

# SOCIAL JUSTICE AND EDUCATION

Curso 2015/2016

(Código: 63014121)

## 1. PRESENTACIÓN DE LA ASIGNATURA

Welcome to the elective course on Social Justice and Education!

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 that is based on the principles of [equity](#) and [solidarity](#), and 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.

## 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 (especially reading and writing skills), in order to read the materials, engage in the discussions and complete the written activities.

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 in order to assess competence in English (as well as other languages):

[http://portal.uned.es/portal/page?\\_pageid=93,1049935&\\_dad=portal&\\_schema=PORTAL](http://portal.uned.es/portal/page?_pageid=93,1049935&_dad=portal&_schema=PORTAL)

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 and understand different approaches to the concept of social justice, by discussing definitions and implications for educational practice.
- \* To design and implement specific actions from a social justice perspective.



- \* To produce a collaborative report, after discussion with other students, responding adequately to proposed case studies.
- \* To compile a directory of resources useful in education to promote social justice.

## 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 virtual course.

Some activities could be carried out outside the virtual course, such as collecting data in a certain context, or interviewing people.

One of the compulsory activities requires working collaboratively, as part of the learning process. Work groups will be created in the platform, and students must participate in the work team in order to pass the course, besides the individual activity.

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

## 8.EVALUACIÓN

There are two compulsory activities throughout the course, which are described in the Study Guide and in the virtual platform (Tasks section). One is individual and the other one in working groups. It is also necessary that the student accesses the virtual course regularly and participates in the discussions, chats and webconferences. There are no exams in this course, evaluation is continuous.



An oral interview will be proposed, not as an exam, but in order to meet the students "face to face" (although virtually) and assess their proficiency in English (fluency is not required, but a minimum level of conversation is desirable to accompany written skills).

Evaluation will be based on the proper fulfillment of the compulsory activities, and participation in the discussions. An oral interview will also be suggested through webconference. Specific dates will be negotiated with students at the start of the course.

The percentage allocated to each activity to obtain the final grade is as follows:

Individual activity (directory of resources and brief essay on the contents of the course): 50%

Discussion of case study and proposal of actions (group activity): 50%

There will be an optional activity which can be added to increase the final grade (20%), or substitute part of the individual activity (in this case, 30% would be allocated to the individual activity and 20% to this activity).

IMPORTANT: There is no face to face exam at the associate center. Evaluation will be entirely carried out through the virtual platform

## 9. BIBLIOGRAFÍA BÁSICA

Comentarios y anexos:

There will be no textbook for this academic year. The basic bibliography will be available through the virtual platform (either a link to the article, or the proceedings / chapters in PDF format):

Arthur, N., Cabrera, G., Irving, B., & Malik B. (2013). Positioning social justice at the heart of career practice: a critical priority. *Symposium on Social Justice, presented at the International Association for Educational and Vocational (IAEVG) conference, Montpellier, September 2013.*

Williamson, Joy Ann, Rhodes, Lori and Dunson, Michael (2007). A Selected History of Social Justice in Education, *Review of Research in Education*, 31, pp. 195-224.

## 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 on Career Education and Guidance Promoting Social Justice within a Global Economy*. London: Routledge Falmer. (Some of the chapters are included in the basic bibliography).

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. Available on platform.



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

## 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.

E-mail can also be used for personal communication: bmalik@edu.uned.es

By telephone:

Tuesdays, 16.00 - 18.00 hours, and Wednesdays, 16.00 - 18.00 hours: +34 -91-398 8126

