

## 63329 - Educational guidance in the social, family and group context

### Syllabus Information

**Academic year:** 2023/24

**Subject:** 63329 - Educational guidance in the social, family and group context

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

**Degree:** 584 - Master's Degree in Teaching Compulsory Secondary Education

**ECTS:** 4.0

**Year:**

**Semester:** First semester

**Subject type:**

**Module:**

### 1. General information

The subject of Guidance in the Social, Family and Cultural Context is oriented to develop a sociological and psychosocial vision of the influence of the social context in the educational community from the role of school guidance in the context of secondary, high school, professional training and language, artistic and sports education in the management of the coexistence in the school. The subject consists of two integrated units, one formed by the sociological vision referring to the social and family context of the educational process and a second psychosocial one oriented to social interaction and group processes that favour conflict management and cooperation management in the classroom. The subject is developed at different levels of analysis, a societal level to understand the relationship between society and education, as well as the essential role of families and their link to the educational community, and a group level from which to understand the social behaviour (intra-interpersonal and intra-intergroup) of the group-class in the classroom, providing teachers with theoretical and practical elements for the management of coexistence in the educational context. This subject enhances the training of the counsellor in the management of a multicultural context, responding to the heterogeneity of the composition of the classroom, incorporating competencies and social skills that enhance communication, dialogue, conflict resolution and the promotion of a coexistence that promotes the development of individuals and organizations. The subject does not have previous recommendations to be taken. These approaches and objectives are aligned with the following Sustainable Development Goals (SDGs) of the United Nations Agenda 2030 (<https://www.un.org/sustainabledevelopment/es/>), in such a way that the acquisition of the learning results of the subject provides training and competence to contribute to some extent to their achievement: Goal 3: Health and wellness; Goal 4: Quality Education; Goal 5: Gender Equality; Goal 10: Reduction of inequalities; Goal 16: Peace, Justice and Strong Institutions

### 2. Learning results

In order to pass this subject, the student must demonstrate the following results:

1. To deepen the knowledge of the relationships between society and education and the understanding of the links between the social system and the educational subsystem
2. To deepen in the incidence of the different family contexts in education and in the valuation of the relationships between the school institution, the family and the community for the development of integral education.
3. To plan, apply and evaluate active, participative and collaborative teaching-learning methodologies appropriate to the group process, the relational structure and the interaction processes in the classroom
4. To deepen the knowledge of the elements, phases and agents involved in communication and in the application of this analysis to classroom interaction and to the design of social participation strategies that favour group coexistence and cooperation
5. To apply conflict resolution techniques and strategies favouring attention to equity, emotional and values education, equal rights and opportunities between men and women, and use them in the planning the resolution of conflictive cases in the educational context

### 3. Syllabus

#### **SOCIOLOGY**

1. Introduction
2. The socialization process

- 2.1. Multiple socializations
- 2.2. Primary socialization. Family configurations and relations with the educational system
- 2.3. Secondary socialization. Relationships among equals. Multiculturalism. Gender relations
3. Social determinants, inequalities and education.
4. Information society and education

## **SOCIAL PSYCHOLOGY**

5. Introduction. Classroom interaction and communication
6. The classroom as a group: analysis and dynamization of participatory group processes
  - 6.1- Group structure and processes.
  - 6.2- Dynamization of participatory group processes
7. Power relations in the classroom and in the educational community
  - 7.1- Leadership models
  - 7.2- Social influence processes
8. Basic interaction and communication processes for the management of diversity in the classroom (cultural, social and gender)
  - 8.1. Social perception
  - 8.2. Prejudices and stereotypes

## **4. Academic activities**

The working methodology of the subject combines the exposition of the general theoretical contents of the subject by the teaching staff, with practical sessions where directed work linked to the practical classes is carried out, both in large groups and in small groups or individually, in order to promote the applicability of the theoretical contents of the subject to the reality of the educational context. Each teacher responsible for the subject determines with the group of students the treatment to be followed in each of the thematic nuclei, respecting the necessary methodological plurality and favouring the relationship with the Practicum.

The learning activities incorporated in the teaching-learning process are: (1) expository sessions, (2) active learning methodologies, (3) elaboration of assignments, (4) oral presentation and discussion of assignments, (5) tutorials and, (6) use of group techniques (cognitive, conative and emotional) to dynamize the group-class.

Materials available in Moodle are used to work and relate theoretical content with case studies, group techniques linked to teaching practice and classroom interaction contexts. The schedule of classroom sessions and presentation of papers will be communicated through the Digital Teaching Ring (ADD) at the beginning of the teaching period.

The dates of final exams can be consulted on the web page of the different faculties that offer the degree program.

## **5. Assessment system**

The student must demonstrate achievement of the intended learning results through the following assessment activities:

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

1. **Evaluable activities during the teaching period (50% of the final grade):** Work related to practical classes and directed work. These tasks are carried out on the practical contents related with the knowledge of the theories, techniques, resources and tools of the subject and their application, both of the area of Sociology and Social Psychology in an equal manner. The students carry out the different practices as a group in the classroom on the topics covered in the areas of Sociology and Social Psychology. These practices are submitted before the written exam. In the practical part of the subject, a minimum of 5.0 must be obtained and a minimum of 80% of the practical sessions must be attended so that it can be averaged with the theoretical part. Student participation during the practical classes and the development of the work is a fundamental criterion for 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 the corresponding section)

2. **Final evaluation activities (50% of the final grade):** Written examination. The exam consists of questions of the Sociology and Social Psychology parts equally, being necessary to obtain a minimum of 5.0 on the exam so that it can be averaged with the practical part. The exam is a multiple-choice test (4 answer alternatives) in which only one of the options is valid. Correct questions count for 1 point out of the total number of questions available in the multiple-choice test. 0.33 is deducted for each error.

### **Grading criteria and requirements for passing the subject**

It is necessary that both parts (written exam and work related to the practical classes and directed work) are passed to pass the subject. The passing of one of the parts is saved until the second call.

The evaluation of the subject will take place at the end of the academic period according to the examination calendar set by the centre where the Master is taught

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

### **Global test and second call**

Students who have not completed or carried out the evaluable activities throughout the term must sit for a single test to pass the subject. Also those who wish to raise the grade of the practices. All of them will be graded according to the evaluation rules established by the University of Zaragoza, in a single test (100% of the final evaluation) to be held on the dates established by the centre. This single, written test incorporates 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) both in the area of Sociology and Social Psychology, in such a way that, as a whole, it allows to verify the achievement of competencies similar to those of students who have followed the previous format.

The second call has the format of the final global evaluation if both parts are failed. If the written test or the evaluable activities are passed, and the students do not want to improve their final grade, their grade will be saved until the second call. If a student passes a part of the subject and chooses to take the global test in order to obtain a higher grade, the best of the grades obtained will prevail, in any case.

#### **Fifth and sixth calls**

The 5th and 6th call students are 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 the competences of this subject, the student can choose either of these two options:

1. To continue teaching in the group-class in which they are enrolled if they request it in the secretary's office in due time.
2. To specify with the board the type of evaluation to be carried out (global or evaluable activities throughout the term and final test) and the specific development of each condition

It should be noted that the University of Zaragoza's Rules of Coexistence will apply to irregularities in the assessment tests through academic fraud, and article 30 of the Rules of Learning Assessment will also apply to irregular practices other than academic fraud.