

Academic Year/course: 2022/23

63202 - Society, Family and Group Processes

Syllabus Information

Academic Year: 2022/23

Subject: 63202 - Society, Family and Group Processes

Faculty / School: 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

Degree: 584 -

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ECTS: 4.0

Year: 1

Semester: First semester

Subject Type: Compulsory

Module:

1. General information

1.1. Aims of the course

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

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

These approaches and objectives are aligned with the following Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda (<https://www.un.org/sustainabledevelopment/es/>), in such a way that the acquisition of the results of Subject learning provides training and competence to contribute to some extent to its achievement:

? Aim 3: Health and wellness
 ? Aim 4: Quality education
 ? Aim 5: Gender equality
 ? Aim 10: Reduction of inequalities
 ? Aim 16: Peace, justice and strong institutions

1.2. Context and importance of this course in the degree

The subject is based on a multidisciplinary approach in which the scientific developments of sociology and the social

psychology of education are integrated. This panoramic view addresses issues such as the process of building one's own personal and social identity, and the importance of phenomena linked to interaction, motivation, communication, context, coexistence and the group and its impact on Teaching and learning processes. On the other hand, developing new skills that broaden perception facilitates the management of diversity 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 encouraged. This subject focuses on the development of these fundamental skills for the future teacher.

This curricular design supposes claiming the important educational and guiding role that must be assumed by teachers of secondary, baccalaureate, professional training and language, artistic and sports teaching. We are facing a subject that consists of two parts, one referring to the social and family context of the educational process and another in relation to the processes of perception, influence and participation, which are based on social interactions. Both parts have a close relationship, and contribute to the acquisition of the skills of the subject. Its mandatory nature means that it is essential for all future teachers, whatever their speciality. The subject is focused on empowering a teaching task that prioritizes innovation and research, as well as the ability to reflect on practice and knowledge of the environment.

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 specialities. Due to this, it does not require prerequisites, and its starting point is the knowledge acquired by the 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

GC01 - Integrate into the teaching profession, understanding its legal and institutional framework, its situation and challenges in today's society and the social and family contexts that surround and condition teaching performance, and integrate and participate in the organization of educational centers and contribute to your projects and activities
 GC02 - Promote a formative and stimulating coexistence in the classroom, contribute to the development of students at all levels and guide them academically and professionally, based on their socio-psychological and family characteristics
 GC03 - Promote and tutor the student learning process, in a reflective and critical manner, based on the most relevant principles and theories about the student learning process and how to enhance it
 BC6 - 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.
 BC7 - That students know how to apply the knowledge acquired and their ability to solve problems in new or little-known environments within broader (or multidisciplinary) contexts related to their area of study
 CG8 - That students are able to integrate knowledge and face the complexity of formulating judgments based on information that, being incomplete or limited, include reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments
 BC9 - That students know how to communicate their conclusions and the knowledge and ultimate reasons that support them to specialized and non-specialized audiences clearly and unequivocally
 BC10 - That students have the learning skills that allow them to continue studying in a way that will be largely self-directed or autonomous.

TRANSVERSAL COMPETENCES

TC01 - Capacity for reflection and decision-making in the personal, intellectual, social and professional spheres. CT02 - Capacity for empathy and adaptation to different cultural environments.
 TC03 - Ability to communicate correctly and effectively, both orally and in writing. CT04 - Capacity for organization and autonomous work planning.
 TC05 - Ability to work cooperatively with other people. CT06 - Development of autonomous learning capacity
 TC07 - Ability to communicate ideas and reasoning to different types of audiences CT08 - Ability to empathize
 TC09 - Ability to exercise leadership
 TC10 - Ability to work cooperatively with colleagues and other people

SPECIFIC COMPETENCES

SC06 - Analyze, evaluate and participate in the definition of the educational project and in the general activities of the center, according to criteria of quality improvement, attention to diversity, prevention of learning and coexistence problems, reception of immigrant students, as well as promoting actions of emotional education, in values and citizen training
 SC08 - Describe, relate and interpret the historical evolution of the family, its different types and the incidence of the family context in education
 SC09 - Analyze and assess the relationships between the school, the family and the community in order to carry out the educational task from an integrated perspective
 CE10 - After a reflection on the concept of "school community" and the characteristics and contributions that its different members can make, with special attention to the role of the family, look for channels that favor interaction and communication between them
 SC11 - Design and implement educational proposals that respect the principles of equity, equal rights and opportunities, linked to the achievement of fundamental human rights, within the framework of a multicultural, inclusive and tolerant society
 CE12 - Analyze and assess the teaching that training centers must provide and the knowledge and skills that students need to critically understand the keys to the development of humanity and of today's society, improve their personal and social well-being and face challenges with dignity. cultural, social and labor challenges
 CE13 - Design and carry out formal and non-formal activities that contribute to making the center a place of participation and culture in the environment where it is located
 CE14 - Facing attention to diversity, making use of the resources and psycho-pedagogical support available at the center
 CE17 - Develop psychosocial skills that help each person and group in their learning processes
 CE18 - Identify, recognize

and apply processes of interaction and communication in the classroom
SC19 - Identify and evaluate effective methods of communication with students. Delve into communication problems and their solutions

2.2. Learning goals

1. Know, analyze and value the relationships between society and education and understand the links between the social system and the educational subsystem.
2. 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. Explain the elements, phases and agents involved in communication, being able to apply said analysis to interaction in the classroom and design strategies for social participation that favor coexistence and group cooperation.
4. 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. 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 knowledge of the context in which their work as a teacher will be carried out, with the aim of being able to propose improvement alternatives based on the specific reality. On the other hand, the development of these skills is a priority at the present time, since the teacher's exercise is carried out within a multicultural context, responding to the heterogeneity of the classroom composition. All of them refer to the importance of communication, dialogue, conflict resolution and the promotion of 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 must demonstrate that they have achieved the intended learning outcomes through the following assessment activities:

The evaluation of the student will be summative with assessable activities during the teaching period and a final test:
1. Written exam: In the theoretical part, mastery of the theoretical knowledge related to the objectives and skills of the subject will be assessed through multiple choice questions (4 alternative answers) in which only one of the options is valid. The correct questions count 1 point, of the total number of questions available in the multiple choice exam. The error is discounted 0.33. The exam consists of questions from the Sociology part and questions from the Social Psychology part equally, being necessary to obtain a minimum of 5.0 in the exam so that it can mediate with the practical part.
Works linked to practical classes and directed work: These tasks are carried out on the contents of a practical nature, related to the knowledge of the theories, techniques, resources and tools of the subject and its application, both in the area of ??Sociology and Psychology. Social equitably. The students carry out the different group practices in the classroom, of the topics explained in the areas of Sociology and Social Psychology. These practices are presented 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. The participation of the students during the practical classes, and the development of the works is a fundamental criterion to benefit from this type of evaluation. If the student does not pass this part or cannot attend the practices normally, they must take the global test (see corresponding section).

Evaluation

Assesses the achievement of the skills assigned to the subject.

criteria

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 grade.
2. Tutored works: 50% of the final grade.

It is necessary that both parts (written exam and supervised work) be approved to pass the subject. The approval of one of the parties is saved until the second call. The evaluation of the subject is carried out at the end of the academic period in accordance with the exam calendar established by the center where the Master is taught.

The specific characteristics of these evaluable activities (including their corresponding indications to guide their preparation, the specific evaluation criteria, qualification and delivery dates) will be communicated through specific documents that will be available in the Educational Digital Ring (ADD), at the beginning of the teaching period of the subject, and they will be communicated on the first day of class to favor the strategic planning of the follow-up of the subject by the students.

Global test and second call

Students who have not completed the evaluable activities carried out throughout the course, which have an important weight in the grade, and want to take a single test to pass the subject or want to raise the grade of practices will be graded according to the evaluation regulations established by the University of Zaragoza, in a single test (100% final evaluation) to be held on the dates established by the center. This unique, written test will incorporate both theoretical elements (written exam under the same conditions as in the summative evaluation) and applied elements (practical cases to be solved on the day of the exam) from both the area of ??Sociology and Social Psychology, in such a way that As a whole, it allows verifying the achievement of competencies similar to those of the students who have followed the previous format.

Evaluation criteria of the global test

? 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 proper sequencing of ideas, differentiating data, theoretical contributions and personal assessments.
? The argumentation, reflection and depth of the proposals and their adaptation to the proposed exercise. Formal aspects including presentation and writing.

The second call will have the format of the final global evaluation if both parties are suspended. If the written test or supervised work evaluated are approved, your grade will be saved until the second call; if students do not want to opt to improve the final grade. If, while a part is approved, they opt for the global test to raise their grade, the best of the grades obtained will prevail, in any case.

F i f t h a n d s i x t h c a l l

The 5th and 6th call students 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 competencies, the student may choose either of these two options:

1. Continue teaching in the group-class in which you are enrolled if requested by the secretary on 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.

Important. Total or partial fraud or plagiarism in any of the evaluation tests will lead to the subject failing with the minimum grade, in addition to the disciplinary sanctions that the guarantee commission adopts for these cases.

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, autonomous work and assessment tasks. Students are expected to actively participate in class throughout the semester. Classroom materials will be available through Moodle. These include a repository of the presentations used in the lectures, 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 general presentation by the teaching staff of the general contents of the subject. In the practical sessions, the students will be divided into working groups. Therefore, expository methods will be combined with other more practical ones, as well as large group, small group and individual activities. Respecting the necessary methodological plurality, each teacher responsible for the subject will determine with their group(s) of students the treatment to be followed in each of the thematic nuclei, favoring the relationship with the Practicum.

4.2. Learning tasks

The program offered to the student to help him achieve the expected results includes the following activities: (1) expository sessions, (2) active learning methodologies, (3) preparation of works, (4) oral presentation and debate of works, (5) tutorials, and (6) use of group techniques (cognitive, conative and emotional) to energize the group-class. It will start from 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 of the University of Zaragoza (e.g., Web of Science, ScienceDirect, Scopus, ProQuest, Dialnet, etc.), articles, social networks, blogs, 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

The contents of the subject are aligned with the objectives of Sustainable Development, more specifically:

? Aim 3: Health and wellness (2.1; 2.2; 2.3)

? Aim 4: Quality Education (All)

? Aim 5: Gender equality (2.3, 4.2, 5.1. and 5.2)

? Aim 10: Reduction of inequalities (2.1; 2.2; 2.3)

? Aim 16: Peace, justice and strong institutions. (1.1; 2.1; 2.2; 2.3; 3.1; 4.2, 5.1, 5.2. 6.1, 6.2)

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

4.4. Course planning and calendar

The calendar of face-to-face sessions and presentation of works is communicated through the Digital Teaching Ring (ADD) at the beginning of the academic period of the subject. The subject is proposed with a mixed development system, with evaluable practical activities before the final exam and with a final test on the official dates planned by the center. The activities and key dates will be communicated at the beginning of the teaching period of the subject, either through the Digital Teaching Ring (ADD) or in a written document delivered by the teaching staff 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

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=63202>