19-20

GRADO EN EDUCACIÓN SOCIAL
CUARTO CURSO

GUÍA DE ESTUDIO PÚBLICA



SOCIAL JUSTICE AND EDUCATION

CÓDIGO 63014121

UNED

19-20

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ÍNDICE

PRESENTACIÓN Y CONTEXTUALIZACIÓN
REQUISITOS Y/O RECOMENDACIONES PARA CURSAR LA ASIGNATURA
EQUIPO DOCENTE
HORARIO DE ATENCIÓN AL ESTUDIANTE
TUTORIZACIÓN EN CENTROS ASOCIADOS
COMPETENCIAS QUE ADQUIERE EL ESTUDIANTE
RESULTADOS DE APRENDIZAJE
CONTENIDOS
METODOLOGÍA
SISTEMA DE EVALUACIÓN
BIBLIOGRAFÍA BÁSICA
BIBLIOGRAFÍA COMPLEMENTARIA
RECURSOS DE APOYO Y WEBGRAFÍA
ADENDA AL SISTEMA DE EVALUACIÓN CON MOTIVO DE LA PANDEMIA COVID 19

Nombre de la asignatura	SOCIAL JUSTICE AND EDUCATION
Código	63014121
Curso académico	2019/2020
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 purspose, 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 (of the degree in Pedagogy),
Social educators and pedaogues need to adopt a social justice approach in their work, in order to fulfill adequately and fairly the objectives and goals of our profession.

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.
If not fluent before enroling, 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 other languages):
http://portal.uned.es/portal/page?_pageid=93,27240427&_dad=portal&_schema=PORTAL
https://dialangweb.lancaster.ac.uk/getals
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)
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Facultad	FACULTAD DE EDUCACIÓN
Departamento	MÉTODOS DE INVESTIGACIÓN Y DIAGNÓSTICO EN EDUCACIÓN II

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HORARIO DE ATENCIÓN AL ESTUDIANTE

Communication will be maintained through the tools in the virtual course.
E-mail can also be used for personal communication:
D.ª Beatriz Malik Liévano
Tuesdays, 10.30 -14.30 hours
Despacho 2.77
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D.ª Ana Fernández García
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28040 Madrid - SPAIN

TUTORIZACIÓN EN CENTROS ASOCIADOS

En el enlace que aparece a continuación se muestran los centros asociados y extensiones en las que se imparten tutorías de la asignatura. Estas pueden ser:

•**Tutorías de centro o presenciales**: se puede asistir físicamente en un aula o despacho del centro asociado.

•**Tutorías campus/intercampus**: se puede acceder vía internet.

La información ofrecida respecto a las tutorías de una asignatura es orientativa. Las asignaturas con tutorías y los horarios del curso actual estarán disponibles en las fechas de inicio del curso académico. Para más información contacte con su centro asociado.

Consultar horarios de tutorización de la asignatura 63014121

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 informatio
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 theoretial 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. International justice and the United Nations: from the new international economic order to the Millennium Declaration and Millennium development goals

5. Social Justice and the United Nations: 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:

•Virtual Course (V.C.): different tools to assisst the students in their learning process.

•Discussion rooms within the v.c. to interact with other students and the professors.

•Study guidelines to follow the course: contents, activities and evaluation.

•Basic materials available in te virtual course and complementary texts.

•Links to resources related to the subject.

•Attention to students through e-mail, as well by telephone, on the days specified.

Students are expected to participate and engage actively in discussions in the virtual course. Some activities can 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 exam.

SISTEMA DE EVALUACIÓN

TIPO DE PRUEBA PRESENCIAL

Tipo de examen	Examen de desarrollo
Preguntas desarrollo	5
Duración del examen	120 (minutos)

Material permitido en el examen

None

Criterios de evaluación

Precise use of the specific terminology in the course
Responses in accordance to course contents
Conceptual rigour and clear expression in writing
Real or simulated application of the contents to the case study
Correct spelling

% del examen sobre la nota final	70
Nota del examen para aprobar sin PEC	0
Nota máxima que aporta el examen a la calificación final sin PEC	0
Nota mínima en el examen para sumar la PEC	5

Comentarios y observaciones

PRUEBAS DE EVALUACIÓN CONTINUA (PEC)

¿Hay PEC? Si

Descripción

*** 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 of the different activities:
Adequate structure and length (for written exercises)
Conceptual rigour and precise use of the specific terminology
Real or simulated application of the contents
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
Proper formal presentation, in accordance with the requirements of athe text (and in the heading).

Ponderación de la PEC en la nota final	30%
Fecha aproximada de entrega	enero/febrero/2020

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.

OTRAS ACTIVIDADES EVALUABLES

¿Hay otra/s actividad/es evaluable/s? No

Descripción

Criterios de evaluación

Ponderación en la nota final

Fecha aproximada de entrega

Comentarios y observaciones

¿CÓMO SE OBTIENE LA NOTA FINAL?

70 % (Exam) + 30 % (Activity-PEC)

A minimum of 5 points in each is required to pass the subject. The PEC is compulsory, you cannot pass the subject only with the exam. It is possible to present them either in the ordinary term (February), or in the extraordinary term (September). You can do the exam and the PEC in the same term, or one in each (the grades are maintained throughout the whole course).

BIBLIOGRAFÍA BÁSICA

The contents of this subject can be studied through the following document:

•United Nations (2006). *Social Justice in an Open World. The Role of the United Nations.* The International Forum for Social Development. New York: UNITED NATIONS. ST/ESA/305 / ISBN 92-1-130249-8

It will be available in the virtual platform

BIBLIOGRAFÍA COMPLEMENTARIA

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

Beierlein, Constanze; Werner, Christina. Preiser, Siegfried & Wermuth, Sonja (2011). Are Just-World Beliefs Compatible with Justifying Inequality? Collective Political Efficacy as a Moderato. *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.

ADENDA AL SISTEMA DE EVALUACIÓN CON MOTIVO DE LA PANDEMIA COVID 19

https://app.uned.es/evacaldos/asignatura/adendasig/63014121

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.