

**COURSE DATA****Data Subject**

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|----------------------|---------------------|
| Code | 33605 |
| Name | Education sociology |
| 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 | 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

The aim of Sociology of Education is to know, measure and understand how educational processes, institutions and subjects are related, as social structures and processes, with the rest of the structures and processes of society. This subject provides fundamental training for the Teacher's degree to understand and analyse the socio-educational reality through the theoretical and methodological contributions of Sociology.



The educational system, with its practices and processes, contributes to social reproduction and also to social transformation. Educational institutions are key social institutions in our society and are in charge of transmitting cultural norms and values, intervening in socialisation and carrying out other social functions.

It is essential for future teachers to understand these processes with the knowledge provided by Sociology applied to the field of education because it helps them to understand educational inequalities from a contextualised perspective and based on social inequalities due to gender, social class, cultural origin, among other structural conditioning factors. In addition, it allows them to obtain more competences to analyse the application and results of educational policies.

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 |
| TOTAL | 150,00 | |

TEACHING METHODOLOGY

English version is not available



EVALUATION

The evaluation includes two blocks, each of which represents 50% of the grade; both will pass separately to pass the subject.

Block 1. Activities, among which there will be reading a book. In general, the criteria for the correction of the work presented will be the following:

- In the case of practical exercises in the classroom: adequate formal presentation, coherence and synthesis capacity in the exposition of the arguments; analytical depth, relevance of the materials and data used for the second realization, critical contributions and well thought-out ideas.
- In the case of team work: ability to cooperatively solve the challenges faced by the group during the development, adequate presentation, coherence and synthesis capacity, significant relevance of the documentary and empirical sources for such business to achieve the objectives of the work, critical contributions presented.

Each teacher will specify at the beginning of the course which activities are recoverable and which are not. Non-recoverable activities are those that require the presence and participation. The percentage of non-recoverable activities may not exceed 30%.

Block 2. An exam, which represents 50% of the grade.

REFERENCES

Basic

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Additional

- Anaya, Gonzalo y Quiñones, Olga (1993). El sistema educativo, en García Ferrando, Manuel (coord.) Pensar nuestra sociedad: fundamentos de sociología. València: Tirant lo Blanch.
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