



Teaching Guide

Identifying Data					2021/22
Subject (*)	Socio-educational approaches to equality	Code	615525021		
Study programme	Mestrado Universitario en Políticas Sociais e Intervención Sociocomunitaria				
Descriptors					
Cycle	Period	Year	Type	Credits	
Official Master's Degree	1st four-month period	Second	Optional	6	
Language	SpanishGalician				
Teaching method	Face-to-face				
Prerequisites					
Department	Didácticas Específicas e Métodos de Investigación e Diagnóstico en EducaciónPedagogía e Didáctica				
Coordinador	Arias Rodriguez, Maria Alicia	E-mail	alicia.arias.rodriguez@udc.es		
Lecturers	Arias Rodriguez, Maria Alicia Arza Arza, Neves Gabriel Fernandez, Narciso de Iglesias Galdo, Ana Maria	E-mail	alicia.arias.rodriguez@udc.es neves.arza@udc.es narciso.de.gabriel@udc.es ana.iglesias@udc.es		
Web	http://www.sociologia.udc.es/gl/estudos/m%C3%A1sters/mestrado-en-pol%C3%ADticas-sociais-e-intervenci%C3%B3n-sociocomunitaria				
General description	<p>The aim is to guide students in the practice of grounded reflection and in the discovery of new questions that allow them to objectify some of the social elements that contribute to the generalisation of the culture considered common, and thus become aware of the degree of coercion and/or consent of social relations according to the gender variable. The need to appropriate this theoretical-critical framework, of a socio-historical nature, for the design and development of truly co-educational social projects will be defended, that is, projects that provide reasons for the urgent need to incorporate feminist knowledge into professional practice and also into everyday life, and thus contribute to reducing the different gender cleavages and to moving towards more inclusive and fairer societies</p> <p>The principle of democratic debate will be upheld in the classes, listening to and respecting all the different opinions on the subjects dealt with, both from the teaching staff and the students.</p>				



Contingency plan

Contingency plan (adapted from addendum Covid19):

1. Modifications to content: no changes will be made

2. Teaching methodologies that will be maintained:

-Analysis of documentary sources

-Guided discussion

-Lectures

-Student portfolios

-Initial activities

- Personalised attention

Teaching methodologies to be modified: no changes will be made.

3. Mechanisms for personalised attention to students:

E-mail: To be used to make queries, request virtual meetings to resolve doubts and follow up the exercises in the classes and the portfolio.

- Virtual Campus: According to the needs of the student. They have "thematic forums associated with the modules" of the subject, to make the necessary queries. There are also specific activity forums", through which the development of theoretical contents of the subject are put into practice.

- Teams:

A) weekly session in a large group to advance the contents and activities in the time slot assigned to the subject in the class calendar approved by the academic committee of the master's degree and approved by the Xunta de Facultad (planned for on-site students).

B) From 1 to 2 weekly sessions (or more depending on student demand) in small groups for monitoring and support in carrying out the activities. This dynamic allows for a standardised and adjusted follow-up of the students' learning needs in order to develop the subject (planned for on-site students).

4. Modifications in the evaluation: no changes will be made.

Observations:

la) The presence of the students will only be controlled in the classes of the subject through the realization of the activities. Students will be considered to be in attendance as long as they attend the classes; they can only be absent three times (without justification). Students may present excuses for missing class, provided they are medical, work, hospitalisation, etc. but they must be approved (they cannot be, for example, a request for a doctor's appointment, etc.). The main resource to be used for the control of the student's attendance will be the Virtual Campus, where the activities will be carried out.

b) Non-attendance students and online students can follow the subject through the Virtual Campus, although they will not be able to participate in the activities (activities are developed for this type of students) nor will they be called by TEAMS for the classes. Students who, given a new situation of confinement, have chosen this option (on the first day of class) or who have already exceeded three absences in total (or in any of the parts of the subject) will be considered non-attendance students; in this last option the students will automatically pass to this modality (ONLINE STUDENT). The evaluation of these students will be maintained as stated in the Teaching Guide, in the specific section "observations". Online students will be those who choose this option when registering for the subject.

c) The classes maintain the format of working groups that had been specified in the teaching guide, whether we are in the face-to-face or virtual modality. The working groups will be created by TEAMS, which will be the means through which the activities will be monitored by the teaching staff (these classes will always be in the timetable approved by the academic committee of the master's degree and approved by the Xunta de Facultad). Only for face-to-face students.

d) The evaluation of the subject will be virtual (due to health circumstances) and the same weighting of qualifications will be maintained, regardless of the teaching modality. It will be as follows: activities will be within each class (in this case, at the end of the class via moodle). The activities will not be enabled until the classes start; this material will be presented in the portfolio and will be uploaded in the Virtual Campus on the date established by the teaching staff on the first day of the class. It is important to remember that the on-site student must present each of the forms of evaluation in order to pass the subject, and that is to say, he/she must do all the activities planned by the teaching staff for each module within the portfolio. Non-attendance and online students will only have to complete the portfolio and the activities planned by the lecturers in charge of each module (these students must communicate with the lecturers in charge of each module during

the first classes).

g) Tutorials will be individual and virtual. Students must request an appointment with the teacher via email. VERY IMPORTANT, THE TUTORIALS WILL ALWAYS BE WITHIN THE SCHEDULE PRESENTED BY THE TEACHING PROFESSOR THAT TEACHES THE SUBJECT.

5. Modifications to the bibliography or webgraphy: no changes will be made. All work materials are already available digitally on the Virtual Campus.



Study programme competences / results	
Code	Study programme competences / results
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 - Deseñar 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 corrir 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 descripcións e políticas sobre a realidade social.
C1	CT1 - Adequate oral and written expression in the official languages.
C3	CT3 - Using ICT in working contexts and lifelong learning.
C5	CT5 - Understanding the importance of entrepreneurial culture and the useful means for enterprising people.
C7	CT7 - Developing the ability to work in interdisciplinary and transdisciplinary teams in order to offer proposals that can contribute to a sustainable environmental, economic, political and social development.

Learning outcomes

Learning outcomes	Study programme competences / results		
Reflect 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	BC7	CC1
	AC5	BC8	CC3
	AC15	BC9	CC5
	AC19	BC11	CC7
	AC23	BC12	
	BC14		
	BC22		
Reflect 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	BC1	CC1
	AC7	BC2	CC3
	AC8	BC3	CC5
	AC11	BC4	CC7
	AC14	BC5	
	AC17	BC13	
	AC18	BC18	
	AC21		



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	BC1	CC1
	AC3	BC6	CC3
	AC4	BC15	CC5
	AC10		CC7
	AC16		
	AC17		
	AC20		
	AC22		
	AC26		

Contents	
Topic	Sub-topic
Subject 3.- Neoliberalismo And Pedagogy patriarcal	3.1. Neoliberalimo 3.2. Mercantilización Of the education
Subject 2.- Access of the women to the professions	2.1. The profession of teacher: opportunities and resistances 2.2. The first catedrática of the Spanish university: Emilia Pardo Bazán 2.3. The woman writer
Subject 1.-Access of the women to the educational system	1.1 Exclusion, dependency and autonomy. 1.2. Literacy and escolarización primary. 1.3. Secondary and upper teaching. The UDC how example
Subject 4.- Coerción Consent and coeducation	4.1. Effects of the patriarcalado in the educational system. 4.2. Feminism and coeducation. 4.3. Strategies for diseñar projects of 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. Good practices coeducativas in orientation. Indicators, tools for its detection and Examples 6.2.entrepreneurship for women in Spain 6.3. The positive actions to mainstreaming gender in projects of labor insertion

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Document analysis	A2 A4 B22 C5	2	15	17
Directed discussion	A5 A8 A11 A14 A15 A18 A19 A23 B4 B5 B6 B7 B8 B9 B13 B14 B22 C1 C3 C5	10	20	30
Guest lecture / keynote speech	A2 A4 A11 A15 A18 A19 A21 B1 B4 B14 C1 C3 C5	10	25	35



Student portfolio	A26 A23 A22 A21 A20 A19 A18 A17 A16 A15 A14 A11 A10 A8 A7 A6 A5 A4 A3 A2 A1 B1 B2 B3 B4 B5 B6 B7 B8 B9 B11 B12 B13 B14 B15 B18 B22 C1 C3 C5 C7	10	28	38
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	10	10	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 is the educational and vocational guidance programmes and actions aimed at different groups and contexts.
Directed discussion	After reading and analysing a current scientific text, a discussion will be held on the different argumentative perspectives. This methodology will only be used by on-site students.
Guest lecture / keynote speech	The master class will be used for the presentation of some of the contents. Previously, in order to make it easier to follow, a power point presentation will be provided through the Virtual Campus. If the classes, due to the sanitary crisis, are virtual, these presentations will be exposed in the Virtual Campus and with power point with recorded voice. This methodology is only for face-to-face students.
Student portfolio	On-site, off-site and online students must submit the portfolio in which they must collect the activities proposed by the teaching staff of the subject. The portfolio will be delivered through the Virtual Campus and on the dates specified for the first or second opportunity. Non-attendance and ONLINE students should contact the heads of each module.
Introductory activities	The initial activities help to identify the students' prior knowledge of the topics addressed and the areas of co-educational intervention of interest to them. Only for face-to-face students.

Personalized attention	
Methodologies	Description



Document analysis Introductory activities Directed discussion Student portfolio	<p>In the personalised attention, the teachers will resolve any doubts the students may have about the different topics to be worked on in the subject. During these sessions, students' work will be monitored, supervising and guiding more directly the process to be followed in each of the activities carried out.</p> <p>This personalised attention will take place in the teacher's office during the tutoring timetable (due to the health crisis situation, it can be by Teams if the teacher considers it necessary). This timetable is posted on the Virtual Campus</p> <p>PERSONALISED ATTENTION WILL BE CARRIED OUT VIS A VIS BETWEEN STUDENT AND TEACHER. THIS ATTENTION MUST BE INDIVIDUAL (IN ORDER TO COMPLY WITH THE RECOMMENDATIONS ORIGINATED BY COVID-19, it can also be via Teams). THEY CAN BE IN GROUPS BUT THROUGH TEAMS (these for face-to-face student body)</p> <p>IN ORDER TO BE ABLE TO ORGANISE THIS ATTENTION. STUDENTS MUST FIRST COMMUNICATE WITH THE TEACHER VIA EMAIL (IN THAT EMAIL THE STUDENT WILL REQUEST INDIVIDUAL OR GROUP TUTORING). REMEMBER THAT THE TEACHER IS THE ONE WHO WILL SET THE SCHEDULE FOR THAT TUTORIAL. IF THE STUDENT</p>
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Assessment			
Methodologies	Competencies / Results	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 B1 B2 B3 B4 B5 B6 B7 B8 B9 B11 B12 B13 B14 B15 B18 B22 C1 C3 C5 C7	<p>The portfolio includes the activities that will count for the evaluation and that will be proposed by the teaching staff of the subject at the beginning of each module. The non face-to-face students had submitted a portfolio agreed with the activities indicated by each lecturer who teaches each module (they should contact the same. A section and Virtual Campus will be enabled) and the online students will present a portfolio with the activities indicated by the teaching staff (a section will be enabled in the Virtual Campus). In order to pass the subject, all students must have passed all the activities of each module (if any module is failed, the portfolio will be failed, whether the student is on-site, online or off-site). The weighting in the final qualification of each module is as follows:</p> <p>-15% o módulo I (tema 1 e 2) -30% o módulo II (tema 3 e 4) - 10% para o módulo III (tema 5) -45% para o módulo IV (tema 6)</p>	100

Assessment comments



In the evaluation of the subject (set out in the section of the teaching guide, called "Step 7: Evaluation") the following will be taken into account first of all:

a) **STUDENTS WHO ALWAYS ATTEND CLASSES** (or students with academic dispensation) (on-site students) are considered to attend 80%, this is equivalent to not having more than 3 unexcused absences. Medical absences are excused (with a correctly covered receipt from a registered doctor) and absences due to work (with a correctly covered receipt in the work where it is justified that the student is working during class hours) or any other absence, always with the approved documentation. Class attendance will be counted by the teaching staff in person, only virtually through the Virtual Campus due to the health crisis. No more than two absences will be allowed in each of the modules. The evaluation of these students will only take into account the portfolio.

Explanatory note: These students will remain face-to-face (in the same circumstances or lose this category) if, due to the health crisis, the classes are virtual. For the link, the teaching staff will set up the group in teams and they will have classes in the same timetable that was approved by the faculty board. The evaluation, in these circumstances (health crisis), will always be by portfolio.

b) **STUDENTS WHO DO NOT ALWAYS ATTEND CLASSES** (non-attendance students) **OR ONLINE STUDENTS** are considered to be absent when they miss more than 80% of classes, i.e. they have more than three unexcused absences, or they have more than two absences in one of the parts of the subject (techniques for collecting and/or analysing information). Medical absences are excused (with a correctly covered excuse from a registered doctor) and absences due to work (with a correctly covered excuse in the work where it is justified that the student is working during class hours), although in no case will these excuses imply the possibility of carrying out the activities of the classes after the deadline. It can also be those students who choose to do so from the beginning of the course, as they opt for the online form when registering. These students will present a specific portfolio that will be explained in each module of the subject. At the beginning of the course, these students must contact individually with the lecturers responsible for each module.

VERY IMPORTANT NOTE

The principle of democratic debate will be upheld in the classes, listening to and respecting all the different opinions on the subjects dealt with, both from the teaching staff and the students.

Sources of information



Basic

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