

SYLLABUS

Course	
Name	Signature 7: Education systems in origin and destination contexts. (Course 2: Migrations and social transformation)
Degree	Official Master's Degree in International Migration
Year	2019-2020
Duration	Annual
ECTS credits	3
Character	Obligatory
University	Universidad Pontificia Comillas
Professors/Authors	Gracia Moreno

COURSE SPECIFICS

Context of the course
<p>Summary</p> <p>The aim is to study the global education systems and the structures which allow the Education Right. On the other hand, we will learn what differences exist in the global education systems, the educational laws and the concept of "Education for All".</p> <p>Other main concepts in this signature are: the Interculturaty to understand the education as a dialogue between different cultures, and which politics of education are attending to migrant population.</p>

Competences – Goals
<p>CB-06 To understand and value the perspective of other cultures and customs, recognizing the cultural and human diversity, appreciating its value and breadth, and to be able to manage this cultural diversity in different professional fields.</p> <p>CE_10- To know the educational rights of migrants and their possible educational trajectories, especially in culturally diverse environments receptors of immigrants</p>
<p>Learning outcomes:</p> <ul style="list-style-type: none"> • To know the educational rights of inmigrants • To understand the education systems in origin and destination contexts. • To comprehend the determining factors of the diversity of inmigrant students. • To understand and difficulties in schooling and educational trajectories of inmigrant students.

- To know the variables which influence the educational process: education capital of origin, educational support, early school leaving, movement from school to work.

CONTENTS AND MODULES

Contents and modules
Part I: Unique Lesson. Education systems in origin and destination contexts (3 Credits)
Professor: Gracia Moreno
<p>1.1. Education Righth: Laws and education system.</p> <p>1.2. Inmigrant students.</p> <p>1.3. Job placements in origin contexto or other countries.</p> <p>1.4. Education inmigrant adults.</p>

Learning activities	Hours per course	Classroom Courses (hours)
AF1. Online tutorials. Short theoretical presentation by the professor of the program contents and reflection on the most complex sections, providing relevant information to the student.	7hs.	0%
AF 2. Students should study the concepts covered in the study document. Also, students should review the work already they have done and make test where they have to choice the correct answer	325hs.	0%
AF 3 Forum. We will discuss about different topics by internet. Students have to give their opinion about these proposed topics.	28hs.	0%
AF 4. Students have to make a practice case, where the professor will evaluate the gained skills. The event will be held on a real issue concerning the subject.	120hs.	
AF 5 Final individual work. Students have to Complete the main evaluation exercise where they will apply the knowledge gained in the field.	150hs.	0%

Evaluation system of signature	Minimun weights	Maximun weights
SE-3/SE-4 Evaluation of the final work and case studies.	70%	70%
SE-5. Evaluation of interactive tasks. Participation in forums and contacts with professor.	30%	30%

REFERENCES AND RESOURCES

Basic references

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- Alcalá del Olmo, M.J. (2004). Educación intercultural. Tendencias e iniciativas de la Unión Europea. Salamanca: Universidad Pontificia.
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- Bartolomé, M., Cabrera, F., Espín, J.V., Campo del, J., Marín, M.A. & Rodríguez, M. (2000). La construcción de la identidad en contextos multiculturales. Nº 149. Madrid: CIDE.
- Blanchard, M. (2011). La clase que cambió de compañeros. Seguimiento del grupo-clase y de cada alumno/a. Coimbra University Press.
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- Essomba, M.A. (2006). Liderar escuelas interculturales e inclusivas. Equipos directivos y profesorado ante la diversidad cultural y la inmigración. (6ª ed.). Barcelona: Graó.
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- Muñoz, B. (2003). Estudio de los factores que intervienen en el proceso de enseñanza-aprendizaje del español como segunda lengua: Plan de intervención para alumnos inmigrantes marroquíes de educación secundaria obligatoria. Madrid: Universidad Complutense.
- Soriano Ayala, E. (coord.) (2005). La interculturalidad como factor de calidad educativa. Madrid: Muralla.
- Vega, L. (2011). La Educación comparada internacional. Procesos históricos y dinámicas globales. Barcelona: Octaedro.