



## COURSE DATA

### Data Subject

<b>Code</b>	33605
<b>Name</b>	Education sociology
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2021 - 2022

### Study (s)

Degree	Center	Acad. year	Period
1304 - Degree in Preschool Education	Faculty of Teacher Training	2	First term
1305 - Degree in Primary School Education	Faculty of Teacher Training	2	First term
1324 - Degree in Preschool Education (Ontinyent)	Faculty of Teacher Training	2	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
VILLAR AGUILES, ALICIA	330 - Sociology and Social Anthropology

## SUMMARY

### English version is not available

La Sociología de la Educación es la parte de la Sociología que estudia los procesos educativos y formativos. Comparte la orientación teórica y metodológica de la Sociología, en el marco de las Ciencias Sociales.



La Sociología de la Educación fue formulada por Émile Durkheim (1858-1917) en Francia y Theodor J. Geiger (1891-1952) en Alemania, antes de la de la Segunda Guerra Mundial, y se consolidó en los EUA con el giro del Journal of Educational Sociology (fundado en 1927), a partir de las obras de W. Waller, W. B. Brookover y otros. En nuestro, la Sociología de la Educación comienza a desarrollarse en los años 70 y 80 del siglo pasado, fundamentalmente como una crítica a la reproducción escolar de las desigualdades de clase y género.

En la actualidad, la Sociología de la Educación es un ámbito científico bien delimitado, reconocido en el marco de la International Sociological Association (RC04), la European Sociological Association (RN10) y la Federación Española de Sociología, que incluye la Asociación de Sociología de la Educación (ASE).

El curso se considera una aproximación a la realidad educativa entendida como forma de vida social. Este curso amplía y complementa algunos de los aspectos abordados en la asignatura de Estructura Social y Educación, impartida en primer curso, poniendo énfasis en la dimensión social de la educación. Su finalidad consiste en proporcionar los instrumentos y las competencias básicas para desarrollar dicha perspectiva.

## 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.
- 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 in 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.

**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
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY****English version is not available****EVALUATION****English version is not available****REFERENCES****Basic**

- Acker, Sandra (1995): Género y educación. Reflexiones sociológicas sobre mujeres, enseñanza y feminismo, Narcea, Madrid.
- Beltrán, José (2002): Ciudadanía y educación. Alzira, Germania.
- Beltrán, José (2004): Márgenes de la educación. Alzira, Germania.
- Cardús, Salvador (2000): El desconcert de leducació. Les claus per entendre el paper de la família, l'escola, els valors, els adolescents, la televisió... i la inseguretad del futur, Barcelona, La Campana (Obertures; 7).
- Beltrán, J y F.J.Hernández (coord.) (2011): Sociología de la Educación, Madrid, McGraw Hill.
- Fernández Palomares, F. (ed.) (2003): Sociologia de la Educación, Madrid, Pearson-Alhambra. Reed., 2007.
- Hernández Dobon, F. J. (1999): Aproximacions sociològiques a leducació. Alzira, 7 i mig.
- Hernández, Beltrán, Marrero (2009): Teorías sobre sociedad, familia y educación, Valencia, Tirant lo Blanch.
- Jerez Mir, R. (1990): Sociología de la educación. Guía didáctica y textos fundamentales, Madrid, Consejo de Universidades; MEC.
- Jerez Mir, R. (2003): Sociología de la educación, Madrid: Mileni.
- K. Marx, M. Weber, E. Durkheim et al. (2006): Sociología de la educación: textos e intervenciones de los sociólogos clásicos, Madrid, Morata.
- Taberner Guasp, José (2008): Teoría sociológica y educación, Madrid, Tecnos.



### Additional

- La col·lecció Polis-Paideia de l'editorial Germania (Alzira), està especialitzada en Sociologia de l'educació.
- Publicacions de l'Institut Paulo Freire
- La revista trimestral de l'Asociación de Sociología de la Educación (RASE) se puede consultar libremente en el web de la Asociación ([www.ase.es](http://www.ase.es))
- Beltrán, Jose (2014): La escuela y sus metáforas. Materiales de sociología de la educación; Valencia, Tirant lo Blanch.
- Revista Cuadernos de Pedagogía
- Revista de Educación
- Revista Iberoamericana de Educación
- Revista Quaderns d'Educació Continua
- Web d'espaiCinema: [www.espaicinemag.es](http://www.espaicinemag.es)
- Web del Departament de Sociologia i Antropologia Social
- Web de Biblioteques en pagina web de la UVEG

### ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

### English version is not available

#### *1. Volumen de trabajo y planificación temporal de la docencia*

*Reducción del peso de unas actividades y sustitución por otras manteniendo el volumen de trabajo que marca la guía docente original.*

*En la guía docente original el volumen de trabajo se planifica en dos grandes bloques. Un primer bloque basado en las exposiciones del profesorado junto con la participación activa del estudiantado en los contenidos expuestos y en las preguntas y debates propuestos. En un segundo bloque, el trabajo es de tipo autónomo por parte del estudiante, aunque siempre contando con la guía y acompañamiento del profesorado. Este segundo bloque contempla la realización de proyectos, tertulias y aprendizaje cooperativo con la organización de grupos de trabajo. El seguimiento de este trabajo autónomo y cooperativo será realizado por el profesorado de manera on line para adaptarlo al modelo híbrido propuesto por las circunstancias sobrevenidas.*

*Siguiendo el acuerdo de la Facultat de Magisteri se mantiene el horario lectivo oficial y se trabajará según la propuesta del 50% alterno con un seguimiento del trabajo y aprendizaje on line.*



## 2. Metodología docente

*La metodología docente se modificará parcialmente con el fin de adaptarla a la nueva situación del modelo híbrido y semi-presencial. La parte telemática y no presencial se podrá llevar a cabo mediante los siguientes recursos disponibles:*

- *Subida de materiales en la AV*
- *Propuesta de actividades al AV*
- *Debates en el foro*
- *Vídeos grabados*
- *Tutorías por videoconferencia*

*Cada profesora o profesor empleará los recursos idóneos según la parte del contenido que esté impartiendo. Se realizará un seguimiento híbrido al estudiantado.*

## 3. Evaluación

*La evaluación contendrá: 1) Pruebas de evaluación para trabajos académicos, pruebas por proyectos (el 50% de la nota total) y 2) Prueba escrita abierta distribuida al AV (el otro 50%) para mantener la distribución decidida y contemplada en la guía docente original.*