



DEGREE CURRICULUM **COEDUCATION**

Coordination: ROMERO BURILLO, ANA MARIA

Academic year 2022-23

Subject's general information

Subject name	COEDUCATION			
Code	14663			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Master's Degree in Gender's Studies and Management of Equality Policy	1	OPTIONAL	Virtual learning
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA	TEORIA	
	Number of credits	3.6	2.4	
	Number of groups	1	1	
Coordination	ROMERO BURILLO, ANA MARIA			
Department	PUBLIC LAW			
Teaching load distribution between lectures and independent student work	Because it is a virtual master's degree, the subject has no assigned face-to-face sessions.			
Important information on data processing	Consult this link for more information.			
Language	Activities and materials are offered in CASTELLÀ and CATALAN, and students can choose which of these two languages they want to work with. The bibliography It is in the original language or in its translation into Spanish and / or Catalan.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
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Subject's extra information

In this subject, an analysis of the current educational system will be carried out from a gender perspective and lines of action will be proposed to turn the school into a safe environment and guarantee equal opportunities from this perspective.

Learning objectives

1. Reflect on the role of women in our society and claim spaces for equality, tolerance and cooperation.
2. Reflect on the role of the school in the formation of people and as a powerful means of transmitting values.
3. Introduce the genre as relevant in any type of action, program and educational policy.
4. Raise awareness and design measures to eradicate gender violence in the school environment and prevent situations and behaviors that may be the source.
5. Promote the presence and visibility of women in school curricula, incorporating the knowledge of women into the knowledge and everyday reality of the educational center.
6. To promote the use of a language without trace of androcentrism or sexism, both in teaching materials and in the communication and management documents of schools.
7. Awareness of the need for a coeducational guidance model, within the framework of the tutorial action.
8. Involve all educational agents (students, families, teaching staff, management, PAS) to correct all discriminatory situations and to achieve the plan for the action and organization of the educational center.
9. Promote spaces for debate that encourage the training of teachers in the coeducational field.

Competences

Basics

CB6_Have and understand knowledge that provides a basis or opportunity to be original in the development and / or application of ideas, often in a research context.

CB7_Apply the acquired knowledge and have the ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study.

CB8_Integrate knowledge and confront the complexity of making judgments based on information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.

CB9_Communicate conclusions - and the knowledge and ultimate reasons that support them - to specialized and non-specialized audiences in a clear and unambiguous way.

Generals

CG4_Analyze critically the cultural, social and political environment from a corpus or disciplinary knowledge. (Cognitive competence)

CG5_Recognize and be able to use research methods in legal, human and social sciences. (Instrumental competence)

Specifics

CE2_Identify the sources of gender inequalities that have operated and operate in different fields.

CE3_Analyze situations of gender inequality (lack of equal treatment and opportunities) in various fields and be able to design solutions.

CE9_Ser able to identify gender stereotypes in different cultural manifestations and of organization and social relationship.

CE16_Recognize situations of discrimination against women based on corpus or gender studies and articulate an adequate and effective response.

Subject contents

UNIT I. INTRODUCTORY CONCEPTS

1. Definition of concepts and legal framework: coeducation and gender perspective in the educational field.
2. Historical evolution of education.

UNIT II. DIAGNOSES OF THE CURRENT SCHOOL SYSTEM

1. Diagnosis of the current situation of the educational system.
2. The explicit curriculum
3. The hidden curriculum
4. Occult causes of school failure. Coeducation as a tool / solution.

UNIT III. SCHOOL TRANSFORMATION STRATEGIES

1. Pillars and strategies for the construction of a coeducating school.
 - a. Teaching staff
 - b. Student
 - c. Family
2. Inclusive language
3. Analysis of school spaces from a gender perspective

UNIT IV. THE COEDUCATOR SCHOOL, A SAFE ENVIRONMENT

1. Gender violence in schools: analysis and strategies to make the school a safe environment
 - a. Introduction
 - b. Gender violence among adolescents
 - c. Prevention in the school environment
 - d. Detection and intervention in the school environment
 - e. Violence against LGBTI students

Methodology

Methodological axes of the subject

1. Thematic capsules

The subject has a series of themed capsules in pdf format and audiovisual presentation that deal with theoretical and methodological questions, try to solve the difficulties that have been identified in the development of the activities set by the professors, as well as present questions that are of interest or the ability to request the students themselves, provided that these questions are within the limits of the subject.

2. Activities

Based on what has been explained in the thematic capsules and the extension documents that teachers hang on to the virtual platform, as well as attending compulsory readings, a total of 6 evaluable activities distributed among the four subjects are set out in What are the contents of the subject distributed? Some of them are exams, although all of them count on the continuous assessment of the subject.

The supporting documents will be uploaded in the section of TEMES of the virtual campus for your consultation. The activities, for their part, will be found in the section of ACTIVITIES, TESTS AND QUESTIONNAIRES -in accordance with each case- and will include a guide to elaborating the activity, that is, the exact instructions of what it must be done in each one of them. Tasks will be of different kinds: case study, design and execution of a project, oral presentation of project results, virtual exams. Tasks must be submitted on the date established at the beginning of the course. The delay in delivering the activities will be penalized.

3. Tutorials

The teaching staff will open a space for inquiries and personalized tutorials on-line in the FORUM section (for questions of general interest) or in the MESSAGES section of the virtual campus (for questions of an individual nature).

Development plan

The development of teaching planning will be carried out during the assignment of the subject through the SAKAI virtual platform.

Evaluation

Weight of the tasks evaluated in the final grade

Topic 1	Virtual exam 1	25%
Topic 2	Case studies	10%
	Troubleshooting	15%
Topic 3	Virtual exam 2	25%
Topic 4	Project: Analysis tool design, written results report and oral presentation.	25%

Other considerations

For the subject to be evaluated, ALL of the tasks have been given.

The subjects of the official master's degrees are evaluated in a single call. If this is not exceeded, the student or student must enroll again the following year.

It is recalled that, according to article 1.2, point 2d of the Regulations for the Evaluation and Qualification of the Teaching in Degrees and Masters of the University of Lleida (approved by the Council of Government of February 26, 2014, modified by the agreement 111/2016 of the Governing Council of 04.27.2016, modified by agreement 231/2016 of the Governing Council of 25.10.2016, and still valid), the students have the right to recover any activity that can be evaluated that has equal weight or more than 30% of the final grade of the subject or subject. Therefore, none of the tasks of this subject is recoverable. The final mark will be the sum of the percentages obtained, once the exams and the project have been passed.

Nor is it planned that additional activities be carried out to raise the note.

Likewise, point 10 of article 3.1 of the aforementioned academic regulations is recalled, which states the following:

"The teacher responsible for a subject that detects a plagiarism at the time of evaluating a test (examination, work, practice ...), may suspend the test for the student. This will mean a note from scratch in the test in question."

Therefore, no task can contain literally copied fragments of published or disseminated works both on paper and in electronic format, unless they take the appointment form and give the exact reference of the source from which they have been taken. If it were not in the aforementioned conditions, it is considered plagiarism and the aforementioned article 3.1 will be applied.

In the same way, the task that is plagiarized by a partner or companion will be directly suspended. If the person who copied can not be identified, the tasks of all the people involved will be suspended.

This regulation can be consulted at:

http://www.udl.cat/export/sites/universitat-lleida/ca/udl/norma/.galleries/docs/Ordenacio_academica/Normativa-davaluaci3n-i-qualif.-graus-i-masters-UdL-CG-25-10-2016.pdf

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