

26-27

GRADO EN EDUCACIÓN SOCIAL
CUARTO CURSO

GUÍA DE ESTUDIO PÚBLICA



SCHOOLS FOR ALL

CÓDIGO 63024177

UNED

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ÍNDICE

PRESENTACIÓN Y CONTEXTUALIZACIÓN
REQUISITOS Y/O RECOMENDACIONES PARA CURSAR LA
ASIGNATURA
EQUIPO DOCENTE
HORARIO DE ATENCIÓN AL ESTUDIANTE
TUTORIZACIÓN EN CENTROS ASOCIADOS
COMPETENCIAS QUE ADQUIERE EL ESTUDIANTE
RESULTADOS DE APRENDIZAJE
CONTENIDOS
METODOLOGÍA
SISTEMA DE EVALUACIÓN
BIBLIOGRAFÍA BÁSICA
BIBLIOGRAFÍA COMPLEMENTARIA
RECURSOS DE APOYO Y WEBGRAFÍA
IGUALDAD DE GÉNERO

NOMBRE DE LA ASIGNATURA	SCHOOLS FOR ALL
CÓDIGO	63024177
CURSO ACADÉMICO	2026/2027
DEPARTAMENTO	MÉTODOS DE INVEST. Y DIAGNÓSTICO EN EDUCACIÓN I
TÍTULO EN QUE SE IMPARTE CURSO - PERIODO - TIPO	GRADO EN PEDAGOGÍA - CUARTO - SEMESTRE 2 - OPTATIVAS
TÍTULO EN QUE SE IMPARTE PERIODO - TIPO	MICROGRADO EN DESARROLLO, DIVERSIDAD E INCLUSIÓN EDUCATIVA - SEMESTRE 2 - OPTATIVAS
TÍTULO EN QUE SE IMPARTE CURSO - PERIODO - TIPO	GRADO EN EDUCACIÓN SOCIAL - CUARTO - SEMESTRE 2 - OPTATIVAS
Nº ETCS	6
HORAS	150.0
IDIOMAS EN QUE SE IMPARTE	INGLÉS

PRESENTACIÓN Y CONTEXTUALIZACIÓN

The subject is included in the Materia "Organización, dirección y gestión de centros", it has an eminently applied character and is aimed at providing reflection tools to review our own beliefs and practices concerning the school in democratic societies. In this social and political context, a school should be good for everyone and not just for some. Therefore, SCHOOLS FOR ALL assumes two fundamental ideas:

- Schooling is still the way for people to make a living, so compulsory education should be good for every student.
- Every student is able to learn, and schools should be safe places for learning.

SCHOOLS FOR ALL intends to offer ideas, resources, and examples for students to imagine and develop schools that meet those initial assumptions.

SCHOOLS FOR ALL is an optional course (6ECTS) integrated in the study plan of the GRADO EN PEDAGOGÍA (4th year, second term).

It is related to EDUCACIÓN INTERCULTURAL (4th year, first term).

The competencies developed in this field are:

- To manage quality, improvement, and innovation processes in educational contexts.
- To work collaboratively.
- To use effectively the tools required to build knowledge for successful societies.

Schools for All helps shape students' professional development by providing them with the knowledge and tools they need to work in schools in a way that ensures equity and cultural recognition.

REQUISITOS Y/O RECOMENDACIONES PARA CURSAR LA ASIGNATURA

A B2 level or similar in English language is required.

The course can be taken without meeting any prerequisite except for a B2 level of English.

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 enrolling, 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.

The subject is related to the elective INTERCULTURAL EDUCATION and SOCIAL JUSTICE IN EDUCATION whose resources, references, and proposals are very relevant for a deeper understandings of some concepts used in Schools for All.

EQUIPO DOCENTE

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HORARIO DE ATENCIÓN AL ESTUDIANTE

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(Wednesday, 10-14 hours)

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TUTORIZACIÓN EN CENTROS ASOCIADOS

En el enlace que aparece a continuación se muestran los centros asociados y extensiones en las que se imparten tutorías de la asignatura. Estas pueden ser:

- **Tutorías de centro o presenciales:** se puede asistir físicamente en un aula o despacho del centro asociado.
- **Tutorías campus/intercampus:** se puede acceder vía internet.

Consultar horarios de tutorización de la asignatura 63024177

COMPETENCIAS QUE ADQUIERE EL ESTUDIANTE

CE12- Evaluar los procesos de enseñanza-aprendizaje y los agentes educativos.

CE13- Organizar y gestionar centros, instituciones, planes y programas de la educación y la formación.

CE14- Supervisar centros, planes, programas y profesionales de la educación y la formación.

CE15- Desarrollar procesos y modelos de gestión de la calidad de la educación y la formación.

RESULTADOS DE APRENDIZAJE

- Tomar decisiones de mejora institucional orientadas a lograr una escuela buena para todas y todos.
- Generar comunidades profesionales colaborativas.
- Aplicar recursos de reflexión y práctica adaptados a contextos escolares específicos.

CONTENIDOS

Part A. Schools for all: what does it mean?

This first part of the course is devoted to explaining what 'a school for all' means. In a democratic society, compulsory education must be good for everyone, that is to say, it must provide all the learning experiences necessary to achieve the objectives deemed valuable. Equity is an essential prerequisite and requires the provision of flexible spaces where the diversity of ways of understanding and being in the world, of learning and communicating, is recognised. There are three central themes, as specified in the private section of this chapter.

Part B. Schools for all into practice: how does it work?

The second part of the course explains how to put a commitment to equity into practice by recognising the diversity of students, their families and their communities. It offers ideas and resources for creating meaningful learning experiences, with a particular focus on the essential communication between families and the school. This part is divided into three topics, as detailed in the private section of this section.

METODOLOGÍA

SCHOOLS FOR ALL is organised in two parts.

The student is required to make the compulsory readings and tasks by using the virtual space (chats and forums). The study guide will be available to help the student organize the work to do during the four months (February-June) and reach the learning results proposed in this guide. All the readings required to prepare the tasks will be available in the virtual space (Documents folder).

The course employs a methodology specific to distance learning, in which access to the online course and active participation in discussion forums and virtual seminars are essential (general forums and tutorial forums). In addition, students have access to other UNED resources such as radio programmes, video lectures and video conferencing.

The study guide is the basic tool for organising independent study in the course, as it includes both general recommendations and basic information. It provides a clear overview of what is covered and what is required of students to successfully achieve the course objectives. In addition, open-access documents and resources are available to students from the start of the course. Completing the activities requires the use of the compulsory reading material as well as personal reflection on prior knowledge and experiences, including personal ones, such as those gained as a student, teacher, tutor, advisor, etc.

SISTEMA DE EVALUACIÓN

TIPO DE PRUEBA PRESENCIAL

Tipo de examen

Examen de desarrollo

Preguntas desarrollo

3

Duración del examen

120 (minutos)

Material permitido en el examen

NO

Criterios de evaluación

The content includes the answers to the questions clearly and precisely.

The solutions include precise references to the compulsory readings and debates.

The discourse is well organised and structured.

The ideas and proposals are well justified, including statements exposed in the virtual discussion groups.

% del examen sobre la nota final 80

Nota del examen para aprobar sin PEC 5

Nota máxima que aporta el examen a la calificación final sin PEC 8

Nota mínima en el examen para sumar la PEC 5

Comentarios y observaciones

It is recommended that answers to the exam questions should not exceed five pages.

There is no set word limit for each question. All questions must be answered in order to pass.

PRUEBAS DE EVALUACIÓN CONTINUA (PEC)

¿Hay PEC? Si

Descripción

The PECs are integrated by tasks that require to use of documents available at the platform in order to apply them in specific cases and contexts. Every one requires to read and use the texts and resources available at the virtual course.

The PEC is a voluntary activity, as the course can be passed by sitting the in-person exam. However, it accounts for 20% of the final mark; therefore, if it is not taken, the highest possible mark is 8, even if a mark of 10 is achieved in the exam.

Criterios de evaluación

Evaluation criteria refer to adequation to each task's requirements described in this study guide, originality, appropriate use of the documents, reflection based in previous experiences, chats and forum participation, deadlines accomplishing.

Ponderación de la PEC en la nota final 20%

Fecha aproximada de entrega Third week of March and third week of May

Comentarios y observaciones

The PECs are divided into two parts, each comprising a range of activities. The first part, or Part A, is submitted as a single document in the third week of March. The second part is submitted in the third week of May.

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?

Final mark is established by additioning exams' mark and PEC's evaluation.

BIBLIOGRAFÍA BÁSICA

ISBN(13):9781555425456

Título: THE ACCELERATED SCHOOLS. RESOURCE GUIDE 1998

Autor/es: Levin, H.M. And Associates ; Hopfenberg, W.S. ;

Editorial: San Francisco: Jossey-Bass Publishers.

All the resources and readings needed to prepare SCHOOLS FOR ALL will be available at the virtual space.

Grupo INTER (2006): INTER Guide. A guide to implement intercultural education at school.
www.uned.es/grupointer

BIBLIOGRAFÍA COMPLEMENTARIA

All the resources required to undertake the subject will be available at the virtual platform and also in:

www.uned.es/grupointer

RECURSOS DE APOYO Y WEBGRAFÍA

The complementary resources will be available in the virtual platform. They include:

- broadcasting and TV programmes www.uned.es or Canal UNED.

In order to identify the most interesting resources according to the main questions proposed in the discipline, it is recommended to use the following key words: INTER Project, intercultural education.

www.unitedexplanations.org is an example of recommended website to undertake this subject.

It is convenient to use the resources available at www.uned.es/grupointer (English version)

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.