



Teaching Guide				
Identifying Data				2022/23
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	<a href="http://www.sociologia.udc.es/gl/estudos/m%C3%A1sters/mestrado-en-pol%C3%ADticas-sociais-e-intervenci%C3%B3n-sociocomunitaria">http://www.sociologia.udc.es/gl/estudos/m%C3%A1sters/mestrado-en-pol%C3%ADticas-sociais-e-intervenci%C3%B3n-sociocomunitaria</a>			
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>			

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 prever situacións e procesos de exclusión social.
A7	CE7 - Identificar e valorar a posibilidade de intervención e prevención en procesos de conflictividade social.
A8	CE8 - Identificar procesos e factores de cohesión social, e diseñar 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		
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 AC5 AC15 AC19 AC23	BC7 BC8 BC9 BC11 BC12 BC14 BC22	CC1 CC3 CC5 CC7
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 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 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 patriarcado 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
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Planning				
Methodologies / tests	Competencies	Ordinary class hours	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	A1 A2 A3 A4 A5 A6 A7 A8 A10 A11 A14 A15 A16 A17 A18 A19 A20 A21 A22 A23 A26 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	<p>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.</p> <p>This methodology is only for face-to-face students.</p>
Student portfolio	<p>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.</p> <p>Non-attendance and ONLINE students should contact the heads of each module.</p>
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, the 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 be given in the office of the teachers during the tutoring timetable. This timetable is posted on the Virtual Campus</p> <p>IN ORDER TO BE ABLE TO ORGANISE THIS ATTENTION. STUDENTS MUST FIRST CONTACT THE TEACHERS OR THE TEACHER VIA EMAIL (IN THAT EMAIL THE STUDENT WILL REQUEST INDIVIDUAL OR GROUP TUTORIAL TUTORIAL). REMEMBER THAT THE TEACHER IS THE ONE WHO WILL SET THE TUTORIAL SCHEDULE. IF THE STUDENT</p>

## Assessment

Methodologies	Competencies	Description	Qualification
Student portfolio	A1 A2 A3 A4 A5 A6 A7 A8 A10 A11 A14 A15 A16 A17 A18 A19 A20 A21 A22 A23 A26 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> <ul style="list-style-type: none"><li>-15% o módulo I (tema 1 e 2)</li><li>-30% o módulo II (tema 3 e 4)</li><li>- 10% para o módulo III (tema 5)</li><li>-45% para o módulo IV (tema 6)</li></ul>	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 excuse from a registered doctor) and absences due to work (with a correctly covered excuse from work where it is justified that the student is working during class hours) or any other absence, always with the approved documentation. The evaluation of these students only takes into account the 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 the course, 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** In the classes, the principle of democratic debate will be maintained, 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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