

# SOCIAL JUSTICE AND EDUCATION

Curso 2012/2013

(Código: 63014121)

## 1. PRESENTACIÓN DE LA ASIGNATURA

Welcome to the elective course on Social Justice and Education! This is one of the first courses offered in English at the Faculty of Education, along with the other two courses: Schools for All, and Emotional Intelligence.

Education should be aimed at promoting social justice implicitly, but unfortunately this 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 or institution that is based on the principles of **equity** and **solidarity**, and that recognizes the dignity of every human being.

The concept has taken on a very controverted and variable meaning, depending on who is using it, and we will analyse these different uses.

## 2. CONTEXTUALIZACIÓN EN EL PLAN DE ESTUDIOS

This elective course is located in the fourth year of the degree in Social Education. It is also offered in Pedagogy.

## 3. REQUISITOS PREVIOS REQUERIDOS 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, in order to read the materials, engage in the discussions and complete the activities.

If not fluent before enrolling, students must at least be highly motivated, and prepared to learn and improve their English, while undertaking the course.

There are no previous requirements regarding contents.

## 4. 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.

## 5.CONTENIDOS DE LA ASIGNATURA

The specific contents will be explained in detail in the Study Guide, in the virtual platform.

- \* Different approaches to the concept of social justice
- \* Promoting social justice in educational contexts
- \* Case studies
- \* Resources

## 6.EQUIPO DOCENTE

- [BEATRIZ MALIK LIEVANO](#)

## 7.METODOLOGÍA Y ACTIVIDADES DE APRENDIZAJE

Students are expected to participate and engage actively in discussions in the forums.

Some activities will also be done outside the virtual course, such as collecting data in a certain context, or interviewing people.

The specific learning activities will be specified in the virtual course.

## 8.EVALUACIÓN

There will be two compulsory activities throughout the course, which will be specified in the virtual platform. It is also necessary that the student accesses the virtual course regularly and participates in the discussions, chats and webconferences.

The final exam, in the virtual course, will consist of short questions (between 2 and 4), and a text to comment or a critical incident. An interview through web-conference could also be suggested.



## 9.BIBLIOGRAFÍA BÁSICA

Comentarios y anexos:

\* Irving, Barrie A. & Malik, Beatriz (2005). *Critical Reflections on Career Education and Guidance: Promoting Social Justice within a Global Economy*. London: Routledge Falmer. **Introduction, Chapter 1, and Chapter 10, which will be available on the platform.**

\* Irving, Barry A. (2010) Making a difference? Developing career education as a socially just practice. *Australian Journal of Career Development*, 19(3), 15-23.

\* Pitt, Jane (1998). Social justice in education in 'new times'. Paper presented at the *Australian Association for Research in Education* Annual Conference.

## 10.BIBLIOGRAFÍA COMPLEMENTARIA

Comentarios y anexos:

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...* included in the basic bibliography. Some of the chapters.

## 11.RECURSOS DE APOYO

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



Webconferences and chats will be organised on a regular basis.

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.

## 12.TUTORIZACIÓN

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

In case it should be necessary, e-mail can be used: [bmalik@edu.uned.es](mailto:bmalik@edu.uned.es)

By telephone:

Wednesdays, 16-20 hours: +34 -91-398 8126

