



## Information about the subject

**Degree:** Bachelor of Arts Degree in Early Childhood Education

**Faculty:** Faculty of Teacher Training and Education Sciences

**Code:** 1411105 **Name:** Society and Intercultural Education

**Credits:** 6,00 **ECTS Year:** 1 **Semester:** 1

**Module:** Society, family and school

**Subject Matter:** Society, family and school **Type:** Basic Formation

**Department:** -

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

### Lecturer/-s:

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## Module organization

### Society, family and school

Subject Matter	ECTS	Subject	ECTS	Year/semester
Society, family and school	6,00	Society and Intercultural Education	6,00	1/1
Childhood, health and nutrition	6,00	School Health	6,00	3/1
Anthropology	6,00	Religion, Culture and Values	6,00	2/1
Educational intervention in the family context	4,00	Education and Family	4,00	1/2

## Recommended knowledge

**Prerequisites: NON**

## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 The student describes the phenomenon of globalization and relates it to the characteristics of today's society: demographic situation, unemployment, cultural diversity and inequality.
- R2 The learner identifies patterns of social networks and determines the appropriate ones in a multicultural society.
- R3 The student designs socio-educational proposals for intercultural education.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
G3	To design and regulate learning spaces in contexts of diversity that address the unique educational needs of students, gender equality, equity and respect for human rights.				X
G4	To promote coexistence in the classroom and outside it and address the peaceful resolution of conflicts. To know how to systematically observe learning and coexistence contexts and to know how to reflect on them.				X
G5	To reflect as a group on the acceptance of rules and respect for others. Promote the autonomy and uniqueness of each student as factors in the education of emotions, feelings and values in early childhood.				X
G12	To understand the role, possibilities and limits of education in today's society and the fundamental competencies that affect early childhood education schools and their professionals. To know models of quality improvement with application to educational centers.				X
SPECIFIC		Weighting			
		1	2	3	4
E26	To create and maintain communication links with families to effectively influence the educational process.	X			
E27	To know how to exercise the functions of tutor and counselor in relation to family education.	X			
E28	To promote and collaborate in actions inside and outside the school, organized by families, municipalities and other institutions with an impact on citizenship education.	X			



E29 To analyze and critically incorporate the most relevant issues of today's society that affect family and school education: social and educational impact of audiovisual languages and screens; changes in gender and intergenerational relations; multiculturalism and interculturalism; discrimination and social inclusion and sustainable development.

X

E30 To know the historical evolution of the family, the different types of families, lifestyles and education in the family context.

X



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
	50,00%	Written test: Final summative or continuous theoretical and practical test (open questions, objective test questions, truncated exam, etc.). Preparation of fieldwork memorandums. Solution of case studies, single case, etc.
	10,00%	Oral presentation of group and individual work.
	10,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.
	30,00%	Non-final written exams: individual or group directed work.

### Observations

#### Additional information:

The exam will consist of a written test (50%), from which, students must demonstrate knowledge, skills and/or attitudes studied in the subject. In this sense, it will be necessary to pass the written test in order to apply the rest of the grades obtained in the established activities, which are broken down below, in the final calculation of the grade for the subject:

- Individual work consisting of a selection of news items in the media related to the subject (10%).
- Viewing and reflection on a film chosen by the teacher (10%).
- Participation in the design and elaboration of a socio-educational proposal (10%).

In the assignments, students will have to demonstrate the readings they have done, their understanding of them and the correct application of what they have learned to other real situations, as indicated by the teacher. Likewise, the assignments will be based on the search (which must be demonstrated) of current documents related to the contents to be worked on in each case.

The individual monitoring of attendance at the face-to-face sessions and active participation in the theoretical-practical classes, seminars and tutorials of the subject will be recorded, according to the lecturer's criteria regarding the quality of the student's performance, in a monitoring sheet for each session.



## CRITERIA FOR THE AWARDING OF HONOURS:

As a sign of academic exceptionality, the Honour's Degree will be awarded to the student who, in addition to obtaining a maximum mark in the above criteria, is considered by the teacher to be worthy of such a distinction. And, in accordance with the general regulations which indicate that only one matriculation of honour can be awarded for every 20 students, not per fraction of 20, with the exception of the case of groups of less than 20 students in total, in which one matriculation can be awarded.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 PARTICIPATIVE MASTERCLASS
- M2 CLASSROOM PRACTICES
- M3 CASE STUDIES
- M6 PROBLEM-BASED LEARNING
- M7 GROUP TUTORING
- M8 INDIVIDUAL TUTORING
- M10 COOPERATIVE AND COLLABORATIVE WORK



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom. M1, M2	R1, R2	25,00	1,00
Group work sessions supervised by the teacher, case studies, diagnostic analyses, problems, field studies, computer classroom, visits, data searches, libraries, network, Internet, etc. Meaningful construction of knowledge through student interaction and activity. M2, M3, M6	R1, R2, R3	20,00	0,80
Presentation in plenary. Application of interdisciplinary knowledge M1, M2, M3, M6	R1, R2, R3	6,00	0,24
Personalised attention in small groups. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, assignments, etc. M2, M3, M6	R1, R2, R3	7,00	0,28
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M1, M2, M3, M6	R1, R2	2,00	0,08
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M2, M3, M6	R1, R2, R3	40,00	1,60
Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M1, M2, M3, M6	R1, R2, R3	50,00	2,00
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>





## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
THE COMPLEXITY OF SOCIAL LIFE	<ul style="list-style-type: none"><li>·Educational challenges in contemporary society, unemployment and social inequalities, cultural changes,</li><li>·Shifting from Family towards society Role Gender and ethnic minorities</li><li>·School versus Society social reproduction social transformation and Development</li></ul>
SOCIALIZATION, INDIVIDUATION AND IDENTITIES	<ul style="list-style-type: none"><li>·Individual and culture. The process of socialization and Individuation</li><li>·Collective and individuals identity contraction</li></ul>
INTERCULTURAL EDUCATION	<ul style="list-style-type: none"><li>·Approaches towards cultural diversity segregation,assimilation, multiculturalism and Interculturalism</li><li>·Migrant and ethnic minority's children in school</li><li>·Theory and practice of Intercultural Education</li></ul>

### Temporary organization of learning:

Block of content	Number of sessions	Hours
THE COMPLEXITY OF SOCIAL LIFE	12,00	24,00
SOCIALIZATION, INDIVIDUATION AND IDENTITIES	8,00	16,00
INTERCULTURAL EDUCATION	10,00	20,00



## References

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- Bauman, Z. (2016). *Extraños llamando a la puerta*. Barcelona: Paidós
- Cabedo, V., De Bartolomé, J. C., Ramón, F. y Cloquell, A. (2011). *Los menores extranjeros no acompañados En la norma y en la realidad*. Valencia: Tirant lo Blanch
- Cabedo, V. y Cloquell, A. (2012). *Los menores extranjeros no acompañados en los sistemas de protección a la infancia de las Comunidades Autónomas*. Valencia: Tirant Lo Blanch
- Cloquell, A. (2010). La situación de los MINA en la Comunitat Valenciana: un estudio empírico en Cabedo, V. (Coord). *La situación de los menores inmigrantes no acompañados. Su protección e integración*. Valencia: Tirant Lo Blanc
- Consejo de Europea (2018) *Competencias Para Una Cultura Democrática* Convivir en pie de igualdad en sociedades democráticas culturalmente diversas <https://rm.coe.int/libro-competencias-ciudadanas-consejo-europeo-16-02-18/168078baed>
- Consejo de Europa (2018) Enseñando temas controvertidos [https://sede.educacion.gob.es/publiventa/descarga.action?f\\_codigo\\_agc=17231](https://sede.educacion.gob.es/publiventa/descarga.action?f_codigo_agc=17231)
- Die, L. (2012). *Aprendiendo ser Iguales: Manual de educación intercultural*. Valencia: Bancaixa
- Fuentes Gómez-Calcerrada, J. L. (2014). Hacia una filosofía de la educación intercultural: Diversidad moral, identidad cultural y diálogo intercultural, *Revista Teoría de la Educación*, 26 (1), 213-226
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- Palaiologou, N. y Gunther D. (2012). *Mapping the broad field of multicultural and intercultural education worldwide: towards the development of a new citizen*. Reino Unido: Cambridge Scholar Publishing
- Shuali, T. (2012). La pedagogía Intercultural desde la fundamentación teórica a la práctica educativa, en Die, L. (Ed.), *Aprendiendo ser Iguales: manual de educación intercultural*. Valencia: Bancaixa
- Shuali, T., et al. (2020). *Addressing educational needs of Teachers in the EU for inclusive education in a context of diversity, Volume 1*. Teachers' Intercultural Competence: Working definition and implications for teacher education. Luxembourg: Publications Office of the European Union
- Shuali, T. Bar A. (2021) Los valores europeos y el desarrollo de la competencia democrática e intercultural en el profesorado" en Arrufat; A y Sans; R (Coords) *Ciudadanía Valores e Inclusión*. Tiran lo Blanc
- Taylor, C. (2002). *Declaración Universal de la Diversidad Cultural*. Paris: UNESCO (edición plurilingüe).
- Taylor, C. (2006). *Guidelines on Intercultural Education*. Paris: UNESCO.



## Bibliografía complementaria

Ballesteros Velázquez, B. Aguado, T. y Malik, B. (2014). Escuelas para todos: diversidad y educación obligatoria, *Revista Interuniversitaria de Formación del Profesorado*, 17 (2), 93-107

Cloquell, A. (2013). *Migración y Desarrollo: el vínculo del codesarrollo*. Valencia: Tirant Lo Blanc

Cloquell, A. y Lacomba, J. (2016). El transnacionalismo revisitado: Aportes y límites de una teoría de alcance intermedio para el estudio de las migraciones. *Revista Española de Sociología (RES)*, 25 (2), 227 -240

Council of Europe (2003). *Education of Roma / Gypsy children in Europe Training Modules for Teachers in the History, Culture and Language of the Roma*

De la Mata, M. y Santamaría, A. (2010). La construcción del yo en escenarios educativos. Un análisis desde la psicología cultural, *Revista de Educación*, 363, 157-186



## Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☐ Kaltura



## **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒

Microsoft Teams

☐

Kaltura

Explanation about the practical sessions:

2. System for Assessing the Acquisition of the competences and Assessment System



## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System: