VNIVERSITAT ĠID VALÈNCIA

COURSE DATA

Data Subject

Code	34433
Name	Sociological analysis of educational processes and institutions
Cycle	Grade
ECTS Credits	6.0
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. year	Period
1310 - Degree in Sociology	Faculty of Social Sciences	4	First term

Subject-matter

Degree	Subject-matter	Character
1310 - Degree in Sociology	25 - Sociological analysis of educational processes and institutions	Optional

Coordination

Name	Department
VILLAR AGUILES, ALICIA	330 - Sociology and Social Anthropology

SUMMARY

The subject "The sociological analysis of educational institutions and processes" is one of ten that make up the module "Sociology and Applied Social Sciences." It seeks to apply sociological analysis models and social research programs to the description, explanation and understanding of a fundamental dimension of culture, as is education. Due to its location in the curriculum of the Degree of Sociology, is an applied sociology, with a strong professional nature. The objectives of the course must attend particularly to this profile. Now, the history of sociology of education has evolved from a sociology of school systems to a sociology of culture, understood as a process of historical-political change in the structure of existing society, which plays an active role as a social force, sociological practice itself. Thus, the sociology of education is an opportunity to exercise as reflexive sociology as social critique of education. In short, this area of expertise is applied once to objectify sociological work and to think not only in sociology but also sociology. In fact, in the last part of the course will address the emergence of the problems of the sociology of education in relation to consumer capitalism transformations and changes in educational policies.

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Although there is already an institutionalization of sociology of education as an academic discipline and as a recognized space of research, focusing on school socialization processes and the analysis of educational inequality, sociology of education can not be reduced to a sociological analysis of school, emerging in consumer capitalism with the critique of the political economy of critical education and schooling. Through sociological analysis of education is to address three fundamental relationships for sociology as a science: 1) the relationships between social structure and social system, which is part of the school, 2) the relationships between social structure and system education, understood as a set of processes and educational institutions, both formal and informal and non-formal, and 3) establishing in every culture between social system and education system, including complex organization of the structure of society and legitimation of the structure and social organization, which is carried out by means of social production and political control of knowledge and social subjects. If the object of sociology as a social science is to understand the structures and social processes in order to contribute to change or stop it, sociology of education intends to investigate how processes and institutions educational subjects are related, while social structures and processes, with the rest of the structures and processes of society.

It is, therefore, to frame educational institutions and processes in the system of culture, understood as a social and political actions, processes and experiences of historical societies. This requires understanding how the school system is both a component of the social system and the education system, what are the social and educational functions attributed to education systems and how the school is related to social reproduction and cultural as well as social and cultural production. From the understanding of the relationship between education and social structure can explain the relationship between education and the processes of change and social transformation. If the first relationship above is addressed in item 2 (social structure and school systems), the other two will be discussed in item 3 (education and social change). The study articulated these three relationships is carried out from the analysis of the historical relations between society and culture (item 1), which will present the elements, methods and levels of sociological analysis. Item 4 aims to develop reflective and practical nature of the sociology of education. While items 2 and 3 are designed for professional training of sociologist which is dedicated to the school and education issues, issues 1 and 4 are of theoretical and instrumental nature.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

There are no specified enrollment restrictions with other subjects of the curriculum. Furthermore it is an elective. Now, although it is an administrative requirement, this course is essential baggage acquired by the / the student throughout undergraduate studies, mainly in regard to knowledge of basic concepts of sociology and analysis skills of the social, sociological theory, and skills in the design and conduct of empirical research. When this course of theoretical and practical nature critical and havi

OUTCOMES

1310 - Degree in Sociology

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

- 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.

- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

LEARNING OUTCOMES

Verifica Memory lists the following learning outcomes:

- Identify the dynamics and transformations of contemporary societies

- Apply professional knowledge to the sociological situations of social crisis.

- Explain the field of education as a practical social field.

- Understand the political nature of education and the social dimensions of the school.

- Understand the functioning of the welfare state, identifying social rights in education.

- Analyze and evaluate educational policies.

-Differentiate and synthesize the various levels of sociological analysis.

- Understand the structure and dynamics of the system of social inequality, showing the role the role of educational inequalities in him.

- Develop the social, historical and political context of the sociology of education.

- Describe the educational systems in the context of political and cultural systems.

- Investigate the education systems from the perspective of structure and social change.

- Examine the education system from an organizational and institutional perspective.

- Identify family strategies in the various conversions of capital.

- Know the sociological characteristics of the teaching profession.

- Analyze data on education.

- Distinguish ways of education.

DESCRIPTION OF CONTENTS

1. Dialectical relationship between society and culture

1.1. Production and reproduction: forces and social subjects. The struggles for resources
Causes and conditions
-Educational and social deterioration. Educational resources
1.2. Society, social system, educational processes and campus: the school socialization
-The school as historical, political and social institution. School education and capitalist economy
1.3. Structures and processes of culture: power relations, ways of thinking and submission types
-Institutional and counter-institutional dynamics. Ideology and Hegemony
1.4. Forms of exploitation and domination senses: symbolic violence and individualization
-Social and educational conflicts and political society and civil society

2. Social structure and school system

2.1. Education and social classes. The system of social inequalities
-Social and cultural reproduction. School Inequalities
2.2. Education and state. A comparative perspective of educational models
-System of Education Indicators
2.3. System schools, divisions of labor and labor markets
-The problem of transitions and trajectories. Social choice mechanisms
2.4. Failure and dropout
-Cultural capital, symbolic capital, economic capital and social capital

3. Education and social change

3.1. The sociological analysis of schools and educational levels
- Government and control in schools, colleges and universities
3.2. Elements of sociology of teachers and students
- Credentialist Society and business-school
3.3. Ideology and curriculum. Teaching Models
- The problem of control of knowledge. The socialization of symbolic resources
3.4. Policies and reforms: equal to the quality
- Changes in the spaces of legitimacy

4. Sociology of education as social science and as social practice

4.1. Structural change in capitalism and the problems of the sociology of education

..... - From social capitalism neoliberal capitalism

4.2. Social research about education

..... - Theoretical and methodological perspectives in the sociology of education

4.3. Uses of sociology of education in the education system and to the field of sociology

..... - The sociology of education and professional practice and sociology of sociology

4.4.Educación and social struggles

..... - The domain of privatization and the sense of the public. Education and Democracy

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Development of group work	15,00	0
Development of individual work	15,00	0
Study and independent work	20,00	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	10,00	0
Preparing lectures	10,00	0
Preparation of practical classes and problem	10,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

The teaching methodology is derived from the organization of the activities planned in course beginn, of distribution in theory and practice and the nature of the material worked. We have already mentioned that the subject will develop in about 24 hours in the classroom and in a practical class 36. Attendance for the lectures is appropriate reading materials provided. And for the 36 hours of practical nature will require parallel work non-contact hours.

Be combined the theoretical classes (presentation by teacher and student participation from the issues raised) with the practical classes (from previous work by the students, individually and in groups) , as stated in the report of the check. Specifically, the teacher, through classroom lectures, expose the various contents of the program, based on discussion and problem solving, cooperative learning and reading comprehension of texts and study materials. And the students presentation of acquired knowledge both orally and in writing, using the contact sessions for presentations and discussion. At the beginning of the course and depending on the circumstances will the guidelines for the realization of individual and group work. Also be conducted tutoring activities and eventually, seminars and other specific training activities.

EVALUATION

Individual work will be evaluated and a team made by students throughout the course, both as it relates to the acquisition of competences and with regard to their own knowledge of the subject. This evaluation will be based on the general and specific objectives proposed in this area, both for applying disciplinary knowledge and skill development. Throughout the process, students are guided on ways to assess the learning process.

Depending on the circumstances of the academic course and the composition and characteristics of the group, the teacher for the evaluation team will select one or more of the following instruments, either single or diversified way:

- Written tests: including written evidence of the theoretical issues and practices, analysis and case resolution, problem solving, short-answer tests, essay, or other similar options.
- Oral exams: including oral examinations, interviews, debates and oral presentations in the classroom or other similar options.
- Development, delivery of one or more papers, reports / reports and / or oral presentations; and student attendance at seminars.

- 50% of the final grade corresponds to a written test, which would test format.
- 25% of this note correspond to individual practices, which may be presented orally or depending on course conditions. This percentage would enter class participation, attendance at tutorials and reading books of sociology of education.
- The remaining 25% would come from the group work, the conditions of preparation, writing and presentation would be established at the beginning of the course. They have two types of group work: which is done in class, as a practical activity, and that develops as a non-contact activity and consist of a research paper. This percentage will be considered self-evaluation by the group of work done.

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