



## Teaching Guide

Identifying Data					2017/18
<b>Subject (*)</b>	Socio-educational approaches to equality		<b>Code</b>	615525021	
<b>Study programme</b>	Mestrado Universitario en Políticas Sociais e Intervención Sociocomunitaria				
Descriptors					
Cycle	Period	Year	Type	Credits	
Official Master's Degree	1st four-month period	Second	Optativa	6	
<b>Language</b>	SpanishGalician				
<b>Teaching method</b>	Face-to-face				
<b>Prerequisites</b>					
<b>Department</b>	Didácticas Específicas e Métodos de Investigación e Diagnóstico en EducaciónPedagogía e Didáctica				
<b>Coordinador</b>			<b>E-mail</b>		
<b>Lecturers</b>	Arias Rodriguez, Maria Alicia Arza Arza, Neves Gabriel Fernandez, Narciso de Iglesias Galdo, Ana Maria Sanchez Bello, Ana		<b>E-mail</b>	alicia.arias.rodriguez@udc.es neves.arza@udc.es narciso.de.gabriel@udc.es ana.iglesias@udc.es ana.sanchez.bello@udc.es	
<b>Web</b>	<a href="http://www.sociologia.udc.es/es/estudios/m%C3%A1steres/m%C3%A1ster-universitario-en-pol%C3%ADticas-sociales-e-intervenci%C3%B3n-">http://www.sociologia.udc.es/es/estudios/m%C3%A1steres/m%C3%A1ster-universitario-en-pol%C3%ADticas-sociales-e-intervenci%C3%B3n-</a>				
<b>General description</b>	<p>From the childhood, the individual recognises to himself same how boy or girl, besides, to differentiate that activities are adapted according to his gender, understanding by adapted the answer to the prescriptions that describe the behaviour already was masculine or feminine in a determinate culture. In this cultural field, is difficult to perceive our attitudes sexistas and therefore, transmit them of unaware form. These perceptions, would have to be analysed and evaluated from the educational optics to incite to the personal reflection and to the taking of decisions in the line of social practices more equitativas.</p> <p>The education has to be considered like one of the human activities with greater transcendence and impact in the society. Besides, it is forced to offer an integral training, free and responsible, apt like real preparation for the daily life and that it can give answer to the needs of the said society. This education, like public right, would have to be chaired by the principle of the equity. For this, the strategies compensadoras would have to be reinforced to achieve a greater equality and the full development and integral of the students, without renouncing to the educational quality. This principle would have to be guaranteed at all times by an educational system that boost a school inclusiva that have the means and necessary resources to do effective the purposes established.</p> <p>For such end, has to to boost the differentiation between parity and equality of gender, since these terms do not mean the same in education. The first, is a purely numerical concept, that involves to have the same proportion of boys and of girls in the educational system. The second, more complicated to delimit, means to have to students and students enjoying of the same advantages in terms of access and treatment educacional, favouring the equality of opportunities of permanent way.</p>				

## Study programme competences

Code	Study programme competences
A1	CE1 - Determinar as dimensións e categorías axeitadas para o diagnóstico e a análise científica das situacións de exclusión social.
A2	CE2 - Interpretar os feitos e as políticas sociais desde os distintos paradigmas teóricos vixentes na análise da exclusión.
A3	CE3 - Diseñar e desenvolver procesos de observación e documentación para o estudo das políticas e os sistemas de benestar social.
A4	CE4 - Recompilar e interpretar a información suficiente para chegar a diagnósticos fiables sobre os riscos de exclusión e os factores de vulnerabilidade social.
A5	CE5 - Interpretar as situacións e os procesos de marxinação social e económica de colectivos desde unha perspectiva histórica e macroestrutural.
A6	CE6 - Avaliar a capacidade e eficacia das medidas de intervención para corrixir ou previr situacións e procesos de exclusión social.
A7	CE7 - Identificar e valorar a posibilidade de intervención e prevención en procesos de conflitividade social.
A8	CE8 - Identificar procesos e factores de cohesión social, e deseñar medidas para a súa potenciación.



A10	CEM2 - Dominar as principais ferramentas conceptuais e técnicas que permiten definir un colectivo e unha problemática migratoria como obxecto de estudo e análise.
A11	CEM3 - Demostrar un coñecemento avanzado e crítico sobre as teorías e os debates académicos actuais de maior relevancia sobre as dinámicas migratorias e os procesos de integración dos colectivos migrantes.
A14	CEM6 - Actuar como profesional competente e cualificado/a no ámbito da análise das migracións internacionais e do traballo con colectivos migrantes.
A15	CEG1 - Demostrar coñecementos avanzados sobre a evolución histórica da discriminación das mulleres e dos marcos ideolóxicos e teóricos que xustifican e confrontan as desigualdades de xénero.
A16	CEG2 - Dominar as ferramentas conceptuais e metodolóxicas para identificar e analizar os mecanismos de exclusión e a vulnerabilidade vinculados ás áncoras patriarcais do sistema social.
A17	CEG3 - Aplicar a perspectiva de xénero como enfoque epistemolóxico e metodoloxía de investigación e de intervención sobre a realidade social.
A18	CEG4 - Examinar contextos e situacións de violencia e discriminación de xénero e sexual desde unha perspectiva teórica complexa e comprometida.
A19	CEG5 - Explicar os principios básicos que orientan os distintos tipos de políticas de igualdade desenvolvidos e as claves para avaliar a súa eficacia.
A20	CEG6 - Actuar como profesional competente e cualificado/a no ámbito do diagnóstico, o desenvolvemento e a xestión de políticas de igualdade de xénero.
A21	CEE1 - Explicar os procesos de exclusión vinculados ás transformacións da estrutura familiar e por idades das sociedades.
A22	CEE2 - Manexar ferramentas conceptuais e metodolóxicas para a análise da vulnerabilidade asociada a formas de convivencia e a determinados grupos de idade.
A23	CEE3 - Identificar as dinámicas interxeracionais, biolóxicas e socioeconómicas que xeran situacións de exclusión.
A26	CEE6 - Actuar como profesional competente e cualificado/a no ámbito do deseño, a xestión e a avaliación de políticas de intervención dirixidas á conciliación familiar e ás necesidades dos maiores.
B1	CB1 - Demostrar coñecementos avanzados, de carácter multidisciplinar, para a investigación e o exercicio profesional no ámbito da exclusión social.
B2	CB2 - Aplicar e integrar os coñecementos a contornos e problemas emerxentes e indefinidos, na práctica investigadora e profesional.
B3	CB3 - Seleccionar o marco científico adecuado para avaliar as evidencias dispoñibles e postular hipóteses razoadas sobre a avaliación previsible dos feitos sociais estudados.
B4	CB4 - Identificar os dilemas éticos e a responsabilidade social tras os retos formulados na práctica profesional e investigadora.
B5	CB5 - Comunicar con claridade os coñecementos e problemas científicos sobre os que se traballa tanto a un público non experto como de especialistas.
B6	CB6 - Posuír e comprender coñecementos que proporcionen unha base ou oportunidade para ser orixinais no desenvolvemento e/ou a aplicación de ideas, a miúdo nun contexto de investigación.
B7	CB7 - Que os estudantes saiban aplicar os coñecementos adquiridos e a súa capacidade de resolución de problemas en contornos novos ou pouco coñecidos dentro de contextos máis amplos (ou multidisciplinares) relacionados coa súa área de estudo.
B8	CB8 - Que os estudantes sexan capaces de integrar coñecementos e enfrontarse á complexidade de formular xuízos a partir dunha información que, sendo incompleta ou limitada, inclúa reflexións sobre as responsabilidades sociais e éticas vinculadas á aplicación dos seus coñecementos e xuízos.
B9	CB9 - Que os estudantes saiban comunicar as súas conclusións e os coñecementos e razóns últimas que as sustentan a públicos especializados e non especializados dun modo claro e sen ambigüidades.
B11	CB11 - Participar en proxectos de investigación e colaboracións científicas no ámbito da exclusión social, en contextos interdisciplinares e de transferencia de coñecementos.
B12	CB12 - Manter responsabilidade e compromiso co desenvolvemento profesional continuo de forma autónoma.
B13	CX1 - Comprender e integrar coñecementos complexos para traducilos en propostas de investigación e programas de intervención en contextos sociais problemáticos.
B14	CX2 - Realizar unha análise crítica da realidade social e do desenvolvemento profesional vinculada aos feitos sociais sobre os que se traballa.
B15	CX3 - Deseñar, aplicar e avaliar proxectos de investigación en ciencias sociais relacionados cos procesos e as situacións de exclusión social.



B18	CX6 - Valorar a adecuación das distintas ferramentas teóricas, metodolóxicas e técnicas ás preguntas e os obxectivos específicos formulados sobre a realidade social e as políticas sociais.
B22	CX10 - Recoñecer e valorar os xuízos de valor e as evidencias nos argumentos que sosteñen as descrições e políticas sobre a realidade social.
C1	CT1 - Reflexionar, chegar a conclusións e propoñer solucións a través do traballo en equipo.
C3	CT3 - Asumir o reto da interdisciplinidade no desenvolvemento do traballo investigador e profesional.
C5	CT5 - Aplicar un razoamento crítico na reflexión teórica e no desenvolvemento práctico do traballo profesional e investigador.
C7	CT7 - Utilizar as ferramentas básicas das tecnoloxías da información e a comunicación necesarias para o exercicio profesional e para a aprendizaxe continuada e autónoma.

Learning outcomes			
Learning outcomes	Study programme competences		
Reflexionar About the current situation of the women splitting of the knowledge of his historical memory, as well as of the difficulties and challenges to which confront loaning special attention to those that present a greater risk of social exclusion	AC2 AC5 AC15 AC19 AC23	BC7 BC8 BC9 BC11 BC12 BC14 BC22	CC1 CC3 CC5 CC7
Reflexionar About the suitability and validity of the constructo gender, of his transmission through the process of socialisation as well as of his incidence in the creation of the stereotypes of gender, in the construction of the identity of gender and in the attribution of roles and social status.	AC6 AC7 AC8 AC11 AC14 AC17 AC18 AC21	BC1 BC2 BC3 BC4 BC5 BC13 BC18	CC1 CC3 CC5 CC7
Car-diagnose the situation of game of the women, valuing the objective and subjective factors that inciden in the insertion and the professional and occupational development and in the improvement of the quality of life	AC1 AC3 AC4 AC10 AC16 AC17 AC20 AC22 AC26	BC1 BC6 BC15	CC1 CC3 CC5 CC7

Contents	
Topic	Sub-topic
Subject 1.- He educational system from wool perspective of género	1.1. Principles lexitimadores of the inequality 1.2. Public politics to equality in the educational context 1.3. The incidence of the patriarcado in the educational system
Subject2.- Science and gender	1.1. The androcentrismo scientific 1.2. Indicators of science with perspective of gender 1.3. The perspective of gender in the Social Sciences
Subject 3.-Access of the women to the educational system: exclusion , dependency and autonomy	Os contidos deste tema o presentará o profesorado na clase



Subject 4.- Coerción Consent and coeducation	4.1. Neoliberalismo And free election 4.2. Stereotypes of gender 4.3. Feminism and coeducation
Subject 5.- Professional orientation with perspective of gender	5.1 Barriers of gender in the takes of academic decisions and professionals and in the labour insertion 5.2 Aims, characteristic and pautas stop the intervention 5.3 Programs and experiences in the school and labour field
Subject 6.-Good practices of the equality in the educational and labour field	6.1.Análisis Of experiences y practices coeducativas: characteristics and indicators of join buena practical; herramientas for wool detection of buenas practical; ejemplos of experiences of coeducation y of orientation from join perespectiva of género 6.2.The emprendimiento of the women in Spain 6.3. The application of igualdad between women and men in the diseño of projects for it empleo: of the positive actions to the mainstreaming of gender

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Document analysis	A4 A2 B22 C5	5	5	10
Directed discussion	A5 A8 A11 A14 A15 A18 A19 A23 B4 B5 B6 B7 B8 B9 B13 B14 B22 C1 C3 C5	15	15	30
Guest lecture / keynote speech	A2 A4 A11 A15 A18 A19 A21 B1 B4 B14 C1 C3 C5	20	20	40
Student portfolio	A26 A23 A22 A21 A20 A19 A18 A17 A16 A15 A14 A11 A10 A8 A7 A6 A5 A4 A3 A2 A1 B22 B18 B15 B14 B13 B12 B11 B9 B8 B7 B6 B5 B4 B3 B2 B1 C1 C3 C5 C7	20	20	40
Introductory activities	A3 A4 A7 A8 A11 A15 A18 A19 A23 B1 B2 B3 B4 B5 B7 B8 B9 B13 B14 C1 C3 C5 C7	20	0	20
Personalized attention		10	0	10

(\*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Document analysis	The object of the documentary analysis are the programs and actions of educational orientation and professional destined to distinct communities and contexts
Directed discussion	After the reading and analysis of a text of scientific actuality will develop a discussion envelope the distinct perspectives argumentais



Guest lecture / keynote speech	Kind imparted poles professors envelope the already quoted contents in the teaching guide . This methodology uses exclusively the word how road of transmission of the information it all the group. But the professor/will facilitate it to the material students in power point (through moodle) to facilitate him the tracking of the exhibition. In this material in power point the students/will have it bibliographic references to consult or, also, to complete or follow the exhibition of the professor/it
Student portfolio	The students owes to present (so much or presencial how no presencial) a document in where recopile the information worked in kind or through moodle and everything aquilo that the professor of each part indicate. The teaching staff of the subject will evaluate the carpeta corresponding it each of the his sections. This portafolios will be delivered in the month of January. It will enable an application in moodle so that the students rise said document
Introductory activities	This methodology intends to identify the level of knowledge of the students envelope to thematic and to the field of intervention of the his interest (pupil, labour, etc...)

### Personalized attention

Methodologies	Description
Document analysis Introductory activities Directed discussion Student portfolio	<p>In the attention customized the teaching staff will resolve the doubts that have the student envelope the different subjects to work in the subject. But besides any doubt that can arise stop the analysis of documentary sources, in the discussion directed., in the simulación and initial activity. During these sessions, will realize a tracking of the work of the student, supervising and guiding more directly the process to follow in each of the activities realized.</p> <p>This attention customized will realize in the dispatch of the teaching staff in the time of titorias. This schedule is hanged in the board that is in the dispatch of the professor, in the page web of the department how of the Faculty of Sciences of the Education</p>

### Assessment

Methodologies	Competencies	Description	Qualification
Student portfolio	A26 A23 A22 A21 A20 A19 A18 A17 A16 A15 A14 A11 A10 A8 A7 A6 A5 A4 A3 A2 A1 B22 B18 B15 B14 B13 B12 B11 B9 B8 B7 B6 B5 B4 B3 B2 B1 C1 C3 C5 C7	<p>With this methodology what intends and that the students that study this subject recopile all what work stop the understanding of the concepts of this subject. Stop are each professor before each kind will indicate to the students what owes to incorporate of the his part in this methodology. Therefore, you are documentation will feature of five parts or carpetas. Some of these carpetas or parts can be common stop any teaching staff (esto will indicate it each teaching staff).</p> <p>All this document will be delivered in the month of January. To the start of the subject indicaráse to the students to date of delivery of the even. The delivery will be the traves of moodle, stop this habilitaráse one space and determinaráse the time of delivery. Each professor will evaluate his part. It owes to had all the parts surpassed so that it surpass dictate subject. Yes no it presents any part or no surpasses any part suspends all this methodology.</p>	100

### Assessment comments

<p>The students that do not assist the kind or that no poda realize any of the activities organized pole teaching staff in the kind. It can follow the subject through moodle. In this application will appear that activities owe to be completed pole students no assistant or that can not realize any of the activities scheduled.</p> <p>For power carry a better progress the students owes to communicate to the teaching staff his no assistance so that the teaching staff indicate him that activity of moodle owes to realize.</p>
---

### Sources of information



## Basic

- Gabriel, N. de (2013). ?A educación das mulleres no século XIX: exclusión, dependencia e autonomía?. Sarmiento, 16, 7-35
- Acedo, G (2012). Formación y Orientación laboral. Madrid: Anaya Multimedia
- Acker, J., Barry, K., and Essveld, J. (1983). Objectivity and truth: Problems in doing feminist research.. Women´s Studies, 6, no. 4: 423-435.
- Acker, S (1989). Teachers, gender and careers. London: Lewes Falmer,
- Álvarez, J. (2014). Acción tutorial y orientación: aceptación, compromiso, valores: una propuesta de estilo para la intervención de tutores y orientadores.. Bilbao: Desclée de Brouwer.
- APPLE, M (1996). Cultural politics and education. . New York: Teachers College Press.
- APPLE, M (2006). Educating the &quot;right&quot; way: Markets, standards, God, and inequality. 2nd edition.. New York: Routledge.
- Askew, S. and Ross, C. (1991). Los chicos no lloran. el sexismo en educación.. Buenos Aires: Paidós.
- Bisquerra, R. (coord.) (2008). Modelos de orientación e intervención psicopedagógica.. Bilbao: Wolters-Kluwer
- BOURDIEU, P. (2000). La dominación masculina. . Barcelona: Anagrama
- Botherton, F (2013). Manual de orientación. Badalona: Paidotribo
- Caldas, Mª E. (2014). Formación y orientación laboral. . Madrid: Editex
- Cirillo, L. (2002). Mejor huérfanas. por una crítica feminista al pensamiento de la diferencia.. Barcelona: Anthropos
- Cobos, A (2012). La orientación profesional y la búsqueda de empleo: experiencias innovadoras y técnicas de intervención que facilitan la inserción laboral.. Barcelona: Graó
- CONNELL, R. (1996). Masculinities.. Cambridge: Polity Press.
- CONNELL, R. (2000). Male roles masculinities and violence: a culture of peace perspective.. París: Unesco
- Fernández Riquelme, S (2010). La Mediación social: itinerario histórico de la resolución de conflictos sociales. Contribuciones a las Ciencias Sociales. . Contribuciones a las Ciencias Sociales. Documento en línea:www.eumed.net/rev/cccss/07/sfr.htm
- Gabriel, N. de (2013). &quot;A educación das mulleres no século XIX: exclusión, dependencia e autonomía&quot;;, S. Sarmiento, 16, 7-35.
- Gabriel, N. de (2014). &quot;The entrance of women into the teaching profession in Spain (1855-1940)&quot;;, History of Education 43(3), 334-354.
- Gallego, S. y Riart, J (2006). La tutoría y la orientación en el siglo XXI: nuevas propuestas.. Barcelona: Octaedro.
- Harding, S. (1996). Ciencia y feminismo. Madrid: Morata.
- Harding, S. (1993). Rethinking standpoint epistemology: What is ?strong objetivity?. In Feminist Epistemologies and Value, ed. L. Alcoff and E. Potter, 49-82. London: Routledge. Igles
- Harding, S. (1993.). Rethinking standpoint epistemology: What is ?strong objetivity?. In Feminist Epistemologies and Value, ed. L. Alcoff and E. Potter, 49-82. London: Routledge.
- Iglesias, A. e Ballarín, P. (2013). ?El mito del ?éxito? escolar de las chicas?. Revista Sarmiento, Anuario Galego de Historia da Educación, 17, 67-82.
- Martín, E, Mauri, T (coords.) (2011). Orientación educativa: atención a la diversidad y educación inclusiva. . Barcelona: Graó
- Mañeru, A (2001). La diferencia sexual en la educación. In Educar En Femenino y En Masculino. N. Blanco, 131-143. Madrid: Akal.
- McRobble, A (2010). ?¿Las chicas arriba?. Las mujeres jóvenes y el contrato sexual posfeminista?. Debate Feminista, 21(41), 113-135.
- Miedzian, M. (1995). Chicos son, hombres serán. cómo romper los lazos entre masculinidad y violencia. Madrid: Horas y Horas.
- Nuñez, C., Carpintero, E., García, M., Serrano, S. y Ordóñez, X. (2011). Comprender la Orientación Educativa: manual de prácticas. Madrid: Catarata.
- PARASKEVA & Jurjo TORRES, (edit) (2012). Globalism and power. Iberiam educational and curriculum policies. Peter Lang
- Piussi, A. (2001). El sentido libre de la diferencia sexual.. Cuadernos De Pedagogía, 306, , 57-61.
- Piussi, A. and Mañeru, A (2006). Educación, nombre común femenino. Barcelona: Octaedro.



- Piussi, A. (1989). Educare nella differenza.. Turin: Rosenberg & Sellier
- Riart, J. (coord.) (2007). Manual de Tutoría y Orientación en la Diversidad. Madrid: Pirámide.
- Río Sardonil, D. del, y Martínez González, M.C. (2007). Orientación Educativa y Tutoría. . Madrid: Sanz y Torres.
- Rodríguez, M<sup>a</sup>. L (2011). Orientación profesional no sexista: teoría y práctica.. Saarbrücken: Editorial Académica Española
- Rodríguez, C. (2001). Investigaciones sobre las desigualdades de género en el sistema educativo. In Un Acercamiento . a Los Estudios De Género. A.A.V.V., 121-154.Valencia: Germania.
- Santana, L. E (2013). Orientación profesional. Madrid: Síntesis
- Sobrado, L, Fernández, E y Rodicio, M<sup>a</sup>.L (coords.) (2012). Orientación educativa: nuevas perspectivas. . Madrid: Biblioteca Nueva.
- TORRES, J. (2009). "The Trojan Horse of curricular contents". in Michael APPLE and Luis Armando GANDIN (Edit.). The routledge international handbook of critical e
- TORRES, J. (1998). El curriculum oculto. Madrid: Morata
- TOURAINE, A. (2006). El mundo de las mujeres.. Barcelona: Paidós
- Varela, J., Parra, P. e Val Cubero, A. (2016). Memorias para hacer camino. Madrid: Morata.
- VVAA. (2010). Conciliación de la vida laboral, familiar y personal. Implantaciones de planes de igualdad en organizaciones laborales. Materiales divulgativos. Madrid: Ministerio de igualdad y Fundación Mujeres.



Complementary	
---------------	--

## Recommendations

### Subjects that it is recommended to have taken before

### Subjects that are recommended to be taken simultaneously

Equality policies/615525022

History of feminist theories/615525017

Gender, work and care/615525018

Gender and sexuality. Challenges and responses/615525019

The multiple manifestations of violence against women/615525020

### Subjects that continue the syllabus

### Other comments

It recommends the envío of the works telemáticamente and of not being possible, in the utilizar plastic, choose the impresión to doble expensive, employ paper recycled and avoid print drafts. It owes to do a sustainable use of the resources and the prevention of negative impacts envelope the natural means. It owes to take into account the importance of the ethical principles related with the values of the sosenibiliade in the personal and professional behaviours. &nbsp;

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.