**COURSE SCENARIO**

***Spain: Society, Culture, and Economy in a global context***

**CLASS 4**

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| **TOPIC** | Educational system and family structure of Spain | |
| **LEARNING CONTENT - DETAILED CHARACTERISTICS** | Students can learn the Spanish educational system and the main characteristics of the family in Spain. | |
| **KEY WORDS** | Educational system; universities; family structure; consume habits; marital status. | |
| **SUGGESTED TOOLS** | Computer with internet connection and Microsoft Office or similar. | |
| **TIPS / METHODOLOGICAL REMARKS**  **(If applicable)** | During the class, students are aimed to collaborate and participate actively with the group dynamics, develop their critical thinking, and express their questions to the professor. After the lesson has finished, students must review the contents learnt and complete the additional tasks for a deeper and wider comprehension of the contents. | |
| **IMPLEMENTATION OF THE CLASSES** | **STEP 1** | Students participate in a discussion with brainstorming about everything they know about the Spanish gastronomy. Afterwards, the professor summarises the Power Point presentation and recommends additional bibliography to complete and expand the students’ knowledge and understanding. |
| **STEP 2** | Students answer the tasks related to the contents learned during the “Additional material 1 essay (Peculiarities of the Spanish educational system and family structure)”. The professor helps them by answering their questions, offering examples, and reinforcing the participation and collaboration. |
| **STEP 3** | The professor starts a dialogue about the previous tasks by asking directly about the answers. While discussing, the professor directs the debate by contrasting and relating different points of view, adding more information, or addressing spontaneous questions to the students to improve their critical reasoning. |
| **STEP 4** | The professor compiles the answers and opinions of the students and, as a conclusion, gives a short speech that summarizes the content taught. |
| **STEP 5** | The professor presents the “Additional material 2 work card (True or false II)”. aimed for the next session and explains it briefly to check if there are any questions. |

**ADDITIONAL MATERIAL 1 ESSAY (Peculiarities of the Spanish educational system and family structure)**

Once you have learnt how the educational system and family structure are organised in Spain, try to find 3 similarities and 3 differences with your country or others. If you cannot find 3 similarities and differences, you can talk to your classmates about their answers and complete yours.

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| **Educational system** | |
| **Similarities** |  |
| **Differences** |  |
| **Family structure** | |
| **Similarities** |  |
| **Differences** |  |

**ADDITIONAL MATERIAL 2 WORK CARD (True or false II)**

Which of the following statements about the Spanish educational system is wrong? Explain the reason when it is false (hint: three are false):

* Secondary school is not compulsory. (False: it is compulsory)
* Higher education system changed in 1999 because of the Bologna Process. (True)
* ECTS stands for “European Credentials of Tourist Secrecy”. (False: ECTS stands for “European Credit Transfer System”)
* Public universities represent a gap between the 40 and 60% of higher education. (False: 75% of universities in Spain are established on a public basis)
* “Sobresaliente” means your score of a test, or any other task compares to a punctuation between 9 and 10 points. (True)