

Course title	<i>Advancements in Education for All in Europe</i>
Credits	6
University	UCM
Language of the course	English
Learning outcomes	<p>LO2. Multidisciplinary knowledge on the fundamental aspects and values of the European Union and European integration, as well as of European states and societies, which allows students to grasp the multi-dimensional issues, interests and ideas that are necessary to understand Europe as a political, economic, cultural and societal process in past and present times.</p> <p>LO6. Development of a wide range of transversal skills which students need to master in their future domestic and international work environments, so that they are equipped to use organizational, inter-cultural communication, language and information skills, when confronted with the challenges of daily professional practice.</p> <p>LO8(b). Insight into European Studies as a multi-disciplinary field of scholarship and education, leading to developing students' awareness of the practical applications of the knowledge provided by these various disciplines, including their diverse conceptual, theoretical and methodological perspectives, in their own academic careers and/or professional work environments.</p>
Course objectives	<p>At the end of this course students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the main social, institutional and psychological factors of educational inequality in Europe from a comparative perspective. 2. Demonstrate a critical understanding of the main psychological and sociological theories related to education and learning and how they complement each other. 3. Examine and understand the main concepts related to learning, interpersonal relationships, learner diversity and group processes in the classroom. 4. Identify and integrate the psychological constructs that can help to explain the teaching - learning process. 5. Develop a critical analysis of educational processes, decision- making and self-evaluation in order to solve learning difficulties and educational inequalities. 6. Analyse gender segregation and gender differences in performance and attainment in European educational systems. 7. Identify pioneering policies and initiatives to overcome educational inequalities.
Content	<ol style="list-style-type: none"> 1. Educational policies across European countries. 2. Education and social inequalities. 3. Gender segregation in European Education systems. 4. Psychological theories and models of development and learning. 5. Personal variables involved in the teaching-learning process: research and practice. 6. School learning and Special Educational Needs in the European context.
Work format(s)	<p>Course structure: 6 ECTS (4 theoretical, 2 practical)</p> <p>Teaching practice will include a wide variety of flexible methodologies: lectures, hands-on workshops, study of case reports, class discussions and/or student's presentations. Students are expected to be actively involved in class activities and carry out both autonomous and collaborative work.</p>
Manner of assessment	<p>Students participation is critical to the success of the class and a key component in their grade. The evaluation will be based on continuous assessment. There will be a written exam (50%), projects (30%), class discussions, debates and/or student presentations (20%). All course requirements must have a passing mark.</p>

Literature (required/ recommended)	<p>Apple, Michael W., Ball, Stephen J. and Gandin, Luis Armando (2010) The Routledge international handbook of the sociology of education. New York: Routledge.</p> <p>Ballantine, Jeanne H. (2001). The sociology of education: a systematic analysis. Upper Saddle River, New Jersey: Prentice Hall.</p> <p>Becker, R. (ed.) (2019). Research Handbook on the Sociology of Education. Massachusetts: E-Elgar (Research Handbooks in Sociology Series).</p> <p>Bourdieu, P. 1986b. "The forms of capital". In Handbook of Theory and Research for the Sociology of Education, Edited by: Richardson, J.G. New York: Greenwood.</p> <p>Domina et al. (eds.) (2019). Education and Society: An Introduction to Key Issues in the Sociology of Education. California: University of California Press.</p> <p>Giddens, Anthony (2006) Sociology. Alianza Editorial, Madrid.</p> <p>Jackson, C. (2006) Lads and Ladettes in School, Gender and fear of failure. Maidenhead, Berkshire, Open University Press, McGraw- Hill Education.</p> <p>Marlowe, B. A. & Canestrari, A. S. (Eds.) (2006). Educational psychology in context: readings for future teachers. Thousand Oaks Sage: London.</p> <p>Ormrod, J. E, (2006). Educational psychology: developing learners. Pearson Prentice-Hall: New Jersey.</p> <p>Reay, D. (2004). Gendering Bourdieu's concepts of capitals? Emotional capital, women and social class. The Sociological Review, 52, 57-74.</p> <p>Sousa, D.A. (2016). How the brain learns. Thousand Oaks: Corwin Press.</p> <p>Tuckman, B. W. & Monetti, D. M. (2011). Educational Psychology. Belmont, CA: Wadsworth Cengage Learning.</p> <p>Willis, P. (1977) Learning to Labor: How Working Class Kids Get Working Class Jobs. New York: Columbia University Press.</p> <p>Woolfolk, A. (2008). Educational Psychology. Pearson: New Jersey.</p>
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