least 50% of the written test will be common in content for all groups of the same center taking this subject (Department Council agreement, 06/06/2014).

B. **Portfolio** that will include a paper, as well as other practical training activities.

It represents between 30% and 60% of the final grade.

Both parts must be passed in order to pass the course. The assessment criteria and the specific percentages of each part will be established by the teachers of each center and will be communicated to the students at the beginning of the subject.

The proposed evaluation is formative and will be summative. The evaluation will be in a single mode, without any distinction between a continuous evaluation and a global test. The specified results, criteria and evaluation requirements will apply to all students regardless of their circumstances (regular attendance, irregular attendance or non-attendance).

The maintenance of the results of the assessment of the subject between the **first and second call** will be established in the planning and design of the subject by the teachers responsible, taking into account the circumstances and specificities of the development of the teaching for each academic year.

The students of **fifth and sixth call** must be aware that their evaluation is made before a tribunal, and cannot waive this right. However, may choose, upon request, to take the test together with the rest of the students in the group and then place it in an envelope to be handed in to the examining board (art. 23 of the Agreement of December 22, 2010, of the Governing Council, which approves the Regulations of Learning Assessment Standards of the University of Zaragoza). In both cases, will apply the same evaluation criteria and requirements specified as ordinary and general for the subject.

Finally, it must be taken into account that the Regulations of the Rules of Coexistence of the University of Zaragoza will apply to irregularities committed in the evaluation tests by means of academic fraud, as well as the application of article 30 of the Regulations of Rules of Learning Assessment in relation to irregular practices other than academic fraud.

