



Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1161106 **Name:** Society and Intercultural Education

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

Module: Sociology

Subject Matter: Sociology **Type:** Basic Formation

Field of knowledge: Social and Legal Science

Department: -

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

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Module organization

Sociology

Subject Matter	ECTS	Subject	ECTS	Year/semester
Sociology	6,00	Society and Intercultural Education	6,00	1/1
Anthropology	6,00	Religion, culture and values	6,00	1/1

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 current society: demographic situation, unemployment, cultural diversity, and inequality.
- R2 The student identifies patterns of social relationships and determines 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
CG4	Design and regulate learning spaces in diverse contexts that address gender equality, equity, and respect for human rights, which form the values of citizenship education.				X
CG5	Promote a positive coexistence inside and outside of the classroom, resolve discipline issues, and contribute to peaceful resolution of conflicts. Encourage and value effort, perseverance, and personal discipline in students.			X	
CG7	Know the organization of primary education schools and the diversity of actions involved in their functioning. Perform tutoring and orientation with students and their families, addressing the singular educational needs of the students. Recognize that the exercise of the teaching function must go on improving and adapting to the scientific, pedagogical, and social changes throughout life.				X
CG8	Maintain a critical and autonomous relationship with knowledge, values, and public and private social institutions.			X	
CG11	Know and apply information and communication technologies in the classrooms. Selectively discern audiovisual information that contributes to learning, civic education, and cultural enrichment.				X
CG12	Understand the function, possibilities, and the limits of education in today's society and the fundamental competencies that affect primary education schools and their professionals. Know the models of quality improvement applied to educational institutions.	X			
SPECIFIC		Weighting			
		1	2	3	4
CE18	Show social skills to understand families and be understood by them.	X			



CE19	Know and perform the functions of a tutor regarding family education for the 6-12 age group.	x			
CE20	Relate education with the environment and cooperate with families and the community.	x			
CE21	Analyze and critically incorporate the most relevant issues of current society that affect family and school education: the educational social impact of audiovisual languages and screens; changes in gender and intergenerational relationships; multiculturalism and interculturalism; discrimination and social inclusion, and sustainable development.				x
CE22	Understand the historical evolution of the family, different types of families, lifestyles, and education within the family context.	x			



Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	10,00%	Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works).
R1, R2, R3	40,00%	Written tests: Objective tests with short and extended responses.
R1, R2, R3	20,00%	Projects. Development and/or design works.
R1, R2, R3	30,00%	Reports/Practice reports.

Observations

In order to pass the course, it is necessary to demonstrate in all oral and written productions an advanced level of linguistic proficiency, so as to achieve at the end of the degree the C1 level, as required by the official Memory of the degree. Therefore, each spelling mistake will be, consequently, penalized in papers and exams with 0.50 points. Three missing accents will be equivalent to one spelling mistake.

The oral presentation of group and individual work will consist of the preparation and participation in a classroom debate (10%).

The written test (40%) will be based on a multiple-choice exam (30%) and a development question (10%) in which students will be asked to relate some of the contents taught in the course. In this sense, it will be necessary to pass the written test to apply in the final computation of the grade of the course the rest of the grades obtained in the established activities.

For the overcoming of the 20% corresponding to the section of projects. Development and/or design work, the student will be asked to design and elaborate a socio-educational proposal in intercultural education throughout the course, and its exhibition to be carried out in the classroom. The 30% related to reports/memories of practices, will be distributed as follows: (10%) will consist of the completion of a group work based on selection of news in the media with the issues raised in the subject and its subsequent analysis, another (10%) may be achieved after viewing digital resources, a film or video, and the completion of a subsequent task related to such viewing, the remaining 10% will be obtained through active participation in the sessions, according to the teacher's discretion as to the quality of student contributions (monitoring sheet per session).



Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	70,00%	Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development
R1, R2, R3	10,00%	Exposición oral de trabajos grupales e individuales: sistemas de autoevaluación (oral, escrita, individual, en grupo). Pruebas orales (individual, en grupo, presentación de temas-trabajos)
R1, R2, R3	20,00%	Projects. Development and/or design works.

Observations

In order to pass the course, it is necessary to demonstrate in all oral and written productions an advanced level of linguistic proficiency, so as to achieve at the end of the degree the C1 level, as required by the official Memory of the degree. Therefore, each spelling mistake will be, consequently, penalized in papers and exams with 0.50 points. Three missing accents will be equivalent to one spelling mistake.

The written test (70%) will be based on a multiple-choice exam (30%) and a development question (10%) in which students will be asked to relate some of the contents taught in the course. 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 in the final computation of the grade of the course. The remaining 40% will be divided into a 10% that will consist of the realization of a group work based on the selection of news in the media with the issues raised in the subject and its subsequent analysis, another 10% can be achieved after viewing digital resources, a film or video, and the completion of a subsequent task related to such viewing, the remaining 10% will be obtained through active participation in the sessions, at the discretion of the teacher regarding the quality of the student's contributions (monitoring sheet per session). The oral presentation of group and individual work will consist of the preparation and participation in a debate in the classroom (10%).

For the overcoming of the 20% corresponding to the section of projects. Development and/or design work, the student will be asked to design and elaborate a socio-educational proposal in intercultural education throughout the course, and its exhibition to be carried out in the classroom.

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	Participatory Master Class
M2	Case Study
M7	Cooperative/Collaborative Work
M9	Group and Individual Tutoring
M10	Individual Tutoring
M11	Participatory Master Class
M12	Case Study
M18	Cooperative/Collaborative Work
M19	Individual Tutoring
M20	Group and Individual Tutoring



IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Group Work Presentation M1, M2, M7, M9	R1, R2, R3	5,00	0,20
Theoretical Class M1	R1, R2, R3	25,00	1,00
Practical Class M2, M7, M9	R1, R2, R3	22,00	0,88
Tutoring M2, M7, M9	R1, R2, R3	5,00	0,20
Evaluation M1, M2, M7, M9	R1, R2, R3	3,00	0,12
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M2, M7, M9	R1, R2, R3	40,00	1,60
Individual work M2, M7, M9	R1, R2, R3	50,00	2,00
TOTAL		90,00	3,60



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11, M12, M18, M19	R1, R2, R3	25,00	1,00
Practical class (e-learning mode) M12, M18, M19	R1, R2, R3	23,00	0,92
Individual tutoring (e-learning mode) M12, M18, M19	R1, R2, R3	7,00	0,28
Evaluation (e-learning mode) M11, M12, M18, M19	R1, R2, R3	5,00	0,20
TOTAL		60,00	2,40

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M12, M19	R1, R2, R3	50,00	2,00
Group Work (e-learning mode) M12, M18	R1, R2, R3	40,00	1,60
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
BLOCK-1: THE COMPLEXITY OF SOCIAL REALITY	<ul style="list-style-type: none">·The challenges of today's society to education: unemployment, social inequalities and cultural changes.·From family to society: status, roles, class and ethnicity.·School-society relationship: social reproduction and social transformation.
BLOCK-2: SOCIALIZATION AND IDENTITIES	<ul style="list-style-type: none">·The processes of socialization and personalization.· The construction of personal and social identities.
BLOCK-3: INTERCULTURAL EDUCATION	<ul style="list-style-type: none">·Approaches and models to cultural diversity: segregation, assimilation, multiculturalism and interculturalism.·Intercultural education: from theory to practice.

Temporary organization of learning:

Block of content	Number of sessions	Hours
BLOCK-1: THE COMPLEXITY OF SOCIAL REALITY	10,00	20,00
BLOCK-2: SOCIALIZATION AND IDENTITIES	10,00	20,00
BLOCK-3: INTERCULTURAL EDUCATION	10,00	20,00



References

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- 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 Blanch.
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- 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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- 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.
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Community in Democratic Countries: Epistemological and Pedagogical debates. Introduction. Revista de Educación, 387, 11-14

Direcciones de internet/webgrafía.... Aulaintercultural.org



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:

The practical sessions foreseen in the course will be carried out, developed through a cooperative group methodology using cooperative group methodology, using the options that Microsoft Teams has developed for this purpose.

Teams has developed for this purpose.



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:



ONLINE 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: