

**COURSE DATA****Data Subject**

<b>Code</b>	44445
<b>Name</b>	Pedagogical relationship with otherness
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	3.0
<b>Academic year</b>	2022 - 2023

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
2211 - M.D. in Psychopedagogy	Faculty of Philosophy and Educational Sciences	1	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2211 - M.D. in Psychopedagogy	1 - Common training I	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
JODAR RICO, FRANCISCO	100 - Education and School Management

**SUMMARY**

The starting point of the course revolves around the question about the educational meaning of the links with otherness that can be built in the pedagogical relationship. At this starting point, at least three basic problem axes converge.

In the first place, the conceptual reconstruction of the curriculum field of study, where the traditional emphasis on the concepts of planning or effectiveness in learning shifts towards the problem of identity, difference and otherness in education.

Said reconceptualization runs parallel, secondly, to the transit that public education, according to official documents and specialized speeches, has been experiencing in the last decades since normalization, correction and segregation towards diversity and inclusion.

Finally, this double passage highlights the need to build a new look at education, at the processes that take place in educational institutions. An attentive look at the (trans) formative possibilities of the pedagogical relationship with otherness. A look with inescapable pedagogical, ethical and political implications.

Those that are activated once the meaning of public education is put into play, and the possibilities of the educational experience in the construction of a self open to difference.

Consequently, the subject will address these three basic problem axes with the general purpose of providing students with training that enables them to deal with the educational meaning of the educational



relationship as an experience of alterity and its training possibilities within institutions. educational.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

## OUTCOMES

### 2211 - M.D. in Psychopedagogy

- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Mantener un comportamiento reflexivo y crítico ante la realidad social y educativa y favorecer los cambios, transformaciones e innovaciones que lleven a mejorar la calidad de vida individual y social.
- Actuar con profesionalidad y comportamiento ético en el desempeño de sus tareas.
- Diagnosticar, asesorar, prevenir e intervenir a fin de favorecer el desarrollo y el aprendizaje en personas con necesidades educativas especiales, trastornos del aprendizaje y con riesgo de exclusión educativa y/o social.
- Colaborar con el profesorado en el desempeño de la función docente, tutorial y en la de organización de los centros educativos y Asesorarle y colaborar con él en el diseño de procedimientos e instrumentos de evaluación, tanto de los aprendizajes del alumnado, como del mismo proceso de enseñanza, así como en técnicas de dinámica y manejo de grupo, resolución de conflictos, mediación escolar y fomento de la convivencia y valores democráticos

## LEARNING OUTCOMES

- Students integrate knowledge and face the complexity of formulating judgments from information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.
- They have a reflective and critical behavior before the social and educational reality and favoring the changes, transformations and innovations that lead to improve the quality of individual and social life.
- They diagnose, advise, prevent and intervene favoring development and learning in people with special educational needs, learning disorders and at risk of educational and / or social exclusion.
- They advise and collaborate with teachers to improve teaching / learning processes.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Classroom practices	7,00	100
Theory classes	7,00	100
Group work	6,00	100
Tutorials	2,00	100
Development of group work	3,00	0
Development of individual work	12,00	0
Study and independent work	28,00	0
Preparation of evaluation activities	10,00	0
<b>TOTAL</b>	<b>75,00</b>	

**TEACHING METHODOLOGY**

- Participatory master class
- Cooperative learning
- Individual and group classroom work
- Individualized and / or group attention

**EVALUATION**

The evaluation will be carried out combining different types of information, linked to the different activities that the students will carry out in the development of the subject. For this, different procedures may be used:

a) Essay, which will consist of the realization of a written text where the contents of the subject are addressed and the bibliographic references are used. b) Portfolios, in which the different works carried out by the student will be included. c) Classroom exhibitions. e) Participation in the different class activities and tutorials.

Each of these mechanisms will be assigned a value of the final grade according to the importance given. In order to qualify for the passing grade and above, it is necessary to pass all the tests evaluated. Evaluation criteria:

- Adequate use of conceptual tools and bibliographic references, materials and resources.
- Compression and capacity of relation and integration of the contents.
- Expository clarity and argumentation of the presentations and works that are carried out.
- Spelling and expression correction.
- Adequacy in time and form of the presentation of the assigned tasks



## REFERENCES

### Basic

- Referència b1: Silva, T.T. da (2001): Espacios de identidad. Nuevas visiones sobre el currículum. Octaedro, Barcelona.
- Referència b2: Skliar, C. (2007): La educación (que es) del otro. Noveduc. Buenos Aires.
- Referència b3: Skliar, C. y Larrosa, J. (comp.) (2009): Experiencia y alteridad en educación. Homo Sapiens, Rosario.
- Referència b4: Van Manen, M. (1998): El tacto en la enseñanza. Barcelona: Paidós

### Additional

- Referència c1: Flahault, F. (2009): ¿Quién eres tú? Identidad y relación. Sequitur, Madrid. Text referència
- Referència c2: Foucault, M. (1991): Vigilar y castigar. S. XXI, Buenos Aires.
- Referència c3: Frigerio, G. et al. (2003): Educación y alteridad. Novedades Educativas, Buenos Aires.
- Referència c4: Brailovsky, D. (2019): En defensa de los afectos, Revista Deceducando, 6