26-27

MICROGRADO EN DESARROLLO, DIVERSIDAD E INCLUSIÓN EDUCATIVA
OPTATIVAS CURSO

GUÍA DE ESTUDIO PÚBLICA

SOCIAL JUSTICE AND EDUCATION

CÓDIGO 63014121

UNED

26-27

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NOMBRE DE LA ASIGNATURA	SOCIAL JUSTICE AND EDUCATION
CÓDIGO	63014121
CURSO ACADÉMICO	2026/2027
DEPARTAMENTO	MÉTODOS DE INVEST. Y DIAGNÓSTICO EN EDUCACIÓN II (ORIENTACIÓN EDUCATIVA, DIAGNÓSTICO E INTERVENCIÓN PSICOPEDAGÓGICA)
TÍTULO EN QUE SE IMPARTE	GRADO EN EDUCACIÓN SOCIAL
CURSO - PERIODO - TIPO	- CUARTO - SEMESTRE 1 - OPTATIVAS
TÍTULO EN QUE SE IMPARTE	MICROGRADO EN DESARROLLO, DIVERSIDAD E INCLUSIÓN EDUCATIVA
PERIODO - TIPO	- SEMESTRE 1 - OPTATIVAS
TÍTULO EN QUE SE IMPARTE	GRADO EN PEDAGOGÍA
CURSO - PERIODO - TIPO	- CUARTO - SEMESTRE 1 - OPTATIVAS
Nº ETCS	6
HORAS	150.0
IDIOMAS EN QUE SE IMPARTE	INGLÉS

PRESENTACIÓN Y CONTEXTUALIZACIÓN

Welcome to the course on Social Justice and Education!
It is an elective course, located in the fourth year of the degree in Social Education and it is also offered in Pedagogy. It belongs to the general subject *(materia)*: *Procesos, técnicas y recursos de intervención socioeducativa (Processes, techniques and resources for socio-educational intervention).*
Education should be aimed at promoting social justice implicitly, but unfortunately this is not always so, thus, it is essential to address it explicitly.
In this course we hope to equip students with the necessary competencies to question many accepted practices in education and to adopt a social justice perspective in their work.
Social Justice is based on the idea of creating a society that is based on the principles of equity and solidarity, that recognizes the dignity of every human being (by promoting social justice at personal, institutional and societal level).
The concept has taken on a very controverted and variable meaning, depending on who is using it and for what purspose, so it is very important to be aware of these meanings. In this course we will analyse these different uses.
This subject is related to Derechos Humanos y Educación, a compulsory subject in the first year, and Schools for All, another elective course in the fourth year (within the degree in Pedagogy),
Social educators and pedaogues need to adopt a social justice approach in their work, in

order to adequately meet the objectives and goals of our profession. We sincerely hope you enjoy the contents and the appropach.

REQUISITOS Y/O RECOMENDACIONES PARA CURSAR LA ASIGNATURA

This course is completely delivered and evaluated in English, thus, **it is strongly recommended that students who enrol hold a B2 certificate or equivalent**. Accreditation will not be required, nevertheless **they should be proficient in this language (especially reading and writing skills)**, in order to read the materials, engage in the discussions and complete the written activities as well as the final exam.
If not fluent before enroling, students must at least be highly motivated, and be prepared to learn and improve their English, while undertaking the course. The **Centro Universitario de Idiomas Digital y a Distancia** (CUID) provides initial tests (free of charge) in order to assess competence in English (as well as in other languages):
https://portal.uned.es/portal/page?_pageid=93,27240427&_dad=portal&_schema=PORTAL
https://dialangweb.lancaster.ac.uk/
There are no previous requirements regarding contents, **only being interested in promoting equity in education, whether formal or informal, and in society at large,** within our possibilities.

EQUIPO DOCENTE

Nombre y Apellidos	BEATRIZ MALIK LIEVANO (Coordinador/a de asignatura)
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Facultad	FACULTAD DE EDUCACIÓN
Departamento	MÉTODOS DE INVESTIGACIÓN Y DIAGNÓSTICO EN EDUCACIÓN II

HORARIO DE ATENCIÓN AL ESTUDIANTE

Communication will be maintained through the tools in the virtual course.
Students can also use e-mail and telephone if necessary:
D.ª Beatriz Malik Liévano
Tuesdays, 10:00 -14:00 hours
Office 2.77
Telephone: +34 -91-398 8126; E-mail: bmalik@edu.uned.es

D.ª Ana Fernández García
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28040 Madrid - SPAIN

TUTORIZACIÓN EN CENTROS ASOCIADOS

Las sesiones de tutoría se imparten presencialmente y en línea desde el Centro Asociado de referencia o, en su defecto, desde otro Centro Asociado. A continuación se muestran los centros asociados y extensiones en las que se imparten tutorías de la asignatura.

COMPETENCIAS QUE ADQUIERE EL ESTUDIANTE

COMPETENCES DEGREE IN SOCIAL EDUCATION

GENERAL COMPETENCES

	CG2.2.2.	Competence to search relevant information
	CG2.2.3.	Competence to manage and organize informatio
CG3.1.		Team work skills
CG3.2.		Negotiation skills
	CG1.1.1.	Initiative and motivation
	CG1.1.3	Time management skills
	CG1.2.1.	Analysis and synthesis
	CG1.2.2.	Competence to transfer theoretial knowledge to practical situations
	CG1.2.4.	Creative thinking
	CG1.2.5	Critical reasoning

SPECIFIC COMPETENCES

Students should acquire the following competences, all with a social justice perspective:

CE2	Identify social and educational challenges to improve professional practices
CE4	Analyse complex situations in order to design and implement socio-educational actions.

CE5	Design socio-educational plans, programs and projects in diverse contexts.
CE7	Identify, select and manage adequate resources in socio-educational interventions .

COMPETENCES DEGREE IN PEDAGOGY

GENERAL COMPETENCES

CG2 To develop higher order cognitive processes
CG4 To communicate orally and in written form in all dimensions of professional activity.
CG7 To develop ethical attitudes according to professional codes of ethics.
CG8 To promote attitudes in accordance with human rights and democratic principles.

SPECIFIC COMPETENCES

CE07 To develop strategies and techniques which promote active participation and life-long learning.
CE09 To develop and coordinate educational actions aimed at people and groups with diverse needs, and those facing inequalities and discrimination of any kind.

RESULTADOS DE APRENDIZAJE

By the end of the course, students should be able to demonstrate the following Learning Outcomes, derived from the corresponding competencies:

- To identify different approaches to the concept of social justice, by discussing definitions and implications for educational practice.
- To design and implement actions and projects from a social justice perspective.
- To promote an active and critical citizenship.
- To respond adequately to proposed case studies.
- To compile a directory of resources.

CONTENIDOS

1. Concept and dimensions of Social Justice

This unit addresses the different approaches to the concept of social justice and its implications for education.

2. Social Justice and the Millennium Development Goals

This unit explores the relationship between Social Justice and the Millennium Development Goals (MDG), to support educators in promoting active and critical citizenship in relation to our environment.

3. Promoting Social Justice in educational contexts

We propose different ways to promote social justice in education contexts, becoming critical educators, and designing actions based on this perspective.

4. Case study analysis from a social justice perspective

In this unit we will explore and analyze different case studies and how to address them from a social justice perspective.

METODOLOGÍA

The methodology is that of UNED, combining different resources in distance and blended learning:

•Study guidelines to follow the course: contents, activities, and evaluation.

•Basic materials available on the virtual course.

•Virtual Course (V.C.): different tools to assist the students in their learning process.

•Discussion rooms within the V.C. to interact with other students and the teachers.

•Links to resources related to the subject.

•E-mail, as well by telephone, on the days specified

Students are expected to participate and engage actively in discussions in the virtual course. The PEC is compulsory and requires working collaboratively, as part of the learning process, in order to pass the course. Work groups (teams) will be created in the platform.

Students may choose whom they would like to create a group with and inform the teachers of the group members in the forum, or they can ask to be assigned to a group.

SISTEMA DE EVALUACIÓN

TIPO DE PRUEBA PRESENCIAL

Tipo de examen	Examen mixto
Preguntas test	10
Preguntas desarrollo	3
Duración del examen	120 (minutos)

Material permitido en el examen

None

Criterios de evaluación

Understanding of the specific terminology of the course

Adequate responses in accordance with course contents

Real or simulated application of the theoretical contents to the case

% del examen sobre la nota final	60
Nota del examen para aprobar sin PEC	

Nota máxima que aporta el examen a la calificación final sin PEC

Nota mínima en el examen para sumar la PEC 5

Comentarios y observaciones

The exam has 2 parts:
The first one is a test with 10 multiple-choice questions. The answers should be related to the course contents.
The second one consists of 3 open questions, to choose 2 of them.

PRUEBAS DE EVALUACIÓN CONTINUA (PEC)

¿Hay PEC? Si

Descripción

*** PEC: Group Activity - Case Study**
Collective activity which consists in analyzing and writing a group report on a case study, based on the course contents. Guidelines are available in the virtual course.

Criterios de evaluación

Evaluation Criteria
The following general criteria will be taken into account in the evaluation:
Collaborative interaction among the subgroup members
Responses in accordance to course contents
Adequate structure and length
Conceptual rigour and precise use of the specific terminology in the course
Real or simulated application of the contents in the intervention design
Correct spelling
Degree of personal elaboration and originality
Use of proper arguments to defend theses
Analysis of implications and critical reflection
Diversity, quality and currency of resources used
Quotes of authors throughout the texts and proper references of all the sources used (basic, complementary and others), using the APA style (7th edition)
Proper formal presentation, in accordance with the requirements of the activity

The report must be fully elaborated by the group members. Generative Artificial Intelligence is not authorised.

Ponderación de la PEC en la nota final 40%

Fecha aproximada de entrega	Ordinary term: January / Extraordinary term: September, (Exact dates will be confirmed on the virtual platform)

Comentarios y observaciones

ATTENTION

VERY IMPORTANT: If there are traces of plagiarism in any of the assignments, or use of Generative Artificial Intelligence, you will not pass the subject in February, and the activity must be re-elaborated and delivered in September. If plagiarism or use of AI is detected in September, you will fail the course.

OTRAS ACTIVIDADES EVALUABLES

¿Hay otra/s actividad/es evaluable/s?	No

Descripción

Criterios de evaluación

Ponderación en la nota final

Fecha aproximada de entrega

Comentarios y observaciones

¿CÓMO SE OBTIENE LA NOTA FINAL?

60% Exam + 40% PEC

A minimum of 5 points in each is required to pass the subject. It is possible to deliver the PEC or sit for the exam either in the ordinary term (February) or in the extraordinary term (September). The grades are maintained throughout the whole academic year.

ATTENTION

VERY IMPORTANT: If there are traces of plagiarism in any of the assignments, or use of Generative Artificial Intelligence, you will not pass the subject in February, and the activity must be re-elaborated and delivered in September. If plagiarism or use of AI is detected in September, you will fail the course.

BIBLIOGRAFÍA BÁSICA

* The basic texts (articles and other documents) to study this subject are available on the virtual platform.

BIBLIOGRAFÍA COMPLEMENTARIA

Beierlein, Constanze; Werner, Christina. Preiser, Siegfried & Wermuth, Sonja (2011). Are Just-World Beliefs Compatible with Justifying Inequality? Collective Political Efficacy as a Moderato. *Social Justice Research, 24,* pp. 278–296.

Irving, Barrie A. &Malik, Beatriz (2005). *Critical Reflections on Career Education and Guidance Promoting Social Justice within a Global Economy.* London: Routledge Falmer.

Some specific chapters:
Irving, Barrie A. &Malik, Beatriz (2005). Introduction. *Critical Reflections on Career Education and Guidance: Promoting Social Justice within a Global Economy.* London: Routledge Falmer
Irving, Barrie A. (2005). Social justice: a context for career education and guidance**,** in Barrie A. Irving &Beatriz Malik. *Critical Reflections on Career Education and Guidance Promoting Social Justice within a Global Economy.* London: Routledge Falmer.
Roberts, K. (2005). Social Class, Opportunity Structures and Career Guidance, in Barrie A. Irving &Beatriz Malik. *Critical Reflections on Career Education and Guidance Promoting Social Justice within a Global Economy.* London: Routledge Falmer.

Youtube videos and excerpts of films related to the contents of the course. The links will be available in the virtual course.

RECURSOS DE APOYO Y WEBGRAFÍA

There will be some additional resources in the virtual course, besides the bibliography.
The student has access to UNED's library, where there are many electronic resources, both bibliographical, as well as audio-visual, and courses on how to use these resources. Most regional centres also provide access to their own library, if they have one.

IGUALDAD DE GÉNERO

En coherencia con el valor asumido de la igualdad de género, todas las denominaciones que en esta Guía hacen referencia a órganos de gobierno unipersonales, de representación, o miembros de la comunidad universitaria y se efectúan en género masculino, cuando no se hayan sustituido por términos genéricos, se entenderán hechas indistintamente en género femenino o masculino, según el sexo del titular que los desempeñe.