

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

Code	33739
Name	Sociology
Cycle	Grade
ECTS Credits	6.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. Period year
1307 - Degree in Pedagogy	Faculty of Philosophy and Educational Sciences	1 Second term

Subject-matter

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	67 - Sociology	Basic Training

Coordination

Name	Department
GABALDON ESTEVAN, DANIEL	330 - Sociology and Social Anthropology
MARTINEZ MORALES, IGNACIO ERNESTO	330 - Sociology and Social Anthropology

SUMMARY

La asignatura de Sociología es una materia troncal en los estudios de Pedagogía. El contenido de la asignatura vertebrada dos elementos clave: por un lado, los contenidos conceptuales y teóricos fundamentales para la formación de los profesionales en el campo social (desigualdades sociales, procesos de socialización,...); y por otro lado, el aprendizaje y aplicación de la perspectiva sociológica de análisis de la realidad, que pretende formar a futuros profesionales con una mirada global, crítica y en profundidad a la realidad que nos rodea.

Además, al tratarse de una asignatura del grado de Pedagogía, pretende proporcionar una aproximación cualificada al fenómeno educativo desde el análisis sociológico. Por eso, alcanza los contenidos que hemos considerado más relevantes para iniciar un análisis de la educación como fenómeno social, producto de una determinada configuración histórica, política, social, cultural y económica



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

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

1307 - Degree in Pedagogy

- Skills in analysis and synthesis.
- Develop organisational and planning skills.
- Be able to communicate professionally, both orally and in writing, in the Universitat de València's native languages.
- Develop the capacity to solve problems and make decisions.
- Develop the capacity for criticism and self-criticism.
- Develop, promote and revitalise interpersonal communication skills.
- Be prepared for independent lifelong learning.
- Be able to adapt to new situations.
- Show commitment to professional identity, development and ethics.
- Be able to conduct educational research in different contexts.
- Be able to recognise and value affective processes.
- Understand the theoretical references that constitute the human being as an active player in education.
- Diagnose needs, complex situations and possibilities of people as a basis for educational actions.
- Design educational plans, programmes, projects, actions and resources in different contexts.
- Develop tools for gathering and analysing educational information.
- Apply and coordinate educational programmes and methodologies for personal, social and professional development.
- Prepare and interpret technical, research and evaluation reports on educational actions, processes and results.
- Conduct prospective and evaluative studies on educational characteristics, needs and demands.
- Design programmes, projects and innovative proposals for training and for developing educational resources in work, family and institutional contexts, in both face-to-face and virtual environments.



- Develop strategies and techniques to promote participation and lifelong learning.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

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

1. That the student gets started in a sociological view of reality, of society, its institutions and its dynamics, that allows adopting a well-founded reflective, critical and constructive spirit towards them.
2. That the students understand the main concepts and theoretical perspectives of sociological thought both classic and contemporary, and especially their contributions about the educational phenomenon.
3. That the student is able to analyze and understand the ways in which society reproduces inequalities and generates dynamics of control, conflict and transformation, in order to assume a role as active agents in such processes, especially from educational fields.
4. That the students are able to perform an analysis, from a critical and reflective sociological perspective, about the social context in which they live, taking into account, in particular, the Valencian reality and educational institutions and dynamics.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	45,00	100
Classroom practices	15,00	100
Development of group work	20,00	0
Development of individual work	30,00	0
Study and independent work	40,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

The subject is both theoretical and practical, and it aims at providing conceptual and methodological tools to face the analysis of society. Furthermore, it is an introductory course, which is directed to a pupil unfamiliar with the subject. The previous requires starting from the explanation of the topics by the teacher. But the subject also requires a personalized work of students who, based on the guidance of the teacher, analyse and reflect on the proposed materials, to reach a real understanding of the suggested proposals. Finally, given the nature of reflection on reality that characterises sociology as a science, it also raises the desirability of conducting activities to work the contrast between theoretical knowledge and the social and educational reality.



All the above lead us to structure the methodology of the subject in a way that it is not restricted to what happens in the classroom, but requires an effort of personal and group work, always under teacher guidance and supervision. For that several methodologies are put into play: theoretical explanation, text and news analysis and commentaries, reflection and group discussion, etc.

EVALUATION

The evaluation will include two blocks, each of which represents between 40 and 60% of the mark, this will be specified by the teacher at the beginning of the course. Both will have to be approved separately to pass the subject:

E1. Theory.

Final test exam for evaluating knowledge of the theoretical contents of the subject.

E2. Practical.

Different activities related contents of the course work.

REFERENCES

Basic

- BELTRÁN, J. y HERNÁNDEZ, F. (coords.) (2011): Sociología de la Educación. Madrid, McGraw Hill.
- FERNÁNDEZ PALOMARES, F. (ed.) (2003): Sociología de la Educación. Madrid, Pearson-Prentice Hall.
- GARCÍA FERRANDO, M. (coord) (2012): Pensar nuestra sociedad globalizada. Tirant Lo Blanch.

ADDENDUM COVID-19

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

1. Contenidos

Se mantienen los contenidos recogidos en la guía docente.

2. Volumen de trabajo y planificación temporal de la docencia

1 Mantenimiento del peso de las distintas actividades que suman las horas de dedicación en créditos ECTS marcadas en la guía docente original.



3. Metodología docente

- La presencialidad del/a docente será del 100%. Los grupos alternaran su presencialidad .
- El docente elegirá el modelo más acorde a su metodología: o model hibrido o modelo presencial + activitats setmana no presencial.

4. Evaluación

Se mantiene lo previsto a la guía docente

5. Bibliografía

2. Se sustituye la bibliografía recomendada o parte de ella al no estar disponible en línea.

Se está facilitando a lo largo del curso material de diferente tipo subido al aula virtual. La bibliografía recomendada en materia de manuales de sociología / sociología de la educación se mantiene como textos recomendados, pero se facilitan textos y materiales específicos en cada tema.

Se garantiza al estudiantado que, de ser necesario, se adaptará la modalidad de impartición de la docencia (en línea, híbrida o presencial), así como la modalidad de la evaluación, a las exigencias sanitarias formuladas por las autoridades competentes manteniendo los parámetros habituales de evaluación previstos en las guías y sin que esto suponga una carga adicional en el trabajo del alumnado.
