

31103 - The Context of Rural Education

Syllabus Information

Academic year: 2024/25

Subject: 31103 - The Context of Rural Education

Faculty / School: 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

Degree: 298 - Degree in Primary School Education

299 - Degree in Primary School Education

300 - Degree in Primary School Education

ECTS: 6.0

Year: 4

Semester: First semester

Subject type: Optional

Module:

1. General information

This subject will provide a **training of a professionalizing nature**, which will allow the future teacher to deepen the **knowledge of both the sociocultural and organizational context of the school located in rural territories**, as well as to analyze the relationships between territory and school as a basis for proposing a school model that addresses its differentiating characteristics, allows a bidirectional territory-school relationship, contributing to sustainable development, to a fairer and more equitable future and to quality education (SDGs) with a teaching staff converted into agents of social change.

There are no entry requirements, but we start from the idea that the student who takes it will be motivated, or that it will lead him/her to have an attitude that favors reflection and critical thinking towards its contents.

2. Learning results

The student, in order to pass this subject, must demonstrate the following learning results:

1. Knows and uses the school-rural territory contributions and vice versa.
2. Knows and determines the concepts of territory, territoriality, territorial culture and identity, rural way of life, territorial capital and sustainability.
3. Knows and critically evaluates the relationship between territory and rural school.
4. Knows the historical evolution of the rural school and its current situation at national and international level.
5. Designs, develops and evaluates center projects with involvement in and of the territory and the community.
6. Knows and manages strategies to help plan, manage and make decisions in the rural school.
7. Analyzes and reflects on the role of the school located in rural territories as an actor of development in today's society.
8. Knows and analyzes models of rural school organization, both national and international.

The learning results of this subject are fundamental for the quality in the performance of the teaching function in rural schools, since they allow developing those competences that lead to design and develop strategies that link school and territory.

3. Syllabus

Core I.- Rurality from a territorial perspective

Rurality, territory, territoriality and school: basic concepts

Cultural identity, way of life, sense of belonging and social commitment.

Territorial sustainability, local territory and global territory

Core II.- The rural school in the global educational context

International and national organizational and pedagogical models. Legislative Framework

Specific organizational characteristics of rural schools.

The school as a space for coexistence and cultural institution.

Nucleus III.- Rural school and territory

Educational and socio-educational projects adapted to the characteristics of rural areas: design, development and evaluation

4. Academic activities

HT Total student work hours: 150 hours (6 ECTS)

Face-to-face activities (40% of HT) = 60 hours

Master classes 32 hours

Practical classes (problem solving and case studies) 28 hours

Both types of activities include: Workshops of exercises, problems... Homework correction. Discussion activities.

Analysis of written, visual and/or virtual-digital documents. Resolution of cases and/or problems... Scheduled tutorials mandatory individual or small group, self- and heteroevaluation activities.

Non-face-to-face activities (60% of HT) = 90 hours

Directed work (individual and/or team work) 20 hours

Study 70 hours

5. Assessment system

The evaluation of the subject follows a single method, without any distinction between continuous evaluation and a global test , including all the activities that are subject to evaluation. The results, criteria and requirements of evaluation specified below will apply to all students regardless of their circumstances for the subject (regular attendance, irregular attendance or non-attendance).

Evaluation activities carried out throughout the year and also included in the global test At least the following will be carried out:

1.- Reading and writing the corresponding review of at least one scientific article in each of the first two blocks Content Blocks (20% of the overall grade)

2.-Individual and/or team assignments done in the classroom and/or through moodle (at least two in each of the first two Content Blocks (40% of the overall grade). Those activities that are carried out in the classroom will be in person, so their evaluation will require attendance.

3.- Final project (individual or team) (40% of the final grade)

The teachers of the subject will inform the students, at the beginning of the school term, of the due dates for each of the assignments and other activities. In any case, for those students who opt for the global test and have not delivered the activities on the dates established throughout the course, the delivery of all of them will be made on the date set for the global test in each of the centers.

Global test and second call

The global test, whose date will be the one indicated in the examination calendar of each center, will include all the evaluation activities indicated in the previous section.

The maintenance of the results of the evaluation of the course between the first and the second call will be established in the planning and design of the subject by the faculty responsible, taking into account the situations and specificities of the development of the teaching for each academic year.

Fifth and sixth calls

The students of fifth and sixth convocation must be aware that their evaluation is made before a tribunal, and cannot waive this right. However, they 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.

In either case, the same activities, criteria and evaluation requirements specified as ordinary and general for the subject will be applied.

"Finally, it should be noted that the University's Rules of Coexistence Regulations of Zaragoza will apply to irregularities committed in assessment tests through academic fraud, as well as the application of Article 30 of the Rules of Learning Assessment Regulations in relation to irregular practices other than academic fraud."

6. Sustainable Development Goals

4 - Quality Education

10 - Reduction of Inequalities

11 - Sustainable Cities and Communities