VNIVERSITAT ĎĎ VALÈNCIA

COURSE DATA

Data Subject

Code	33604
Name	Social structure and education
Cycle	Grade
ECTS Credits	6.0
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. year	Period
1304 - Degree in Preschool Education	Faculty of Teacher Training	1	First term
1305 - Degree in Primary School Education	Faculty of Teacher Training	1	First term
1324 - Degree in Preschool Education (Ontinyent)	Faculty of Teacher Training	1	First term

Subject-matter

Degree	Subject-matter	Character
1304 - Degree in Preschool Education	3 - Society, family and school	Basic Training
1305 - Degree in Primary School Education	3 - Society, family and school	Basic Training
1324 - Degree in Preschool Education (Ontinyent)	3 - SOCIETY, FAMILY AND SCHOOL	Basic Training

Coordination

Name	Department
BOX VARELA, ZIRA	330 - Sociology and Social Anthropology

SUMMARY

English version is not available

La estructura social es la parte de la sociología que estudia los elementos básicos y estables que definen la sociedad y orientan el comportamiento humano. En el ámbito educativo esta perspectiva pretende esbozar el campo de relaciones sociales del que surgen los procesos de formación y adquisición de conocimientos.

De este modo, la asignatura de Estructura Social y Educación pretende aclarar las relaciones establecidas entre: a) los comportamientos individuales, b) las principales instituciones sociales (económicas, políticas, culturales), y c) los diversos procesos educativos. El objetivo es presentar las principales corrientes teóricas y metodológicas que se enfrentan a la dificultad de captar e interpretar dichas relaciones, y reflexionar críticamente en torno a ellas.

El curso se considera, por tanto, una introducción a la mirada sociológica de la realidad educativa. Su finalidad consiste en proporcionar los instrumentos y las competencias básicas para desarrollar dicha perspectiva. En el curso del segundo año Sociología de la Educación se profundizará en algunas de las áreas estudiadas.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

Los requeridos formalmente para acceder a la Titulación.

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

1305 - Degree in Primary School Education

- Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.

- Use information and communication technologies effectively as usual working tools.

- Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multicultural and intercultural issues; discrimination and social inclusion, and sustainable development; Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.

- Promote cooperative work and individual work and effort.

- Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.

- Know the processes of interaction and communication in the classroom.

- Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.

- Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.

- Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.

- Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.

- Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.

- Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.

- Show social skills to understand families and to make oneself understood by them.

- Create and maintain communication links with families to effectively influence the educational process.

- Know and be able to exercise the functions of tutor and adviser in relation to family education.

- Relate education to the environment and cooperate with families and the community.

- Promote and collaborate in actions inside and outside the school, organised by families, town halls and other institutions, with an impact on citizen education.

- Collaborate with the different sectors of the educational community and of the social environment.

- Know the historical evolution of the family and the different types of families, lifestyles and educational styles in the family context.

- Observe and explore the family, natural and social environment.

- Acquire skills for the prevention and peaceful resolution of conflicts which allow students to cope autonomously in the family and domestic environment, as well as in the social groups with which they relate.

- Promote coexistence in and outside the classroom, solve discipline problems, address conflicts and contribute to their peaceful resolution.

- Know, understand and respect the different cultures and the differences between people, the equality of rights and opportunities for men and women and the non-discrimination of people with disabilities.

- Learn how to act as a counsellor for parents or tutors in relation to family education in each educational period and master social skills for dealing with and relating to each student's family and to families as a whole.

- Understand the role, possibilities and limits of education in today's society and the fundamental competences that affect pre-primary and primary schools and their professionals. Be aware of quality improvement models that can be applied to schools.

- Reflect as a group on the acceptance of rules and respect for others. Promote the autonomy and uniqueness of each student as factors in the education of emotions, feelings and values in early childhood.

- Carry out the functions of tutoring and guidance with students and their families, attending to the unique educational needs of the students.

1324 - Degree in Preschool Education (Ontinyent)

- Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.

- Use information and communication technologies effectively as usual working tools.

- Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multiculturalism and interculturalism; discrimination and social inclusion and sustainable development. Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.

- Promote cooperative work and individual work and effort.

- Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.

- Know the processes of interaction and communication in the classroom.

- Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.

- Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.

- Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.

- Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.

- Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.

- Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.

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- Relate education to the environment and cooperate with families and the community.

- Promote and collaborate in actions inside and outside the school, organised by families, town halls and other institutions, with an impact on citizen education.

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- Know, understand and respect the different cultures and the differences between people, the equality of rights and opportunities for men and women and the non-discrimination of people with disabilities.

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- Understand the role, possibilities and limits of education in today's society and the fundamental competences that affect pre-primary and primary schools and their professionals. Be aware of quality improvement models that can be applied to schools.

- Reflect as a group on the acceptance of rules and respect for others. Promote the autonomy and uniqueness of each student as factors in the education of emotions, feelings and values in early childhood.

- Carry out the functions of tutoring and guidance with students and their families, attending to the unique educational needs of the students.

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

English version is not available

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Study and independent work	90,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

English version is not available

EVALUATION

English version is not available

REFERENCES

Basic

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