

## **Syllabus Information**

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**Academic Year:** 2019/20

**Subject:** 63318 -

**Faculty / School:** 107 -

**Degree:** 584 -

**ECTS:** 4.0

**Year:** 604 - : 1

584 - : 1

**Semester:** First semester

**Subject Type:** 584 - Optional

604 - Compulsory

**Module:** ---

## **1.General information**

### **1.1.Aims of the course**

The course and its foreseen learning results pursue the following objectives:

1. To know, analyze and correctly appreciate the relations between society and the educational sector; to understand the links between the social system and the educational subsystem.
2. To describe, relate, and interpret the impact of different types of family contexts on education; to correctly appreciate the relations between the learning institution, the family, and the community in order to be able to offer truly comprehensive education.
3. To explain the elements, phases and agents implied in communication; to be able to apply that analysis to classroom interaction; to design strategies of social participation that encourage harmonious coexistence and group cooperation.
4. To plan, apply, and evaluate a series of active, participative and collaborative teaching-learning methodologies, adapting them to the group process, to the relational structure, and the processes of interaction in the classroom.
5. To apply conflict resolution techniques as well as strategies that encourage equal access, emotional education, and the instilment of ethical values, along with equal rights and opportunities for women and men; to use those techniques and strategies to plan the resolution of conflictual cases that occur in an educational context.

### **1.2.Context and importance of this course in the degree**

A school counsellor needs to be well-acquainted with the contexts within which his/her work takes place: the learning institution, the general sociopolitical framework, and the interrelation between society, family, and education, along with all types of interaction and coexistence in the classroom as well as in the educational community at large.

This course follows a multidisciplinary approach that integrates scientific advances in sociology with the social psychology of education. In this panoramic overview we shall deal with matters such as the process of building one's own personal and social identity, the importance of phenomena related with interaction, motivation, communication, social context and coexistence, as well as groups and their impact on teaching and learning processes.

The course intends to help students develop new abilities that will broaden their perception and assist them in managing diversity within the educational community - therefore, by extension, within the general social environment. All of this is only possible thanks to active, committed participation on the part of the students. The course helps them develop basic capabilities required by future teachers.

The course design places great emphasis on the formative and guiding role exerted by counselling teams in the areas of secondary education, professional training, languages, sports, and the arts.

This course spans two major subject matters: the social and family context of the educational process on the one hand, and, on the other hand, processes of perception, influence, and participation that are based on social interaction. Both areas are closely related and help the student acquire the capabilities foreseen in this course. This course is obligatory: it is essential for all future counsellors. The course is designed to stimulate teaching activity focused on research and innovation, and to encourage reflection on the practice of counselling as well as knowledge of the social context within which it takes place.

This course is designed to encourage critical reflection and analysis of interactive processes and coexistence in the classroom; it presents psycho-social tools and intervention techniques that are of great use for future counsellors.

### **1.3.Recommendations to take this course**

This course forms part of Module I (general courses that qualify for professional life): it is thus shared by all specialties. Thus it does not have any additional pre-requisites: the knowledge acquired by the students in their own personal experience as pupils in secondary education serves as its point of departure.

## **2.Learning goals**

### **2.1.Competences**

A student having taken and passed the course will be more capable of...

#### **GENERAL AND FUNDAMENTAL CAPABILITIES:**

CG02 - To foster a spirit of harmonic coexistence in the classroom that encourages and stimulates learning. To support pupil development on all levels, orienting them academically and professionally on the basis of their psychological, social, and family characteristics.

CG03 - To critically, reflectively support and supervise the learning process in pupils on the basis of the most relevant principles and theories regarding their learning process and how it can be strengthened.

CG04 - To plan, design, organize, and develop the syllabus, along with the teaching and evaluation activities, in one's specialty subjects.

CB6 - To have a good grasp of approaches that help students become more original in the development and/or application of ideas (frequently in the context of research and investigation)

CB7 - To know how to apply the knowledge one has acquired, as well as one's capacity for resolving problems in new or unaccustomed situations that can arise within broader (or multidisciplinary) contexts related with one's area of study

CB8 - To be able to assimilate and apply knowledge when faced with the complex situation of having to emit judgments on the basis of incomplete or limited information associated with the ethical and social responsibility of applying one's expertise and sound judgment

CB9 - To be able to clearly and unambiguously divulge one's conclusions and expertise (along with their underlying premises) in front of specialized and non-specialized audiences

CB10 - To possess learning abilities that permit one to go on studying on a mostly self-directed, autonomous basis.

#### **TRANSVERSAL CAPABILITIES:**

CT01 - The capability of reflection and making decisions on a personal, intellectual and social level

CT02 - The capability of integrating and applying knowledge that enables one to form judgments and resolve problems

CT03 - The development of self-esteem

CT04 - The capacity of self-control

CT05 - The development of self-motivation

CT06 - The development of the capability of autonomous learning

CT07 - The capability of communicating ideas and argumentation in front of several different kinds of audiences

CT08 - The capacity for empathy

CT09 - The capability of exerting leadership

CT10 - The capacity to work in a team situation with colleagues and other people

#### SPECIFIC CAPABILITIES:

CEOE01 - To know pupils' psycho-pedagogical characteristics in order to be able to evaluate them and to draft the required reports

CEOE02 - To be familiar with measures in favor of respect for diversity that can be adopted in order to provide appropriate counsel in each case

CEOE03 - To analyze the organization and *modus operandi* of the school in order to coordinate personal, academic, and professional counselling for the pupils in collaboration with other members of the school team

CEOE04 - To develop the necessary abilities and techniques to be able to adequately counsel families regarding their children's learning and development process

CEOE05 - To be able to identify community public services and institutions with which the learning institution and its directors can collaborate in order to promote and plan important measures that improve the assistance and counsel provided to students

CEOE16 - To be familiar with the processes of syllabus development and the elaboration of institutional plans in order to participate in their design and application in collaboration with coordinating organisms and the school management team

CEOE17 - To coordinate the elaboration of the Tutorial Action Plan at different educational levels (Infancy, Primary, Secondary, Professional Training, Pre-University) and, if the case applies, the Academic and Professional Orientation Plan

CEOE18 - To advise the schoolteachers and collaborate with them in revising and improving learning and evaluation processes, and to put the latter into practice when eventually imparting a curriculum subject

CEOE19 - To advise the schoolteachers and collaborate with them, and, especially, with the tutors, in accompanying pupils in their development, learning, and decision-making processes

CEOE20 - To orient pupils in getting to know themselves, gradually defining themselves as individuals and adjusting their life project, as well as in the adoption of academic and professional decisions with the purpose of facilitating their integration into the job market

CEOE21 - To know, select, and design strategies of professional information and orientation to help pupils transit into the job market and become employable

CEOE22 - To apply mediation techniques to manage conflicts with the purpose of improving an atmosphere of harmonious coexistence in schools

CEOE23 - To know and analyze the characteristics, organization, and *modus operandi* of educational and psycho-pedagogical counselling services that operate at different levels of the educational system (Infancy, Primary, Secondary, Professional Training, Pre-University)

CEOE24 - To identify demands, establish objectives, and participate in the design of intervention plans that respond to the

analysis of institutions of learning and related systems

CEOE25 - To collaborate in the establishment of collaborative work structures with teachers and other members of the school team, as well as with external professionals who intervene in the school

CEOE26 - To coordinate actions in the neighborhood with all education agents and other services, paying particular heed to social, health, and employment services to achieve a truly coordinated intervention

CEOE27 - To know and have a correct appraisal of current psycho-pedagogical diagnosis techniques

CEOE28 - To evaluate interventions that have been carried out, and, as a consequence, to propose changes to improve them in the future

CEOE29 - To know how to implement preventive community outreach programs

CEOE30 - To be familiar with the basic digital tools and to know how to practically apply them in counselling and in developing one's functions as counsellor

CEOE31 - To submit conceptual and ideological standpoints of socio-educative inclusion and exclusion to a critical analysis

CEOE32 - To identify the barriers as well as the elements that can promote inclusive education, not only in school, but in other contexts that have an impact on pupils' education and personal development

CEOE33 - In collaboration with the school team, to design and initiate measures that take diversity into account by guaranteeing that all pupils can attend, participate, and learn

## **2.2.Learning goals**

1. To explore knowledge regarding the relations between society and the educational sector; to grasp connections between the social system and the educational subsystem.
2. To explore the impact of different types of family contexts on education; to have a correct appraisal of the relations between the learning institution, the family, and the community in order to be able to offer truly comprehensive education.
3. To plan, apply and evaluate a series of active, participative and collaborative teaching-learning methodologies, adapting them to the group process, to the relational structure, and to the processes of interaction in the classroom.
4. To explore the elements, phases and agents implied in communication; to be able to apply that analysis to classroom interaction; to design strategies of social participation that encourage harmonious coexistence and group cooperation.
5. To apply conflict resolution techniques as well as strategies that encourage equal access, emotional education, and the instilment of ethical values, along with equal rights and opportunities for women and men; to use those techniques and strategies to plan the resolution of conflictual cases that occur in an educational context.

## **2.3.Importance of learning goals**

They provide knowledge of the framework within which the counsellor shall exert his/her profession, while proposing alternatives to deal more satisfactorily with specific problems that can arise.

The acquisition of such skills is of particular importance in the current situation: nowadays a counsellor exerts his/her profession in a multicultural context, attempting to reflect and respond to a heterogeneously composed body of pupils. All of these skills are related with the importance of communication, dialogue, conflict resolution, and the promotion of harmonious coexistence that encourages the well-being of people as well as healthy institutions.

## **3.Assessment (1st and 2nd call)**

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

The course shall be evaluated via a global test including theoretical and practical content. The global test shall take place at

the end of the semester according to the calendar of exams established by the institution that imparts the Masters Degree.

The test shall be in two parts: Theoretical and Practical. Each one of them shall have a 50% weight in the final grade, with a minimum of 4.5 points (out of 10) required in each portion in order to build an average between them.

- Theoretical portion

The theoretical portion of the global test can consist in multiple-choice questions (for which a standard correction for random guessing shall be applied).

Evaluation criteria:

In the theoretical portion, the student's mastery of theoretical knowledge associated with the course objectives and capabilities shall be evaluated through a series of multiple-choice questions that have only one valid answer.

- Practical portion \*

The practical portion of the test shall feature content associated with the knowledge of theories, resources and tools pertaining to the course subject and its application.

### **Alternative evaluation of the practical portion of the test**

\* Students may likewise be evaluated through group activities carried out in the practical class sessions in the course of the semester (although those activities may also require work outside of the classroom).

Student participation in the practical sessions and in carrying out assignments is a fundamental criterion for all of those choosing to be evaluated in this manner.

Specific characteristics of those evaluable activities (*including the corresponding indications regarding their elaboration, specific evaluation/grading criteria, and submission deadlines*) will be communicated in specific documents that shall be available in the faculty network ?ADD? (Anillo Digital Docente?) at the beginning of the semester.

The final grade in this practical portion of the course will consist in the average between the assignments: a minimum of 4.5 points out of 10 are necessary to exempt the student from being tested on practical content in the global exam.

### **Level of requirements (qualification criteria and requirements to pass the course)**

Qualification criteria for the global test. In the practical portion, the following criteria shall be evaluated:

- The application of the proposed theoretical-practical models to the proposed exercise, and the well-argued connection between them.
- The appropriate use of terminology acquired in the course.
- The appropriate ordering and sequencing of ideas while differentiating between data, theoretical viewpoints, and personal judgment.
- Quality of argumentation and depth of reflection in the students' proposals, along with the appropriateness of their proposals for the activity in question.
- Formal aspects, including presentation and wording.

Evaluation criteria for the alternative evaluation of the practical portion:

- Quality and rigor of critical analysis
- Formal aspects (presentation, wording, spelling...)
- Adequateness of fit to the required content and consultation of information resources
- Substantiation of arguments

### **Global test and second round**

According to the general evaluation rules and regulations of the University of Zaragoza, whoever meets the requirements or requests to be evaluated in a global final exam may do so; the exam shall take place on the date indicated in the academic calendar.

## 4. Methodology, learning tasks, syllabus and resources

### 4.1. Methodological overview

The learning process designed for this course is based on the following premises:

? The course comprises a series of thematic cores that acquire an integrative character thanks to the activities and assignments. These shall be carried out in class sessions (the entire group), in seminars (intermediate-sized groups), in supervised work (groups and individuals), and in autonomous individual work assignments.

Moreover, professors can use the Moodle platform on the ADD faculty digital network as a mode of access to information, documentation, and materials. The platform likewise serves as a contact forum among students and for communication between them and the faculty.

? In respect for methodological pluralism, each professor imparting the course shall determine with his/her group(s) of students how each of the thematic cores shall be treated: priority should be given to connecting the course subjects with the practical module that is carried out in elementary classrooms (*Prácticum*).

### 4.2. Learning tasks

The program proposed to the student to help him/her achieve the foreseen results consists of the following activities:

- Content expounded in the classroom
- Active learning methodologies
- Term paper assignments
- Oral presentation of assignments, with ensuing debates
- Tutorials

Basic theoretical material shall be used as a point of departure; priority shall be given to relating theoretical content with concrete cases and group dynamics, using meaningful examples associated with teaching in a classroom situation.

Many different educational resources shall likewise be used in the course: the University of Zaragoza databases (for ex. Web of Science, ScienceDirect, Scopus, ProQuest, Dialnet, etc.), articles, social media, blogs, websites, audiovisual texts and material, forums, and the Moodle faculty support platform on the University of Zaragoza digital faculty network ADD (?Anillo Digital Docente?)

### 4.3. Syllabus

Society and education: multiple socializations; the diverse social functions of education. Education and the family. Family, gender, and culture.

Interaction and communication in the classroom. Bias and stereotypes regarding diversity. The classroom as a group: the dynamization of participative group processes. The role of power and power relationships in the classroom.

#### SOCIOLOGY

##### Introduction

1. The Information and Education Society

2. Society, Education, and the Family

## 2.1. Introduction: Multiple Socializations

### 2.2. Primary socialization

Family configurations and their relation with the educational system

### 2.3. Secondary socialization. Relationships among equals. Multiculturalism. Gender roles and relationships

## 3. The diverse social functions of education

## SOCIAL PSYCHOLOGY

Introduction: Interaction and coexistence in the school

### 4. Basic processes of interaction and communication to help manage diversity in the classroom (cultural, social, general, and functional diversity)

#### 4.1. Social perception and attribution

#### 4.2. Bias and stereotypes

### 5. The classroom as a group: analysis and dynamization of participative group processes

#### 5.1. Group structure, group processes, and results thereof

#### 5.2. Initializing and stimulating participative group processes

### 6. Power relations within the classroom and in the educational community at large

#### 6.1. Leadership models

#### 6.2. Processes of social influence

## **4.4. Course planning and calendar**

The course calendar and key dates shall be specified well ahead of time on the course page on the ADD faculty network as well as on the Masters Degree webpage of the university where the course is held. More specifically, the calendar of classroom-based sessions requiring attendance and the deadlines for term papers and gradable assignments shall be posted in a written document on the Moodle support platform on the University of Zaragoza ADD network at the beginning of the semester. That written document shall contain the course program in detail, the schedule of theoretical and practical sessions, and precise submission deadlines for turning in gradable assignments and term papers (attempting to ensure that submission dates may be distributed along the entire semester).

## **4.5. Bibliography and recommended resources**