

**Academic Year/course: 2021/22**

**63318 -**

## **Syllabus Information**

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**Academic Year:** 2021/22

**Subject:** 63318 -

**Faculty / School:** 107 - Facultad de Educación

**Degree:** 584 -

604 -

**ECTS:** 4.0

**Year:** 1

**Semester:** First semester

**Subject Type:** 584 - Optional

604 - Compulsory

**Module:**

## **1. General information**

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

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

1. To know, analyze and value the relationships between society and education and understand the links between the social system and the educational subsystem.
2. To describe, relate and interpret the impact of different family contexts on education and value the relationships between the school, the family and the community for the development of comprehensive education.
3. To explain the elements, phases and agents involved in communication, being able to apply this analysis to interaction in the classroom and design strategies for social participation that favor coexistence and group cooperation.
4. To plan, apply and evaluate active, participatory and collaborative teaching-learning methodologies, adapting them to the group process, the relational structure and the classroom interaction processes.
5. To apply conflict resolution techniques and strategies favoring attention to equity, emotional and values ??education, equal rights and opportunities between men and women and use them when planning the resolution of conflict cases in the educational context.

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

In the work of the school counselor, it is necessary to know the contexts in which it takes place: educational center, socio-political framework, the relationship between society-family-education, as well as interaction and coexistence in the classroom and in the educational community.

The subject is based on a multidisciplinary approach that integrates the scientific developments of sociology and social psychology of education. This panoramic vision addresses issues such as the process of building one's personal and social identity, and the importance of phenomena linked to interaction, motivation, communication, context, coexistence and the group and their impact on teaching and learning processes.

On the other hand, developing new skills that expand perception, facilitates diversity management in the educational community, and, by extension, in the social context. All this is only possible in a framework of interaction in which active and committed participation is energized. This subject affects the development of these fundamental skills for the future teacher.

This curricular design supposes to vindicate the important educating and guiding role that the guidance teams of secondary, high school, vocational training and language, artistic and sports teaching must assume.

We are faced with a subject that consists of two parts, one referring to the social and family context of the educational process and the other in relation to the processes of perception, influence and participation, based on social interactions. Both parts keep a close relationship, and contribute to the acquisition of the skills of the subject. Its mandatory nature implies that it is essential for all future counselors. The course is focused on promoting teaching that prioritizes innovation and research, as well as the ability to reflect on practice and knowledge of the environment.

This subject aims to facilitate reflection and critical analysis on the processes of interaction and coexistence in the classroom, thus such as learning techniques and psychosocial intervention tools for the future counselor

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

It is a subject of Module I of a general and professional nature, and therefore common to all specialties. Due to this, it does

not require prerequisites, and it has as a starting reference the knowledge acquired by students after their personal experience in different secondary education centers.

## 2. Learning goals

### 2.1. Competences

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

#### BASIC AND GENERAL COMPETENCES:

CG02 - Promote a stimulating and formative coexistence in the classroom, contribute to the development of students at all levels and guide them academically and professionally, based on their psychological, social and family characteristics.

CG03 - Promote and tutor the student learning process, in a reflective, critical way, and based on the most relevant principles and theories on the student learning process and how to enhance it.

CG04 - Plan, design, organize and develop the program and the learning and evaluation activities in the specialties and subjects within its competence.

CB6 - Possess and understand knowledge that provides a basis or opportunity to be original in the development and / or application of ideas, often in a research context.

CB7 - That students know how to apply the acquired knowledge and their ability to solve problems in new or little-known settings within broader (or multidisciplinary) contexts related to their area of study.

CB8 - That students are able to integrate knowledge and face the complexity of formulating judgments based on information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.

CB9 - That students know how to communicate their conclusions and the latest knowledge and reasons that support them to specialized and non-specialized audiences in a clear and unambiguous way.

CB10 - That students possess the learning skills that allow them to continue studying in a way that will have to be largely self-directed or autonomous.

#### TRANSVERSAL COMPETENCES:

CT01 - Capacity for reflection and decision-making in the personal, intellectual and social spheres.

CT02 - Ability to integrate and apply knowledge for judgment formation and problem solving. CT03- Development of self-esteem

CT04 - Capacity for self-control

CT05 - Development of self-motivation

CT06 - Development of autonomous learning capacity

CT07 - Ability to communicate ideas and reasoning to various types of audiences

CT08 - Capacity for empathy

CT09 - Ability to exercise leadership

CT10 - Ability to work cooperatively with classmates and others

#### SPECIFIC COMPETENCES:

CEOE01 - Know the psychopedagogical characteristics of the students to be able to evaluate them and issue the reports that are required

CEOE02 - Know the measures of attention to diversity that can be adopted to be able to carry out the necessary advice in each case

CEOE03 - Analyze the organization and operation of the center to coordinate the orientation, personal, academic and professional of the students in collaboration with the members of the school community

CEOE04 - Develop the skills and techniques necessary to adequately advise families on the development and learning process of their children

CEOE05 - Identify the public services and community entities with which the center can collaborate and promote and plan, in collaboration with the management team, the actions necessary for better student care

CEOE16 - Know the curricular development processes and the elaboration of institutional plans to participate with the management teams and the coordination bodies in their design and application

CEOE17 - Coordinate the preparation of the Tutorial Action Plan at the different levels of the educational system (Early childhood, Primary, Secondary, FP and ?Bachillerato?) and, where appropriate, the Academic and Professional Orientation Plan

CEOE18 - Advise and collaborate with teachers in the review and improvement of teaching and learning processes and evaluation, and put them into practice in case of teaching any subject of the curriculum

CEOE19 - Advise and collaborate with teachers and, especially, with tutors, in accompanying students in their development, learning and decision-making processes

CEOE20 - Guide students in their personal knowledge, in the progressive definition and adjustment of a life project, and in the adoption of academic and professional decisions, so that all this facilitates their labor insertion

CEOE21 - Know, select, design and apply strategies and plans of information and professional orientation for the transition to the labor market and employability

CEOE22 - Apply mediation techniques for conflict management in order to improve the climate of coexistence in the centers

CEOE23 - Know and analyze the characteristics, organization and operation of educational guidance and psycho-pedagogical advice services that operate at different levels of the educational system (Early Childhood, Primary, ESO, FP and Bachillerato)

CEOE24 - Identify demands, set objectives and participate in the design of intervention plans according to the results of the institutional analysis of educational centers and related systems

CEOE25 - Collaborate in the establishment of collaborative work structures with teachers and other members of the school community, as well as with other professionals involved in educational centers

CEOE26 - Coordinate actions in the area or sector with all educational agents and other services, with special attention to social, health and labor services for coordinated intervention

CEOE27 - Know and value psycho-pedagogical diagnostic techniques

CEOE28 - Evaluate the interventions carried out and derive changes to improve them

CEOE29 - Know how to apply preventive programs of socio-community scope

CEOE30 - Know and use some basic digital tools for their usefulness in the tasks of counseling and mentoring and in the development of the functions of the counselor

CEOE31 - Critically analyze the conceptual and ideological approaches to inclusion and socio-educational exclusion

CEOE32 - Identify the barriers and facilitators of inclusive education both in the school and in other contexts that influence the development and education of students

CEOE33 - Design and implement, in collaboration with the school community, measures of attention to diversity that guarantee the presence, participation and learning of all students

## 2.2. Learning goals

1. To deepen the knowledge of the relationships between society and education and to understand the links between the social system and the educational subsystem.
2. To deepen the incidence of different family contexts in education and in the evaluation of the relationships between the school institution, the family and the community for the development of comprehensive education.
3. Plan, apply and evaluate active, participatory and collaborative teaching-learning methodologies appropriate to the group process, the relational structure and the processes of interaction in the classroom.
4. To deepen the knowledge of the elements, phases and agents involved in communication and in the application of said analysis to classroom interaction and to the design of social participation strategies that favor group coexistence and cooperation.
5. Apply conflict resolution techniques and strategies favoring attention to equity, emotional and values ??education, equal rights and opportunities between men and women and use them when planning the resolution of conflict cases in the educational context.

## 2.3. Importance of learning goals

They provide an understanding of the context in which their work as a counselor will be carried out, with the aim of being able to propose improvement alternatives taking into account the specific reality.

On the other hand, the development of these competences is a priority at the present time, since the counselor's exercise is carried out within a multicultural context, responding to the heterogeneity of the composition of the classroom. All of them refer to the importance of communication, dialogue, conflict resolution and the promotion of a coexistence that fosters the development of people and organizations.

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

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

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

**1. Written exam:** In the theoretical part, the mastery of the theoretical knowledge related to the objectives and competences of the subject will be assessed through multiple-choice questions (4 response alternatives) in which only one of the options is valid. Correct questions score 1 point out of the total number of questions available in the test. The error is discounted 0.33. The exam will consist of questions from the Sociology part and questions from the Social Psychology part, being necessary to obtain a minimum of 5.0 in the exam so that it can mediate with the practical part.

**2. Works linked to practical classes and directed work:** The supervised work is carried out on the practical contents related to the knowledge of the theories, techniques, resources and tools of the subject and its application, both in the area of ??Sociology and of Social Psychology in an equitable way. Students will carry out group practices in the classroom on the topics covered in the areas of Sociology and Social Psychology. These practices will be presented in the form of work before the written exam. In the practical part of the subject you must obtain a minimum of 5.0, and attend 80% of the practical

sessions so that you can mediate with the theoretical part. If the student does not pass this part or cannot attend the practices normally, they must take the global test (see the corresponding section).

### **Evaluation criteria**

Evaluates the achievement of the skills assigned to the subject.

### **Qualification criteria and requirements to pass the course**

Each of the evaluation activities participates in the final grade of the subject in the following proportion:

1. Written exam: 50% of the final qualification.
2. Tutored works: 50% of the final qualification.

It is necessary that both parts are approved with a 5 to pass the course. The pass of one of the parties is kept until the second call.

The evaluation of the subject will be carried out at the end of the school period according to the exam calendar set by the center where the Master is taught.

### **Requirement levels (Qualification criteria and requirements to pass the course):**

- Overall test evaluation criteria. In the practical part, the following will be valued:
- The application and connection, duly argued, of the theoretical-practical models to the proposed exercise. The use of the appropriate terminology used in the subject.
- The adequate sequencing of ideas, differentiating the data, the theoretical contributions and the personal evaluations.
- The argumentation, reflection and depth of the proposals and their adaptation to the proposed exercise. Formal aspects including presentation and writing.

### **Evaluation criteria of the evaluation alternative Practical Part**

- Quality and rigor in critical analysis
- Formal aspects (presentation, spelling, writing ...)
- Adaptation to the planned content with consultation of different sources of information. Reasoning for reflections

The participation of the students during the practical classes and the development of the works is a fundamental criterion to take advantage of this type of evaluation.

The specific characteristics of these evaluable activities (including their corresponding indications to guide their elaboration, the specific evaluation and qualification criteria and delivery dates) will be communicated through specific documents that will be available in the ?Anillo Digital Docente? (ADD), at the beginning the teaching period of the subject, and communication of these on the first day of class.

### **Global exam and second call**

In compliance with the general regulations of evaluation of the UZ, whoever is in conditions or requests to be evaluated through a global exam, which will be held on the date indicated in the academic calendar.

Students who have not completed or carried out the evaluable practical activities throughout the course, either by their own choice or by any other incident arising during the course, will be qualified, according to the evaluation regulations established by the University of Zaragoza, in a unique exam (100% final evaluation) to be held on the official dates established by the center. This unique written exam will incorporate both theoretical and applied elements (area of ??Sociology and Social Psychology), in such a way that, as a whole, it is possible to verify the achievement of competences 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 parties are suspended. If the written test or tutored works evaluated are approved, their grade will be kept until the second call; if the students do not want to choose to improve the final grade. If, being an approved party, they choose the global test to increase their grade, they will obtain the grade 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 accredit the achievement of its competences, the student may choose either of these two options:

1. Follow the teaching in the group-class in which you are enrolled if requested by the secretary in due time.
2. Specify with the court the type of evaluation to be carried out (global or evaluable activities throughout the course and final test) and the specific development of each condition.

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

## 4.1. Methodological overview

The methodology followed in this course is oriented towards achieving the learning objectives. It is based on active methodologies that favor the development of critical thinking. A wide range of teaching and learning tasks are implemented, such as weekly practice sessions, self-employment and assessment tasks.

Students are expected to actively participate in class throughout the semester.

The classroom materials will be available through Moodle. These include a repository of the presentations used in the theory classes, the course syllabus, as well as other course-specific learning materials, such as the practice statements and the outline of the work to be delivered.

However, more information about the course will be provided on the first day of class.

In general, the methodology to be followed will be, on the one hand, the global exposition by the teaching staff of the general contents of the subject. In the practical sessions, carried out in small groups, the contents of the subject will be worked around the analysis of the external and internal educational context and the relationship with the work of the counselor. In the practices we will analyze their reality through the instruments with which they work on the theoretical perspectives of the subject.

Therefore, exhibition methods will be combined with other more practical ones, as well as large group, small group and individual activities.

## 4.2. Learning tasks

The program offered to the student to help him/her to achieve the expected results includes the following activities:

- Theoretical sessions
- Active learning methodologies
- Elaboration of works
- Oral presentation and discussion of works
- Tutoring

It will start with some basic theoretical materials and special attention will be paid to relating the theoretical contents with practical cases, group dynamics and / or with significant examples linked to teaching practice and classroom contexts.

Likewise, all kinds of educational resources will be used: databases from the University of Zaragoza (eg, Web of Science, ScienceDirect, Scopus, ProQuest, Dialnet, etc.), articles, social networks, blog, websites, texts and audiovisual material, forums and the Digital Teaching Ring (ADD) Moodle platform to support teaching at the University of Zaragoza, among others.

## 4.3. Syllabus

### SOCIOLOGY

#### Introduction

1. Information and Education Society
2. Society, Family and Education
  - 2.1. Introduction: Multiple socializations
  - 2.2. Primary socialization. Family configurations and relationships with the educational system
  - 2.3. Secondary socialization. Relations between equals. Multiculturalism. Gender relations
3. Social functions of education

### SOCIAL PSYCHOLOGY

#### Introduction: Interaction and coexistence in the relationships of educational centers

4. Basic processes of interaction and communication for the management of diversity in the classroom (cultural, social, gender, functional ...)
  - 4.1. Perception and social attribution
  - 4.2. Prejudices and stereotypes
5. The classroom as a group: analysis and dynamism of participatory group processes
  - 5.1. Group structure, processes and results.
  - 5.2. Dynamization of participatory group processes
6. Power relations in the classroom and in the educational community
  - 6.1. Leadership models
  - 6.2. Social influence processes

## 4.5. Bibliography and recommended resources

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?id=11866>