



UNIVERSITAT D'ANDORRA

Seminar Guide

Study Plan	Bachelor in Education Sciences
Module	Mòdul 5. Ensenyança i aprenentatge de les ciències socials en una cultura de la democràcia
Seminar	Seminar: Educational application of the Democratic Culture Competence.
Associated Learning Outcome	BCE-E006-02. The learner proposes learning situations that promote democratic culture and/or sustainability.
Semester	S3
Seminar's professor	Ariadna Vidal avidalm@uda.ad
Modality	Face-to-face
Teaching language	English

1. Presentation of the seminar

The aim of this seminar is to help students acquire the competences (knowledge, skills, attitudes, and values) necessary to exercise the teaching profession in line with democratic citizenship values.

More specifically, this seminar will assist participants in:

- Developing educational approaches to tackle Human Rights and Democratic Citizenship in the classroom in a participatory way.
- Identifying situations that occur in the educational center which may pose challenges regarding democratic citizenship.
- Learning how to plan, implement, and evaluate activities to address situations that threaten coexistence and democratic citizenship at school.
- Reflecting on possible answers to the module's challenge (specifically related to hate speech and tolerance) from a democratic citizenship perspective.

2. Contents of the seminar

Chapter 1. Conceptual Framework of Democratic Culture

- 1.1. Democracy and Education.
- 1.2. Human Rights and Education.

Chapter 2. Competences, duties, and coexistence

- 2.1. Competences for Democratic Culture
- 2.2. Students' Duties: Rights vs. Responsibilities, ethical dilemmas.
- 2.3. School and Coexistence

Chapter 3. Student participation

- 3.1. Class Assemblies, Delegates, and Decision Making
- 3.2. Strategies for Real Participation.

Chapter 4. Designing a Learning Situation

- 4.1. Elaborating a Learning Situation.
- 4.2. Evaluation Criteria and Instruments.
- 4.3. Presentation and Defense of the Proposal.

3. Methodology

The seminar adopts an active, participatory, and experiential methodology, coherent with the principles of democratic culture. Sessions combine theoretical contributions with practical activities oriented towards analysis, reflection, and the design of educational proposals.

*All activities in orange count towards the final grade. If you fail to attend a lesson that activity will be graded with a 0. Contact the teacher if there is a major cause and the retake can be arranged. *

Session	Topic & Activities
1. Friday, Nov 6	Chapter 1. Conceptual Framework of Democratic Culture 1.1. Democracy and Education. 1.2. Human Rights and Education. Activity 1. Was my school democratic? (Reflection on personal experiences)
2. Friday, Nov 13	Chapter 2. Competences, duties, and coexistence 2.1. Competences for Democratic Culture 2.2. Students' Duties: Rights vs. Responsibilities, ethical dilemmas. Activity 2.1: Debate introduction

3. Friday, Nov 20	Chapter 2. Competences, duties, and coexistence 2.3. School and Coexistence Managing controversial topics (Diversity, Tradition, Conflict) Activity 2.1: Debate Activity 2.2: Case Studies written submission
4. Friday, Nov 27	Chapter 3. Student Participation 3.1. Assemblies and Decision Making. 3.2. Strategies for real participation. Activity 3. From a Democratic Challenge to a Learning Situation
5. Friday, Dec 4	Chapter 4. Designing a Learning Situation 4.1. Elaborating a Learning Situation. 4.2. Evaluation Criteria and Instruments. Start of Final Group Project (Learning Situation)
6. Friday, Dec 11	Chapter 4. Designing a Learning Situation 4.3. Presentation and Defense. (Group Evaluation) Learning Situation Defense and Pedagogical fair
7. Friday, Dec 18	Individual Written Test (60%) Theoretical analysis and practical application of democratic culture concepts.
Friday, January 15th	Final Evaluation

Note: Attendance is mandatory for continuous assessment. (L'assistència en aquest seminari és obligatòria per poder optar a l'avaluació continuada.)

4. Evaluation

4.1. Continuous Evaluation

This option only applies to students who attend the sessions.

Learning outcome: BCE-E006-02. It proposes teaching-learning situations to promote the competence of democratic culture and/or sustainability.		
Indicator	Learning Evidence	Percentage
Engages in class activities, case studies, and reflections that demonstrate an understanding of democratic principles in practice	Continuous Seminar Activities (Tasks submitted on campus): - Activity 1: Was my school democratic?" (6/11) - Activity 2.1: Debate (13/11 & 20/11)* - Activity 2.2: Case Studies Written reflection (20/11) - Activity 3: From a Democratic Challenge to a Learning Situation (27/11)	- Activity 1 (2.5%) - Activity 2 (5%): 2.1: 0%* 2.2: 5% - Activity 3 (2.5%) Weight for the final grade: 10%

Designs and justifies a teaching-learning situation that promotes democratic culture competence, incorporating active methodologies and coherent evaluation criteria.	Group Project: - Written design of a contextualized Learning Situation (SA) specifying objectives, competencies, methodology, activities, resources, and evaluation. - Oral presentation and defense of the proposal. Rubric guide found in campus	- Written Design: 15% - Presentation & Defense: 15%. Weight for the final grade: 30%
Identifies, interprets, and applies theoretical foundations related to democratic culture in educational contexts.	Individual Written Test: Demonstrates understanding of fundamental concepts and their transfer to educational situations. Can justify the link between the fundamental concepts and their challenge decisions - Part 1: Analysis of an educational situation - Part 2: Questions related to the M5 Challenge	From the final written test grade: - Part 1: 70% - Part 2: 30% Weight for the final grade: 60%

*If the student does not participate in activity 2.1, all the activity 2 will be graded with a 0

4.2. Final evaluation

For students who do not attend the sessions or choose this option:

Learning outcome: BCE-E006-02. It proposes teaching-learning situations to promote the competence of democratic culture and/or sustainability.		
Indicator	Learning Evidence	Percentage
Design and justify a teaching-learning situation that promotes competence for democratic culture and/or sustainability, incorporating active, participatory methodologies and coherent evaluation criteria.	Written design of a contextualized teaching-learning situation and oral presentation of the proposal, where the objectives, competencies, methodology, activities, resources and evaluation are specified, justifying their relationship with democratic culture.	Presentation and defense of the proposal (Individual work). 30%
Identify, interpret and apply the theoretical foundations related to democratic culture and sustainability in educational contexts.	Individual written answer to theoretical questions and practical application that demonstrate the understanding of the fundamental concepts of the seminar and its transfer to educational situations.	Individual written test. (70%) + Resolution of the challenge (30%) 70%

5. Resources

All the bibliography is available in the different seminar documents and located on campus.



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