

Academic Year/course: 2022/23

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

### Syllabus Information

**Academic Year:** 2022/23

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

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

**Degree:** 584 -

**ECTS:** 4.0

**Year:**

**Semester:** First semester

**Subject Type:**

**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 of the classroom.
5. Apply conflict resolution techniques and strategies that favor attention to equity, emotional and values ??education, 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:

- Objective 3: Health and wellness
- Objective 4: Quality education
- Goal 5: Gender equality
- Goal 10: Reduced inequalities
- Goal 16: Peace, justice and strong institutions

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

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

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 guidance role that must be assumed by secondary, baccalaureate, professional training and language, artistic and sports guidance teams.

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 implies that it is essential for all future counsellors. The subject 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, as well as the learning of psychosocial intervention techniques and 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 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

#### BASIC AND GENERAL COMPETENCES:

CG02 - 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 social and family psychological characteristics.

CG03 - Promote and tutor the student learning process, in a reflexive, critical way, based on the most relevant principles and theories about 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 of their 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 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.

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 knowledge and ultimate reasons that support them to specialized and non-specialized audiences in a clear and unambiguous way.

CB10 - 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:

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

CT02 - Ability to integrate and apply knowledge to form judgments and solve problems.

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 colleagues and other people

#### SPECIFIC COMPETENCES:

CEOE01 - Know the psycho-pedagogical 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 in order to carry out the necessary advice in each case

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

CEOE04 - Develop the skills and techniques necessary to be able to adequately advise families about 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 necessary actions for better attention to students

CEOE16 - Know the processes of curricular development 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 (Infant, Primary, Secondary, Vocational Training and Baccalaureate) and, where appropriate, the Academic and Professional Guidance Plan

CEOE18 - Advise and collaborate with the teaching staff in the review and improvement of the teaching and learning and evaluation processes, and put them into practice in the event 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 information strategies and plans and career guidance 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 counseling services that operate at the different levels of the educational system (Infant, Primary, ESO, FP and Baccalaureate)

CEOE24 - Identify demands, establish objectives and participate in the design of intervention plans in accordance with 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 who intervene 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 a coordinated intervention

CEOE27 - Know and value psychopedagogical diagnosis techniques

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

CEOE29 - Knowing how to apply preventive programs with a socio-community scope

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

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

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

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

## 2.2. Learning goals

1. 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. Delve into the incidence of the different family contexts in education and in the assessment of the relationships between the school, 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 interaction processes in the classroom.
4. Deepen the knowledge of the elements, phases and agents involved in communication and in the application of said analysis to interaction in the classroom and the design of social participation strategies that favor coexistence and group cooperation.
5. Apply conflict resolution techniques and strategies that favor attention to equity, emotional and values ??education, equal rights and opportunities between men and women and use them when planning the resolution of conflictive cases in the educational context.

## 2.3. Importance of learning goals

They provide knowledge of the context in which their work as a counselor 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 counselor'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 promotes the development of people and organizations.

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

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

1. The evaluation of the student will be summative with assessable activities during the teaching period and a final test:
2. Written exam: In the theoretical part, mastery of 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.
3. Works linked to the practical classes and directed work: The supervised work is 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. Students 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. The participation of the students during the practical classes, and the development of the work 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).

#### Global test and second call

Students who have not completed or passed 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 the qualification of the practices, they will be qualified 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.

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 one part is approved, they opt for the global test to upload, the best of the grades obtained will prevail, in any case.

#### Fifth and sixth call

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:

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

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 suspension of the subject 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. The approach, methodology and evaluation of this guide is prepared to be the same in any teaching scenario. They will be adjusted to the socio-sanitary conditions of each moment, as well as to the indications given by the competent authorities.

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, carried out in a small group, the contents of the subject will be

worked on 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 its reality through the instruments with which we work in the theoretical perspectives of the subject.

Therefore, expository 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 achieve the expected results includes the following activities:

- Exhibition sessions
- Active learning methodologies
- Elaboration of works
- Oral presentation and discussion of papers
- tutorials

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 Sustainable Development Goals, more specifically:

Objective 3: Health and wellness (2.1; 2.2; 2.3)

- SDG 4: Quality Education (All)
- SDG 5: Gender equality (2.3, 4.2, 5.1. and 5.2)
- SDG 10: Reduced inequalities (2.1; 2.2; 2.3)
- SDG 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 Society and Education
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. Relationships between equals. Multiculturality. gender relations
3. Social determinants, inequality and education

## SOCIAL PSYCHOLOGY

Introduction: Interaction and coexistence in the relations of educational centers

1. Basic processes of interaction and communication for the management of diversity in the classroom (cultural, social, gender, functional...)
  - 1.1. Perception and social attribution
  - 1.2. Prejudices and stereotypes
2. The classroom as a group: analysis and dynamization of participatory group processes
  - 2.1. Structure, processes and group results.
  - 2.2. Dynamization of participatory group processes
3. Power relations in the classroom and in the educational community
  - 3.1. Leadership models
  - 3.2. Social influence processes

## 4.5. Bibliography and recommended resources

<https://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=63329>