

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

<b>Code</b>	33739
<b>Name</b>	Sociology
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2023 - 2024

**Study (s)**

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

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1307 - Degree in Pedagogy	67 - Sociology	Basic Training

**Coordination**

<b>Name</b>	<b>Department</b>
MARCO AROCAS, ELISABET	330 - Sociology and Social Anthropology
MARTINEZ MORALES, IGNACIO ERNESTO	330 - Sociology and Social Anthropology

**SUMMARY**

The subject of Sociology is a core subject in the Pedagogy studies. The content of the course comprises two key elements: on the one hand, the fundamental conceptual and theoretical contents for the training of professionals in the social field (social inequalities, socialization processes,...); and on the other hand, the learning and application of the sociological perspective of analysis of reality, which aims to train future professionals with a global, critical and in-depth look at the reality that surrounds us.

In addition, as it is a Pedagogy degree subject, it aims to provide a qualified approach to the educational phenomenon from sociological analysis. For this reason, it covers the contents that we have considered most relevant to begin an analysis of education as a social phenomenon, the product of a certain historical, political, social, cultural and economic configuration.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

## OUTCOMES

### 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

1. That the student body begins with a sociological vision of reality, society, its institutions and its dynamics, and that enables the adoption of a grounded, reflective, critical and constructive attitude towards them<sup>1</sup>.
2. That students understand the main concepts and theoretical perspectives of sociological thought, both classic and contemporary, especially in their contributions to the educational phenomenon.
3. That the students are able to analyze and understand the way in which society reproduces inequalities and generates dynamics of control, conflict and transformation, in order to assume a role as active agents in the processes, especially from the fields educational
4. That students are able to carry out an analysis, from a critical and reflective sociological perspective, of the social context in which they live, taking into account, in a special way, the Valencian reality and its educational institutions and dynamics

## DESCRIPTION OF CONTENTS

### 1. Introduction to Sociology

- a) Sociological science
- b) Introduction to sociology

### 2. The research method in the social sciences

- a) Methodological introduction to the social scientific perspective
- b) Design and approach of a sociological investigation

### 3. Sociological theory

- a) Classic theories
- b) Contemporary theories

**4. Sociology and social change**

a) Theories and social change

**5. The sociology of education**

- a) Introduction to the sociology of education
- b) Classic orientations of the sociology of education
- c) The sociology of contemporary education

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	45,00	100
Classroom practices	15,00	100
Development of individual work	35,00	0
Study and independent work	35,00	0
Readings supplementary material	20,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

It is a subject of a theoretical-practical nature, which aims to provide conceptual and methodological tools for the analysis of society. On the other hand, it is an introductory subject, aimed at students unfamiliar with this subject. Both questions require the teacher's explanation of the topics. But the subject also requires personalized work by the students who, based on the teacher's guidance, analyze and reflect on the proposed materials, in order to reach a true understanding of the suggested proposals. Lastly, and given the character of reflection on the reality of sociology, the convenience of carrying out activities that allow a work of contrast between the proposed theoretical knowledge and the social and educational reality is also considered.

The approaches presented lead us to structure the working methodology of the subject in such a way that it is not circumscribed to what happens in the classroom, but requires a personal and group work effort, always with a contrast and a teacher monitoring. And this implies putting different methodologies into play: theoretical explanation, analysis and comments of text and current news, group reflection and debate, etc.



## EVALUATION

The assessment will include two blocks, each of which represents between 40 and 60% of the grade, to be determined by the teaching staff at the beginning of the year. Both must be approved separately to pass the call:

E1. theory

A final exam will be held according to the call established by the Faculty.

E2. practices

Carrying out activities and work related to the contents of the subject.

## 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
- MACIONIS, J y PLUMMER K. (2011): *Sociología*. 4a Edición. Madrid. Pearson
- GIDDENS, A (2010): *Sociología*. 6a Edición. Madrid. Alianza Editorial.