

26607 - Sociology and social psychology of education

Syllabus Information

Academic Year: 2019/20

Subject: 26607 - Sociology and social psychology of education

Faculty / School: 107 -

202 -

301 -

Degree: 300 - Degree in Primary School Education

298 - Degree in Primary School Education

299 - Degree in Primary School Education

ECTS: 6.0

Year: 300 - Degree in Primary School Education: 1

299 - Degree in Primary School Education: 1

298 - Degree in Primary School Education: 1

Semester: First semester

Subject Type: Basic Education

Module:

1.General information

1.1.Aims of the course

The subject and its expected results respond to the following approaches and objectives:

The subject "Sociology and Social Psychology of Education" has as its fundamental objective that the student knows the fundamental processes and elements that shape human behavior in today's society: changing and multicultural; Be able to analyze these processes in order to have more adequate relationships with families, at school and in other social groups, from a personal and professional point of view.

1.2.Context and importance of this course in the degree

The teacher qualification prepares the student to know the characteristics of the elementary students, their development and evolution, as well as the main psychological and didactic theories that will facilitate the educational task. This subject, together with "Social and intercultural education", is part of the subject. It provides the student with an understanding of the context in which the educational event will take place. It also provides tools to analyze the interpersonal relationships that occur, both within the school and with the different social agents that contribute to education, as well as strategies and resources to prevent conflicts and improve these relationships.

1.3.Recommendations to take this course

Being a subject of first year and first semester, it has no special recommendations. It is the first contact of future teachers with the sociology and social psychology of education and their contributions to understand the relationships between society, family and school.

2.Learning goals

2.1.Competences

Upon passing the subject, the student will be more competent to...

GENERAL COMPETENCES

CG4 - Design and regulate learning spaces in contexts of diversity and that address gender equality, equity and respect for human rights, which conform the values ??of citizenship education.

CG5 - Promote coexistence in the classroom and outside it, solve problems of discipline and contribute to the peaceful resolution of conflicts. Stimulating and value the effort, perseverance and personal discipline in the students.

CG7 - Collaborate with the different sectors of the educational community and the social environment. Assume the educational dimension of the teaching function and promote democratic education for an active and committed citizenship,

paying special attention to the promotion of the values ??of human dignity, equality between men and women, freedom and justice.

TRANSVERSAL COMPETENCES

CT4 - Attend to the uniqueness of different professional contexts.

CT6 - Work in a team being able to exercise different roles within the group.

CT14 - Search, manage, process, analyze and communicate information effectively, critically and creatively.

SPECIFIC COMPETENCES

CE11 - Know the processes of interaction and communication in the classroom.

CE12 - Address and solve discipline problems

CE13 - Promote cooperative work and individual work and effort.

CE14 - Promote actions of education in values ??oriented to the preparation of an active and democratic citizenship, from the knowledge of the most important values ??of the Constitution

CE15 - Understand the diverse democratic ways of facing diversity and address school situations in multicultural contexts, promoting openness, dialogue and non-exclusion.

CE20 - Show social skills to understand families and make themselves understood by them.

CE21 - Know and know how to exercise the functions of tutor and counselor in relation to family education in period 6-12.

CE22 - Relate education with the environment, and cooperate with families and the community.

CE23 - Analyze and critically incorporate the most relevant issues of current society that affect family and school education: social and educational impact of audiovisual languages ??and screens; changes in gender and intergenerational relationships; multiculturalism and interculturality; discrimination and social inclusion and sustainable development.

CE24 - Know the historical evolution of the family, the different types of families, lifestyles and education in the family context.

CE63 - Know and apply the processes of interaction and communication in the classroom and master the social skills and abilities necessary to foster a classroom climate that facilitates learning and coexistence.

CE65 - Relate theory and practice to the reality of the classroom and the center.

CE68 - Regulate the processes of interaction and communication in groups of students 6-12 years.

2.2.Learning goals

The student:

1. Identifies and analyses critically the most relevant questions of current society that concern family and school education.
2. Values the basic cultural elements as a way of comprehending one's own culture and other cultures that coexist in the same society.
3. Knows and values critically the process of socialisation of the individual and the social factors that contribute to the construction of the personal identity and the gender which we identify with.
4. Knows and is capable of analyzing the basic psychosocial elements of the process of social interaction.
5. Identifies and analyzes critically the stereotypes, prejudices, etc. as factors that influence the process of social interaction, as well as their consequences in the areas of family, school and social conflicts, being capable of proposing strategies to overcome them.

2.3.Importance of learning goals

The educational fact takes place in a social context that the professional future of teaching must equip itself with instruments to be able to know and to analyze critically the elements that characterize the sociofamiliar and cultural context in which the student lives and learns.

Being introduced into the keys of the process of socialization of the individual and of the social factors that contribute to the construction of personal and gender identity, as well as knowledge of the family system, will allow the future teacher to better understand its functioning and be able to intervene in appropriate form.

We must also bear in mind that the educational process is largely developed in a group, so deepening the basic psychosocial elements of social interaction will provide useful tools to work with groups and promote cooperative interactions among students, between the companions, with the families and with the different social agents that intervene in the educational event.

3.Assessment (1st and 2nd call)

3.1.Assessment tasks (description of tasks, marking system and assessment criteria)

The student must demonstrate that he/she has achieved the expected learning outcomes through the following assessment activities:

The evaluation of the student will be mixed with evaluable activities during the teaching period and a final test

1. Written exam: Questions with four possible answers in which only one of them is valid
2. Tutored work: The tutored work will consist of different practices carried out in a group in the classroom on the topics dealt with in the areas of Sociology and Social Psychology. These practices will be presented before the written exam. For the evaluation of the form and content of the practices, the application of the knowledge acquired by the students in the Digital Competence Course organized by the library of the Faculty of Education will be taken into account.

Evaluation criteria

Qualification criteria and requirements to pass the subject

Each one of the evaluation activities will participate in the final grade of the subject in the following proportion:

1. Written exam: 70% of the final grade.
2. Tutored works: 30% of the final grade.

It is necessary to pass both parts to pass the course. The pass of one of the parts is saved until the second call (in Zaragoza).

Global test and second call

Students who have not completed or completed the evaluable activities carried out throughout the course and that have a significant weight in the qualification, will be qualified, according to the evaluation norm established by the University of Zaragoza, in a single test (100% of final evaluation) to celebrate on the official dates established by the center. This unique, written test will incorporate both theoretical and applied elements, so that as a whole they can verify the achievement of skills similar to those of students who have followed the previous format.

The second call will have the format of the final global evaluation if both parts are failed. If the written test or the evaluable activities are approved their grade will be saved until the second call if the students do not want to opt to improve the final grade. If, being an approved part, students opt for the global test to raise the grade, they will obtain the qualification obtained in the global test.

Fifth and sixth call

The students of 5th and 6th call will be evaluated with the same evaluation system as the rest of the students. In any case, to develop the teaching of this subject and to accredit the achievement of the competences of the same, the student / a can opt for any of these two options:

1. Continue teaching in the group-class in which you are enrolled if you request it in secretary in time.
2. Specify with the tribunal the type of evaluation to be carried out (global or evaluable activities throughout the course and final test) and the concrete development of each condition.

4.Methodology, learning tasks, syllabus and resources

4.1.Methodological overview

The learning process that has been designed for this subject is based on the following:

This subject is organized in such a way that the activities in a large group are combined with those of smaller groups and one visit to a school (in the city of Zaragoza). In the first case, the general contents of the subject that will be worked in greater depth in the sessions of small group through the work of cases, exhibitions, recensions of books or articles closely related to the subject, debates, group dynamics and other techniques that allow the assimilation of the theoretical-practical contents. From the visit to the educational center we will analyze their reality through the instruments with which students work in the theoretical perspectives of the subject.

Therefore, expository methods will be combined with more practical ones, as well as activities in a large group, small groups and individuals.

4.2.Learning tasks

The program offered to the student to help him/her to achieve the expected results includes the following activities ... It will consist of the elaboration of a work in group, raised based on the subjects that have been studied in the theory, applied to the reality of school of early childhood and primary education, including visits organized to the same one in school schedule, the study of reference documents, field work, etc. The questions raised will refer both to the sociology part and to the field of social psychology.

4.3.Syllabus

I. SOCIAL CHANGES AND EDUCATION

1. Culture and Socialization. Social functions of Education: between reproduction and transformation
2. Information Society and new educational changes
3. Family Models and their influence on education

II. SOCIAL INEQUALITIES AND EDUCATION

1. Introduction: Social Inequalities and Education
2. Multiculturalism, racism and school. Social context and school segregation
3. Prevention of bullying and gender violence in the school from the socialization

III. CONTRIBUTIONS FROM THE SOCIOLOGY OF EDUCATION TO SOCIAL TRANSFORMATION

1. Sociological approaches
2. Successful educational practices derived from these approaches

IV. INTERACTION IN THE CLASSROOM IN GROUPS

1. Group structure
2. Group processes
3. Work in small groups in the classroom
4. Group techniques

V. POWER RELATIONSHIPS IN THE CLASSROOM AND IN THE EDUCATIONAL CENTRE

1. Leadership
2. Processes of social influence

VI. PROCESSES OF INTERACTION: FACTORS THAT INFLUENCE AND DETERMINE

1. Social perception and social attribution
2. Stereotypes and prejudices

VII. SOCIAL AND PERSONAL IDENTITY

1. Social construction of personal identity. The theory of social identity. The construction of gender identity

4.4.Course planning and calendar

For further details concerning the timetable, classroom and further information regarding this course please refer to the Facultad de Educación de Zaragoza website (<http://educacion.unizar.es/>); the Facultad de Ciencias Humanas y Sociales de Teruel website (<https://fcshteruel.unizar.es/>) and the Facultad de Ciencias Humanas y de la Educación de Huesca (<https://magister.unizar.es/>)

The subject is proposed with a mixed development system, with evaluable activities throughout the course and with a final test on the official dates provided by the center. The activities and key dates will be communicated at the beginning of the academic term of the subject, either through the Digital Teacher Ring (ADD) or in a written document delivered by the faculty to the students. The dates of final exams can be consulted on the website of the different faculties that teach the degree.

4.5.Bibliography and recommended resources