

63140 - Identity and diversity: creation of cultural identities

Syllabus Information

Academic year: 2024/25

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. Objectives of the course

1. Access specialized information sources on the specific issues of identity, equality and diversity and extract 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 expand the areas of knowledge and interest in literature, art, science and society.

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

4. Develop the ability to synthesize information and analyze it with a critical spirit, recognizing the advancement of specific knowledge and contributions in the field of building cultural identities.

We believe that this subject is the basic introduction to the study of any issue related to identity, equality and diversity, since it provides an initial explanation of all the basic terminology used in this field, while providing an analysis perspective when addressing the creation of cultural identities in a diverse world from a historical, literary, artistic, biological and social perspective. These approaches and objectives are aligned with the Sustainable Development Goals (SDG) of the United Nations 2030 Agenda (<https://un.org/sustainabledevelopment/es/>), in such a way that the acquisition of the learning results of the subject provides training and competence to contribute to the achievement of SDGs 3, 4, 5, 8, 10, 11, 16 and 17.

1.2. Recommendations for taking the course

This subject will be taught in Spanish and online. The sessions will be non-contact work sessions in which the students must read and consult materials that will be associated with some task (it can be a small evaluable task, a test-type exercise, participation in a discussion forum) that allow verifying that the students have successfully completed the work session.

2. Learning results

1. Properly use scientific terminology referring to identity, equality and diversity.

2. Know the work of authors who have worked on the construction of collective identities.

3. Analyze reasoned and critically historical, literary, artistic, social texts, audiovisual material and/or news on the subject, applying the knowledge acquired during the development of the subject.

3. Syllabus

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

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

3. Fundamental areas of research:

- Cultural identities in the school curriculum

- Gender identity
- Critical discourse studies, genealogical, psychological and biosocial approach.

4. Academic activities

4.1. General methodological presentation

Both theoretical and practical activities will be aimed at providing knowledge about the state of the research questions, 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 research advances in this field, as well as the various epistemological currents of study of the issues raised.

This course is the basic introduction to the study of any issue related to identity and diversity, since it provides an initial explanation of all the basic terminology used in this field, while facilitating analysis perspective when addressing the creation of identities in a diverse world from a historical, cultural, literary and psychosocial perspective. After taking the course, students will be able to understand the terminology of specialized readings 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.

4.2. Learning activities

The subject is done online in a non-face-to-face manner, except for the initial session and two other sessions. Oral presentations by teachers are transformed into downloadable teaching materials, sometimes video or audio files. Debates and sharing are carried out through online discussion forums and work follow-up can be in person or with a videoconference system. The deliveries of tasks are made through the platform of the digital teacher ring.

5. Assessment system

3.1. Type of tests and their value on the final grade and evaluation criteria for each test

1. Evaluation instruments

The final mark will depend on a final project, the completion of the weekly tasks that are assigned throughout the sessions and the participation in the online forums linked to the subject. The distribution of the final grade will be:

- Set of weekly tasks (criticism of materials and readings) and participation in the forums: 40%
- Final individual monographic work: 60%

Those who can carry out a monographic work related to the subject that may form part of their master's thesis, will carry out this work with the support of the teaching staff of this subject. People whose master's thesis is not related to this subject, will individually and supervised carry out a state of the art on one of the current lines of research in the field of identity creation in a diverse world. The work topics will be proposed by each student and agreed with the assigned teacher, who will indicate the bibliography.

The first version of the monographic work will be presented in the first fortnight of December. Students will receive a provisional grade and suggestions for improvement and may present a second definitive version before the end of the academic period. In any case, as part of the evaluation, the teaching staff may request, at random, the oral defense of the test or task delivered in writing, for the verification of the qualification.

2. Evaluation criteria

With respect to this knowledge review report, the following aspects will be assessed:

a) Regarding orthotypographical aspects: Systematic presentation, correct spelling and punctuation, clear and grammatically correct writing. Citations, references and bibliography adjusted to the norms. Scientific and professional terminology.

b) On the content of the knowledge review: Appropriate descriptors, Exhaustive search, Diversification of search resources: books, articles and online resources (both for secondary and primary references). Personal and well-structured synthesized speech (not puzzle).

In the weekly tasks, their punctual delivery or oral presentation will be valued 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.

In the news forum, the frequency of participation and the making of comments with a reasoned opinion regarding the news located in the forum will be assessed.

3. Comprehensive 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 evaluation student body of this subject with a weight in the evaluation of 50%. The evaluation criteria defined in the first call applicable to this work will be maintained.

The exam will consist of a single topic to be developed among those exposed and commented on in the course that will cover the three areas

covered in the course by each of the three teachers: cultural, literary and biosocial. The following will be valued:

- Inclusion of all the points or aspects addressed in the subject regarding the subject from classroom notes, audiovisual materials or the basic reference bibliography of the subject.
- Depth and correctness in the exposure of the topic.
- Inclusion of complementary information from the reading of scientific articles.
- Inclusion of complementary information from other information sources, including news, debates that have been attended, etc.
- Spelling and grammar correction.
- Clear and orderly expression of ideas.
- Appropriate citation of ideas from reference authors.
- Establishment of relationships between the topic asked and other topics of the subject.
- Reflection on the relationship of the topic asked with the current social reality.
- Reasoned exposition of ideas.

6. Sustainable Development Goals

5 - Gender Equality

10 - Reduction of Inequalities