



HD/SO/ED383 HUMAN DEVELOPMENT: BREAKING BARRIERS THROUGH EDUCATION
IES Abroad Salamanca

DESCRIPTION:

This course studies human development in a social context marked by rapid social, technological, and ecological change, migratory movements, globalization, and generalized forms of inequality. It focuses on central issues surrounding difference, equality, and symbolic and developmental processes involved in educational outcomes and socialization in the Spanish socio-cultural context. The course also reflects on whether education acts as an element that reduces or fosters inequalities with its approach to the vulnerability of categories such as gender, race, social class, disabilities, and other variables. The Spanish context forms the backdrop for all discussions, which aims to provide students with a contrasting perspective on the social and cultural environment in the US.

This course is framed within the **IES Abroad Global Pillars** which seek to bring the UN Sustainable Development Goals (SDGs) closer to IES Abroad students (Proyecto Salamanca Sensible).

CREDITS: 3

CONTACT HOURS: 45

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: One prior course in one or more of the following disciplines is recommended: Sociology, Social Sciences, Education or Political Science.

ADDITIONAL COSTS: None

METHOD OF PRESENTATION:

- Class discussion about key themes: students will be provided materials to read or watch for each class on Moodle (<https://moodle.iesabroad.org>). Students will be encouraged to bring their experiences and observations of life in Spain and the US into discussions in the classroom.
- Readings will provide a foundation in theory and research relevant to the course.
- Video forum: after watching films (e.g., La Clase, Boyhood), a series of questions related to the course objectives will be formulated and discussed in class.
- Debates: class discussions will be held on topics and positions previously assigned to students on key topics of the course. Different materials will be provided for their preparation.
- Research paper: will challenge students to organize and represent theory and research articulately on one of the topics analyzed in class.
- All information, resources, and materials will be available in Moodle.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course participation: 10%
- Midterm Exam: 20%
- Final Exam: 20%
- Research Paper: 15%
- Course-related activities and assignments: 15%
- Oral presentations and debates: 10%
- Photographic rally and presentation: 10%

Course Participation

In this course, participation is NOT equal to attending classes. Students must be prepared to participate actively in the discussions and other class activities. In addition, students should review the required materials, do the homework, and participate in group activities.

Students must be prepared for classes by reading the assigned texts in advance and summarizing three main ideas. The student

should check the "Lecturas" section to consult those texts. Additional information for discussions will be presented on PowerPoint, notes, or video during the class. The goal is to evaluate the readings and discussions in detail, always before the mid-term and the final exam. A rubric for participation will be available in Moodle.

Midterm Exam (17th October)

There are two in-class exams, one at mid-term and one at the end of the semester. Each exam is intended to cover approximately one-half of the course.

- The Midterm Exam will be written and will take place in class. It will consist of two short questions and one long reflection question. Total number of words: 2,000-2,500
- Before the midterm exam, students will be provided through the Moodle platform with a written list of the main concepts to help them prepare for their exam. Students are reminded that the professor will be available in face-to-face tutorials and through email to resolve any questions.
- This essay is expected to demonstrate the knowledge and skills acquired in the different classes and activities, showing the bases that will serve to advance in the second part of the course.

Final Exam (5th December).

- Prior to the final exam, students will be provided through the Moodle platform with a written list of the main concepts included to help them prepare for their exam. Students are reminded that the teacher will be available in face-to-face tutorials and through the institutional email to solve any doubts.
- The exam will be written and will take place in class. It will consist of two short questions and one long reflection question. Total number of words: 2,500-3,000 words.
- This essay is expected to demonstrate the knowledge and skills acquired in the different classes and activities. Still, the main thing is that students can discuss and explain the big picture with the elements of analysis they will learn.

Research Paper

Students must study a social problem from a comparative perspective Spain-United States. Students are expected to apply the concepts and knowledge acquired during the course. The topic must be original and not chosen by another student. The professor will help with the thematic choice so that the topic is not repeated. Students will share their essay topics with the rest of the class, presenting their work to their classmates and using PowerPoint, Prezi, or similar programs (maximum of 10 minutes). The work will be delivered through the Moodle platform. Total number of words: 2,000-2,500. A rubric for this assignment will also be available in Moodle. Deadline. 1st November.

Course-Related Trips/Activities

Pre-activities:

Prior to each of the course-related trips/activities, students will be informed of the main characteristics of the entity to be visited, the learning outcomes of each of them, and the subsequent tasks to be performed.

Activities:

- Visit to Salamanca Red Cross (<https://www.cruzroja.es/principal/web/provincial-salamanca>): factors of unique vulnerability for minors and migrants in Salamanca.
- Visit to Faculty of Education, University of Salamanca (<https://www.usal.es/facultad-de-educacion>): Attend a class with Primary Education students to discuss and conduct a focus group on similarities and differences in the approach to inequalities from schools in Spain and the US.
- Visit to ONCE Foundation (www.fundaciononce.es): issues regarding the integration of the visually impaired in Spain.

Post-activities:

- Salamanca Red Cross. Assignment: Write a 500-word essay about the factors of unique vulnerability for minors and migrants in Salamanca. The work will be delivered through the Moodle platform.
- Faculty of Education, University of Salamanca. Write a 500-word essay about the similarities and differences between Spain and the USA based on the focus group discussion. The work will be delivered through the Moodle platform.
- ONCE Foundation. Assignment: Write a 500-word essay about issues regarding the integration of the visually impaired in Spain. The work will be delivered through the Moodle platform.

The learning outcomes will be:

- To learn about the work of NGOs in Spain
- To become familiar with Spanish culture
- To establish relationships with Spanish university students
- To become acquainted with a social analysis technique: the focus group
- To deepen the knowledge of vulnerable groups such as people with disabilities or immigrants

Oral presentations and debates

All students are required to read and view all materials provided. In class, there will be four debates and 2 video forums. Each student will participate in 2 debates and 1 video forum. At least one additional presentation on course content will be assigned to each student. This distribution and its scheduling will be done at the beginning of the course according to the number of students enrolled and will be available through the Moodle platform. A rubric will be available in Moodle as well.

Photographic rally and presentation

From the beginning of the course, each student must take their own photographs of the concepts explained in class to prepare a presentation (PowerPoint, Prezi, Canva, etc.) that will be presented to their classmates on the last day of class. Each student should include at least 15 photographs and present them in a maximum of 10 minutes.

The presentations will consist of 4 parts: introduction, objectives, concepts (with their corresponding photographs), and conclusions. There will be three follow-up sessions in class in which the professor will verify the adequate progress of the assignment and guide the students when necessary.

These photographs and their explanation will serve as a review and closure of the course.

LEARNING OUTCOMES:

By the end of the course, students will be able to:

- Articulate the main concepts and generalizations about human society concerning social change and transformation.
- Define fundamental socio-institutional structures at a global and national level about social change.
- Distinguish the primary institutions and processes for the production and reproduction of Spanish society.
- Recognize the essential components of social inequalities and cultural differences and their relationship to education in Spain.
- Analyze and evaluate the role of education and schools in building a more just world from the point of view of human development and considering different contexts.

ATTENDANCE POLICY:

As members of our academic community, students are expected to be present and on time for class every day. Attending class has an impact on learning and academic success. For this reason, attendance is required for all IES Abroad Salamanca classes, including course-related trips and activities. Each student will be allowed a certain number of unexcused absences for each course, depending on the course type (see chart below). For each unexcused absence beyond these, one-third of a letter grade will be reduced in the final grade (i.e., A to an A-). Students who are late to class regularly may also receive a reduction in their final grade. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled if the academic staff excuses the absence. Absences will only be excused for documented medical issues, family emergencies, specific religious observances, or other extenuating circumstances. Students need to request approval for excused absences within ONE WEEK of the absence by sending all documentation to the Academic Coordinator (mtabarez@iesabroad.org). No approvals will be granted after the one-week deadline.

IES Abroad Salamanca Course	Maximum Number of Unexcused Absences
Spanish Language – Orientation (15 hrs)	1 block
Spanish Language – Semester (60-90 hrs)	3
Area (45 hrs)	2
Workshops & Seminars (15-20 hrs)	1

CONTENT:

Week	Content	Assignments
Week 1	Session 1: Introduction to the course	Interviewing classmates to know each other. Asking and giving the motivations to study this course. Brainstorming on the concept of Human Development. Explanation of the "Photographic rally" and other tasks. Read the next paper: Martínez Navarro, Ética del desarrollo en un mundo globalizado. pp. 35-50 (15 pages). https://www.redalyc.org/pdf/2911/291152007003.pdf
	Session 2: Human development and education	Read the next paper: Bicocca, Competencias, capacidades y Educación Superior. pp. 29-46 (17 pages) https://hdl.handle.net/10171/50017 Watch the film: Boyhood (Duration: 160 min.)
Week 2	Session 3: Globalization	Read the next papers: Maciel, Investigación participativa, globalización y desarrollo humano sostenible. pp. 1-9 (8 pages). http://journals.openedition.org/polis/6884 Romero, La globalización y su impacto en el desarrollo, pp. 247-272 (25 pages).
	Session 4: Social change: stakeholders and processes	Course-Related Trip/Activity: - Pre-activity: students will be informed of the main characteristics of Red Cross, the learning outcomes, as well as the post-activity task they will be required to complete. - Activity: Visit Salamanca Red Cross. - Post-activity: Assignment: Write a 500-word essay about the factors of special vulnerability for minors and migrants in Salamanca. Read the next paper: Barranquero, Comunicación, cambio social y ONG en España. Pistas para profundizar en la cultura de la cooperación desde los nuevos movimientos comunicacionales. El caso del 15M, pp. 6-28 (22 pages). http://dx.doi.org/10.25267/COMMONS.2014.v3.i1.01

Week 3	Session 5: Communication, global world and New Technologies	Read the next papers: Martínez-Gómez, Comunicación para el Desarrollo Humano: buscando la transformación social, pp. 79-106 (27 pages). https://www.redalyc.org/articulo.oa?id=93524422005 Echenique, Comunicación, Agenda 2030 de la ONU y Organizaciones, pp. 131-144 (13 pages). https://doi.org/10.11606/issn.2238-2593.organicom.2022.198084
	Session 6: Digital gap	Read the next paper: Morales Romo, Las TIC y los escolares del medio rural: entre la brecha digital y la educación inclusiva, pp. 41-56 (15 pages). http://hdl.handle.net/11162/140684
Week 4	Session 7: Macro (society) analysis, Meso (school) and Micro (person) analysis: SDGs	Read the next papers: Gil, Objetivos de Desarrollo Sostenible (ODS): una revisión crítica. pp. 107-118 (11 pages). https://www.cvongd.org/ficheros/documentos/ods_revision_critica_carlos_gomez_gil.pdf Abad & Espinosa, Educación en valores. https://www.eumed.net/rev/atlanter/2018/04/escuela-familia-comunidad.html Watch the film: La Clase: https://www.youtube.com/watch?v=xbb2Y80g0_c (Duration: 2h 10 min)
	Session 8: The context as an element of development: world and European perspectives.	Watch the Ted Talk: Imagine a European democracy without borders https://www.ted.com/talks/george_papandreou_imagine_a_european_democracy_without_borders (Duration: 20 min) Read the next paper: Salazar, El Índice de Desarrollo Humano como indicador social, pp. 1-18 (17 pages). http://dx.doi.org/10.5209/rev_NOMA.2014.v44.n4.49298
Week 5	Session 9: The context as an element of development: Spanish and Salamancan perspectives.	Read the next paper: Rodríguez-Rejas & Díez-Gutiérrez, Territorios en disputa: Un estudio de caso en la España vaciada, pp. 371-390 (19 pages). https://doi.org/10.37230/CyTET.2021.208.05 Watch the next video: Así es Salamanca http://www.salamancaemocion.es/es/guia-practica/asi-es-salamanca (Duration: 5 min)

	Session 10: FESTIVE – National Holiday	
Week 6	Session 11: MID-TERM EXAM: 17th October Session 12: tutorial sessions	Study for your mid-term exam
Week 7	Session 13: Language, Culture, and Socialization	Read the next papers: Rangel, Las marcas como eje de socialización de la Generación Alpha, pp. 124-145 (21 pages). https://www.proquest.com/docview/2573513902?pq-origsite=gscholar&fromopenview=true Pérez, El capital cultural como predictor del rendimiento escolar en España. pp. 45-74 (29 pages).: http://dx.doi.org/10.17583/rise.2019.3862
	Session 14: Spanish education: lights and shadows	Read the next paper: Rizo Areas, El fracaso y el abandono escolar prematuro: el gran reto del sistema educativo español, pp. 55-81 (26 pages). https://redined.educacion.gob.es/xmlui/bitstream/handle/11162/216256/Hern%C3%A1ndez%20(2).pdf?sequence=1 Watch the video: Salvados: "Cuestión de Educación": https://www.youtube.com/watch?v=uF-V5d7pMX8 (parts. 1-5) (Duration: 55 min) *Explanation of the characteristics of a focus group: opening pop-up, composition, roles, etc.
Week 8	Session 15: Classroom socialization in Spain	Course-Related Trip/Activity: • Pre-activity: students will be informed of the main characteristics of the Faculty, the learning outcomes, as well as the post-task they will be required to complete. • Activity: visit to Faculty of Education (University of Salamanca) to participate in a focus group in which half of the participants are from IES Abroad and the other half from USAL about similarities and differences of the school in Spain and the US. • Post-activity: Assignment: write a 500-word essay about the similarities and differences between Spain and the USA based on the focus group discussion

	Session 16: Human vulnerability factors: gender	Read the next papers: Morales Romo, Perspectiva de género en titulaciones de educación, pp. 19-32 (13 pages) García Lastra, Coeducación y formación del profesorado: una (nueva) oportunidad para repensar la práctica educativa, pp. 33-46 https://eusal.es/eusal/catalog/view/978-84-1311-724-9/6224/8461-1
Week 9	Session 17: Human vulnerability factors: race and religion	Read the next papers: Carmona Santiago, El impacto de las relaciones entre la familia y la escuela en la inclusión educativa de alumnos de etnia gitana, pp. 319-348 (29 pages) http://dx.doi.org/10.447/remie.2019.4666 Fernández Enguita, ¿Religión? Sí en la escuela, no en la enseñanza, pp. 83-89 (6 pages) https://hdl.handle.net/11162/207903
	Session 18: Human vulnerability factors: social class	Read the next papers: Criado, Juventud y educación: cuestión de clase, pp. 1-17 (16 pages) https://www.researchgate.net/profile/Enrique-Martin-Criado/publication/327729761_Juventud_y_educacion_Cuestion_de_clase/links/5ba12cbe92851ca9ed14a4d0/Juventud-y-educacion-Cuestion-de-clase.pdf Valdés, Efectos primarios y secundarios del origen social en la transición a la educación posobligatoria en España, pp. 125-144 (19 pages). (English version available) https://reis.cis.es/REIS/PDF/REIS_171_071593776807442.pdf
Week 10	Session 19: Human vulnerability factors: persons with disabilities.	Course-Related Trip/Activity: • Pre-activity: students will be informed of the main characteristics of the Faculty, the learning outcomes, as well as the post-task they will be required to complete. • Activity: Visit to ONCE Foundation. • Post-activity: Assignment: Write a 500-word essay about issues regarding integration of visually impaired people in Spain. Read the next paper: Ramos Feijoo & Huete, La educación inclusiva, ¿un bien necesario o una asignatura pendiente? pp. 251-277 (26 pages). https://www.redalyc.org/articulo.oa?id=353747312007

	Session 20: Spanish education and Social Inequality	Read the next papers: Essomba Gelabert, Alumnado de origen extranjero y equidad educativa: propuestas para una política educativa intercultural en España hoy, pp. 43-62 (19 pages). https://hdl.handle.net/11162/233044 Larrambebere, La cuestión del desclasamiento social educativo, pp. 115-129 (14 pages). https://core.ac.uk/download/pdf/78546698.pdf Watch the next video: https://www.rtve.es/play/videos/la-aventura-del-saber/mas-escuela-menos-aula-con-mariano-fernandez-enguita/5793377/ (Duration: 12 min)
Week 11	Session 21: Sustainable human development	Read the next papers: Palomino, Educación para el Desarrollo Sostenible y Responsabilidad Social: claves en la formación inicial del docente desde una revisión sistemática, pp. 421-437 (16 pages). http://dx.doi.org/10.6018/rie.458301 Juárez-Hernández, Tobón. Desarrollo sostenible: educación y sociedad. pp. 54-72 (18 pages). https://www.ucm.es/data/cont/media/www/pag-129712/Art.3_M+A_VOL.20_2019..pdf
	Session 22: Research Paper presentations	*Prepare your presentation
Week 12	Session 23: Research Paper presentations	*Prepare your presentation
	Session 24: Oral presentations of the "Photographic rally"	* From the beginning of the course, each student must take their own photographs of the concepts explained in class to prepare a presentation (PowerPoint, Prezi, Canva, etc.) that will be presented to their classmates on the last day of class. Each student should include at least 15 photographs and make the presentation in a maximum of 10 minutes. These photographs and their explanation will serve as a review and closure of the course.
Week 13	Session 25: FINAL EXAM	Study for your final-term exam

COURSE-RELATED TRIPS/ACTIVITIES:

See descriptions under *Methods of Assessment*.

REQUIRED READINGS:

- Abad, M., & Espinosa, M. (2018). Educación en valores. *Atlante Cuadernos de Educación y Desarrollo*, (abril). <https://www.eumed.net/rev/atlante/2018/04/escuela-familia-comunidad.html>
- Barranquero, A. (2014). Comunicación, cambio social y ONG en España. Pistas para profundizar en la cultura de la cooperación desde los nuevos movimientos comunicacionales. El caso del 15M. *Commons: revista de comunicación y ciudadanía digital*, 3(1), 6-28. <http://dx.doi.org/10.25267/COMMONS.2014.v3.i1.01>
- Bicocca, R. M. (2018). Competencias, capacidades y Educación Superior: repensando el desarrollo humano en la universidad. *ESE. Estudios sobre educación*, 34, pp. 29-46. <https://hdl.handle.net/10171/50017>
- Carmona Santiago, J., García Ruiz, M., Márquez Chaves, M. L., & Rodrigo López, M. J. (2019). El impacto de las relaciones entre la familia y la escuela en la inclusión educativa de alumnos de etnia gitana: Una revisión sistemática. *Multidisciplinary Journal of Educational Research*, 9(3), pp. 319-348. <http://dx.doi.org/10.447/remie.2019.4666>
- Criado, E. M. (2018). Juventud y educación: cuestión de clase. *Encrucijadas: Revista Crítica de Ciencias Sociales*, (15), 2, pp. 1-17 https://www.researchgate.net/profile/Enrique-Martin-Criado/publication/327729761_Juventud_y_educacion_Cuestion_de_clase/links/5ba12cbe92851ca9ed14a4d0/Juventud-y-educacion-Cuestion-de-clase.pdf
- Echenique, R. H. (2022). Comunicación, Agenda 2030 de la ONU y Organizaciones. *Organicom*, 19(39), pp. 131-144. <https://doi.org/10.11606/issn.2238-2593.organicom.2022.198084>
- Essomba Gelabert, M. À., Guardiola Salinas, J., & Pozos Pérez, K. V. (2019). Alumnado de origen extranjero y equidad educativa: propuestas para una política educativa intercultural en España hoy. *Revista Interuniversitaria de Formación del Profesorado*, 94, pp. 43-62. <https://hdl.handle.net/11162/233044>
- Fernández Enguita, M. (2021) ¿Religión? Sí en la escuela, no en la enseñanza. *Cuadernos de pedagogía*, 518, pp. 83-89 <https://hdl.handle.net/11162/207903>
- García Lastra, M. (2022). Coeducación y formación del profesorado: una (nueva) oportunidad para repensar la práctica educativa. En *Igualdad y coeducación: retos para las escuelas del siglo XXI*, pp. 33-46. <http://hdl.handle.net/11162/140684>
- Gil, C. G. (2018). Objetivos de Desarrollo Sostenible (ODS): una revisión crítica. *Papeles de relaciones ecosociales y cambio global*, 140, 107-118. https://www.cvongd.org/ficheros/documentos/ods_revision_critica_carlos_gomez_gil.pdf
- Hernández, L. G. J., Tobón, S. T., Salas-Razo, G., & Carno, A. E. J. (2019). Desarrollo sostenible: educación y sociedad. *M+ A, revista electrónica de medioambiente*, 20(1), pp. 54-72. https://www.ucm.es/data/cont/media/www/pag-129712/Art.3_M+A_VOL.20_2019..pdf
- Juárez-Hernández, Tobón. Desarrollo sostenible: educación y sociedad. pp. 54-72. https://www.ucm.es/data/cont/media/www/pag-129712/Art.3_M+A_VOL.20_2019..pdf
- Larrambebere, V. B. (2016). La cuestión del desclasamiento social educativo. *Revista de Sociología de la Educación-RASE*, 9(1), pp. 115-129. <https://core.ac.uk/download/pdf/78546698.pdf>
- Maciel, T. M. (2018). Investigación participativa, globalización y desarrollo humano sostenible. *Polis (Santiago)*, (5), pp. 1-9. <http://journals.openedition.org/polis/6884>
- Martínez Navarro, E. (2017). Ética del desarrollo en un mundo globalizado. *Veritas*, (37), pp. 35-50. <https://www.redalyc.org/pdf/2911/291152007003.pdf>
- Martínez-Gómez, R., & Agudiez, P. (2012). Comunicación para el Desarrollo Humano: buscando la transformación social. *CIC. Cuadernos de Información y Comunicación*, 17, 79-106. <https://www.redalyc.org/articulo.oa?id=93524422005>
- Morales Romo, N. (2017). Las TIC y los escolares del medio rural: entre la brecha digital y la educación inclusiva. *Bordón: Revista de pedagogía*, 69, pp. 41-56. <https://eusal.es/eusal/catalog/view/978-84-1311-724-9/6224/8461-1>
- Morales Romo, N. (2022). Perspectiva de género en titulaciones de educación. En *Igualdad y coeducación: retos para las escuelas del siglo XXI*, pp. 19-32 <http://hdl.handle.net/11162/140684>
- Palomino, M. D. C. P., García, A. B., & Valdivida, E. M. (2022). Educación para el Desarrollo Sostenible y Responsabilidad Social: claves en la formación inicial del docente desde una revisión sistemática. *Revista de Investigación Educativa*, 40(2), pp. 421-437. <http://dx.doi.org/10.6018/rie.458301>
- Pérez, M. Á. L., & Requena, A. T. (2019). El capital cultural como predictor del rendimiento escolar en España. *International Journal of Sociology of Education*, 8(1), pp. 45-74: <http://dx.doi.org/10.17583/rise.2019.3862>
- Ramos Feijoo, C., & Huete García, A. (2020). La educación inclusiva, ¿un bien necesario o una asignatura pendiente? *Prisma Social*, 16, pp. 251-277. <https://www.redalyc.org/articulo.oa?id=353747312007>
- Rangel, C., Monguí, M., Larrañaga, K. P., & Díez, O. (2021). Las marcas como eje de socialización de la Generación Alpha. *Revista Prisma Social*, (34), pp. 124-145. <https://www.proquest.com/docview/2573513902?pq-origsite=gscholar&fromopenview=true>

- Rizo Areas, L. J., & Hernández García, C. (2019). El fracaso y el abandono escolar prematuro: el gran reto del sistema educativo español. *Papeles salmantinos de educación*, 23, pp. 55-81. <https://summa.upsa.es/viewer.vm?id=108387>
- Rodríguez-Rejas, M. J., & Díez-Gutiérrez, E. (2021). Territorios en disputa: Un estudio de caso en la España vaciada. *Ciudad Y Territ. Estud. Territ*, 53, pp. 371-390. <https://doi.org/10.37230/CyTET.2021.208.05>
- Romero, A. (2007). La globalización y su impacto en el desarrollo, *Entelequia. Revista Interdisciplinar*, 5, pp. 247-272. https://www.researchgate.net/publication/5015878_La_Globalizacion_y_su_impacto_en_el_Desarrollo_Humano
- Salazar, R. E. M., & García, J. M. J. P. (2014). El Índice de Desarrollo Humano como indicador social. *Nómadas. Critical Journal of Social and Juridical Sciences*, 44(4), pp. 1-18. http://dx.doi.org/10.5209/rev_NOMA.2014.v44.n4.49298
- Valdés, M. T. (2020). Efectos primarios y secundarios del origen social en la transición a la educación posobligatoria en España. *Reis: Revista Española de Investigaciones Sociológicas*, (171), pp.125-144. https://reis.cis.es/REIS/PDF/REIS_171_071593776807442.pdf

Filmography

- Más escuela y menos aula.
- Salvados: “Cuestión de Educación”: (parts. 1-5)
- Así es Salamanca
- Ted Talk: Imagine a European democracy without borders
- Film: Boyhood
- Film: La Clase

RECOMMENDED READINGS:

- Amar, H. (2020). La Escuela tiene que aprender a trabajar con la Comunidad. Entrevista a Mariano Fernández Enguita. *Revista Latinoamericana de Políticas y Administración de la Educación*, (12), 239-242.
- Camarero, L., de Grammont, H. C., & Quaranta, G. (2020). El cambio rural: una lectura desde la desagrarización y la desigualdad social. *Revista Austral de Ciencias Sociales*, (38), 191-211.
- Enguita, M. F. (2020). Una profesión firme para un contexto inestable. *Temas para el Debate*, (309), 25-28.
- García-Lirios, C. (2019). Dimensiones de la teoría del desarrollo humano. *Ehquidad*, (11), 27-54.
- Morales, J. (2020). Educación y desarrollo humano: dimensiones para la elaboración de políticas públicas en tiempos de complejidad. *Conrado*, 16(75), 372-383.
- Ortega González, D., Acosta Álvarez, C. L., Ortega Cabrera, F., & Díaz Cruz, Y. (2021). Retos de la educación contemporánea ante la virtualización y ubicuidad de los entornos sociales. *Conrado*, 17(78), 32-39.
- Roldán, M. C., & Giménez, R. J. C. (2022). Las leyes de educación en España vs resultados de evaluación del Informe Pisa. *Educatio Siglo XXI*, 40(1), 9-30.
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