

21-22

GRADO EN PEDAGOGÍA
CUARTO CURSO

GUÍA DE ESTUDIO PÚBLICA



SOCIAL JUSTICE AND EDUCATION

CÓDIGO 63014121

UNED

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Nombre de la asignatura	SOCIAL JUSTICE AND EDUCATION
Código	63014121
Curso académico	2021/2022
Departamento	MÉTODOS DE INVEST. Y DIAGNÓSTICO EN EDUCACIÓN II (ORIENTACIÓN EDUCATIVA, DIAGNÓSTICO E INTERVENCIÓN PSICOPEDAGÓGICA)
Título en que se imparte	GRADO EN EDUCACIÓN SOCIAL
CURSO - PERIODO	- CUARTO CURSO - SEMESTRE 1
Título en que se imparte	GRADO EN PEDAGOGÍA
CURSO - PERIODO	- CUARTO CURSO - SEMESTRE 1
Tipo	OPTATIVAS
Nº ETCS	6
Horas	150.0
Idiomas en que se imparte	INGLÉS

PRESENTACIÓN Y CONTEXTUALIZACIÓN

Welcome to the course on Social Justice and Education!

It is an elective course, located in the fourth year of the degree in Social Education and it is also offered in Pedagogy. It belongs to the general subject (*materia*): *Procesos, técnicas y recursos de intervención socioeducativa (Processes, techniques and resources for socio-educational intervention)*.

Education should be aimed at promoting social justice implicitly, but unfortunately this is not always so, thus, it is essential to address it explicitly.

In this course we hope to equip students with the necessary competencies to question many accepted practices in education and to adopt a social justice perspective in their work.

Social Justice is based on the idea of creating a society that is based on the principles of equity and solidarity, that recognizes the dignity of every human being (by promoting social justice at personal, institutional and societal level).

The concept has taken on a very controverted and variable meaning, depending on who is using it and for what purpose, so it is very important to be aware of these meanings. In this course we will analyse these different uses.

This subject is related to Derechos Humanos y Educación, a compulsory subject in the first year, and Schools for All, another elective course in the fourth year (within the degree in Pedagogy),

Social educators and pedagogues need to adopt a social justice approach in their work, in order to adequately meet the objectives and goals of our profession. We sincerely hope you enjoy the contents and the approach.

REQUISITOS Y/O RECOMENDACIONES PARA CURSAR LA ASIGNATURA

This course is completely delivered and evaluated in English, thus, it is strongly recommended that students who enrol hold a B2 certificate or equivalent. Accreditation will not be required, nevertheless **they should be proficient in this language (especially reading and writing skills)**, in order to read the materials, engage in the discussions and complete the written activities as well as the final exam.

If not fluent before enrolling, students must at least be highly motivated, and be prepared to learn and improve their English, while undertaking the course. The **Centro Universitario de Idiomas Digital y a Distancia (CUID)** provides initial tests (free of charge) in order to assess competence in English (as well as in other languages):

http://portal.uned.es/portal/page?_pageid=93,27240427&_dad=portal&_schema=PORTAL

<https://dialangweb.lancaster.ac.uk/>

There are no previous requirements regarding contents, **only being interested in promoting equity in education, whether formal or informal, and in society at large**, within our possibilities.

EQUIPO DOCENTE

Nombre y Apellidos	BEATRIZ MALIK LIEVANO (Coordinador de asignatura)
Correo Electrónico	bmalik@edu.uned.es
Teléfono	91398-8126
Facultad	FACULTAD DE EDUCACIÓN
Departamento	MÉTODOS DE INVEST Y DIAG EN EDUCACIÓN II

Nombre y Apellidos	ANA FERNANDEZ GARCIA
Correo Electrónico	anafernandez@edu.uned.es
Teléfono	91398-6964
Facultad	FACULTAD DE EDUCACIÓN
Departamento	MÉTODOS DE INVEST Y DIAG EN EDUCACIÓN II

HORARIO DE ATENCIÓN AL ESTUDIANTE

Communication will be maintained through the tools in the virtual course.

Students can also use e-mail and telephone if necessary:

D.^a Beatriz Malik Liévano

Tuesdays, 10:30 -14:30 hours

Office 2.77

Telephone: +34 -91-398 8126; E-mail: bmalik@edu.uned.es

D.^a Ana Fernández García

Wednesdays, 10:30 - 14:30 hours

Office: 2.12

Telephone: 91 398 69 64; E-mail: anafernandez@edu.uned.es

Postal address:

UNED - Facultad de Educación
 c/ Juan del Rosal, 14
 28040 Madrid - SPAIN

TUTORIZACIÓN EN CENTROS ASOCIADOS

COMPETENCIAS QUE ADQUIERE EL ESTUDIANTE

COMPETENCES DEGREE IN SOCIAL EDUCATION

GENERAL COMPETENCES

CG2.2.2.	Competence to search relevant information
CG2.2.3.	Competence to manage and organize information
CG3.1.	Team work skills
CG3.2.	Negotiation skills
CG1.1.1.	Initiative and motivation
CG1.1.3	Time management skills
CG1.2.1.	Analysis and synthesis
CG1.2.2.	Competence to transfer theoretical knowledge to practical situations
CG1.2.4.	Creative thinking
CG1.2.5	Critical reasoning

SPECIFIC COMPETENCES

Students should acquire the following competences, all with a social justice perspective:

CE2	Identify social and educational challenges to improve professional practices
CE4	Analyse complex situations in order to design and implement socio-educational actions.
CE5	Design socio-educational plans, programs and projects in diverse contexts.

CE7

Identify, select and manage adequate resources in socio-educational interventions .

COMPETENCES DEGREE IN PEDAGOGY

GENERAL COMPETENCES

CG2 To develop higher order cognitive processes

CG4 To communicate orally and in written form in all dimensions of professional activity.

CG7 To develop ethical attitudes according to professional codes of ethics.

CG8 To promote attitudes in accordance with human rights and democratic principles.

SPECIFIC COMPETENCES

CE07 To develop strategies and techniques which promote active participation and life-long learning.

CE09 To develop and coordinate educational actions aimed at people and groups with diverse needs, and those facing inequalities and discrimination of any kind.

RESULTADOS DE APRENDIZAJE

By the end of the course, students should be able to demonstrate the following Learning Outcomes, derived from the corresponding competencies:

- To identify different approaches to the concept of social justice, by discussing definitions and implications for educational practice.
- To design and implement actions and projects from a social justice perspective.
- To promote an active and critical citizenship.
- To respond adequately to proposed case studies.
- To compile a directory of resources.

CONTENIDOS

1. Concepts and dimensions of Social Justice from an international perspective
2. Rising inequalities among countries
3. Rising inequalities among people
4. From the new international economic order to the Millennium Declaration and Millennium development goals

5. The divide between human rights in economic and social economic development

6. Are international justice and social justice politically obsolete concepts?

METODOLOGÍA

The methodology is that of UNED, combining different resources in distance and blended learning:

- Study guidelines to follow the course: contents, activities and evaluation.
- Basic materials available on the virtual course and complementary texts.
- Virtual Course (V.C.): different tools to assist the students in their learning process.
- Discussion rooms within the v.c. to interact with other students and the teachers.
- Links to resources related to the subject.
- E-mail, as well by telephone, on the days specified.

Students are expected to participate and engage actively in discussions in the virtual course. Both PECs are compulsory and one of them requires working collaboratively, as part of the learning process, in order to pass the course. Work groups will be created in the platform.

SISTEMA DE EVALUACIÓN

TIPO DE PRUEBA PRESENCIAL

Tipo de examen

No hay prueba presencial

PRUEBAS DE EVALUACIÓN CONTINUA (PEC)

¿Hay PEC?

Si

Descripción

*** PEC 1: It comprises two/three activities.**

Guidelines for each activity will be available on the virtual course

Criterios de evaluación

Evaluation Criteria

The following general criteria will be taken into account in the evaluation of the different activities:

Responses in accordance to course contents

Adequate structure and length (for written exercises)

Conceptual rigour and precise use of the specific terminology in the course

Real or simulated application of the contents in the intervention design

Degree of personal elaboration and originality

Use of proper arguments to defend theses

Analysis of implications and critical reflection

Diversity, quality and currency of resources used

Quotes of authors throughout the texts and proper references of all the sources used (basic, complementary and others), using the APA style (7th edition)

Proper formal presentation, in accordance with the requirements of the activity

Ponderación de la PEC en la nota final 50%

Fecha aproximada de entrega November / December 2021; September 2022

Comentarios y observaciones

ATTENTION

VERY IMPORTANT: If there are traces of plagiarism in any of the assignments, the student will not pass the subject in February, and the activity must be re-elaborated and delivered in September. If plagiarism is detected in September, the student will fail the course.

OTRAS ACTIVIDADES EVALUABLES

¿Hay otra/s actividad/es evaluable/s? Si

Descripción

*** PEC 2 - Activity - Case Study**

Group activity. Guidelines will be available in virtual course.

Criterios de evaluación

Evaluation Criteria

The following general criteria will be taken into account in the evaluation:

Collaborative interaction among the subgroup members

Responses in accordance to course contents

Adequate structure and length (for written exercises)

Conceptual rigour and precise use of the specific terminology in the course

Real or simulated application of the contents in the intervention design

Degree of personal elaboration and originality

Use of proper arguments to defend theses

Analysis of implications and critical reflection

Diversity, quality and currency of resources used

Quotes of authors throughout the texts and proper references of all the sources used (basic, complementary and others), using the APA style (7th edition)

Proper formal presentation, in accordance with the requirements of the activity

Ponderación en la nota final 50 %

Fecha aproximada de entrega January 2022; September 2022

Comentarios y observaciones

ATTENTION

VERY IMPORTANT: If there are traces of plagiarism in any of the assignments, the student will not pass the subject in February, and the activity must be re-elaborated and delivered in September. If plagiarism is detected in September, the student will fail the course.

¿CÓMO SE OBTIENE LA NOTA FINAL?

50 % (PEC 1) + 50 % (PEC 2)

A minimum of 5 points in each is required in each PEC to pass the subject. It is possible to present them either in the ordinary term (February), or in the extraordinary term (September). You can deliver both PEC in the same term, or one in each (the grades are maintained throughout the whole course).

BIBLIOGRAFÍA BÁSICA

* The contents of this subject will be studied through a selection of texts from the following document, which is available on the virtual platform (not all of it is mandatory):

- Jacott, Liliana, García-Vélez, Tatiana & Seguro-Gómez, Vanesa (Eds.) (2019). *Education, Citizenship and Social Justice: Innovation, Practices and Research*. First CiCea / Jean Monnet CiCe Network International Conference Proceedings. Universidad Autónoma de Madrid

Students will be able to choose those texts that are more in accordance with their interests, besides 2-3 texts selected by the course teachers, which will be compulsory. Among these

texts is the following not (not related to the previous document):

Alfred, M.V. (2016). Creating space for Social Justice Education, *Dialogues in Social Justice* 1(1), 31-34

BIBLIOGRAFÍA COMPLEMENTARIA

Beierlein, Constanze; Werner, Christina. Preiser, Siegfried & Wermuth, Sonja (2011). Are Just-World Beliefs Compatible with Justifying Inequality? Collective Political Efficacy as a Moderator. *Social Justice Research*, 24, pp. 278–296.

Irving, Barrie A. & Malik, Beatriz (2005). *Critical Reflections on Career Education and Guidance Promoting Social Justice within a Global Economy*. London: Routledge Falmer.

Some specific chapters:

Irving, Barrie A. & Malik, Beatriz (2005). Introduction. *Critical Reflections on Career Education and Guidance: Promoting Social Justice within a Global Economy*. London: Routledge Falmer

Irving, Barrie A. (2005). Social justice: a context for career education and guidance, in Barrie A. Irving & Beatriz Malik. *Critical Reflections on Career Education and Guidance Promoting Social Justice within a Global Economy*. London: Routledge Falmer.

Roberts, K. (2005). Social Class, Opportunity Structures and Career Guidance, in Barrie A. Irving & Beatriz Malik. *Critical Reflections on Career Education and Guidance Promoting Social Justice within a Global Economy*. London: Routledge Falmer.

Youtube videos and excerpts of films related to the contents of the course. The links will be available in the virtual course.

RECURSOS DE APOYO Y WEBGRAFÍA

There will be some additional resources in the virtual course, besides the bibliography.

Webconferences and chats will be organised during the course (2 or 3) to communicate with the students.

The student has access to UNED's library, where there are many resources, both bibliographical, as well as audio-visual, and courses on how to use these resources.

IGUALDAD DE GÉNERO

En coherencia con el valor asumido de la igualdad de género, todas las denominaciones que en esta Guía hacen referencia a órganos de gobierno unipersonales, de representación, o miembros de la comunidad universitaria y se efectúan en género masculino, cuando no se hayan sustituido por términos genéricos, se entenderán hechas indistintamente en género femenino o masculino, según el sexo del titular que los desempeñe.