26502 - Sociology and Social Psychology of Education

Syllabus Information

Academic Year: 2019/20

Subject: 26502 - Sociology and Social Psychology of Education

Faculty / School: 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

Degree: 302 - Degree in Nursery School Education

301 - Degree in Nursery School Education

303 - Degree in Nursery School Education

ECTS: 6.0

Year: 1

Semester: Second semester

Subject Type: Basic Education

Module: ---

1.General information

1.1.Aims of the course

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

The subject "Sociology and Social Psychology of Education" has as its fundamental objective that the student knows the fundamental processes and elements that shape human behavior in today's society: changing and multicultural; Be able to analyze these processes in order to have more adequate relationships with families, at school and in other social groups, from a personal and professional point of view.

1.2.Context and importance of this course in the degree

The teacher qualification prepares the student to know the characteristics of the elementary students, their development and evolution, as well as the main psychological and didactic theories that will facilitate the educational task. This subject, together with "Social and intercultural education", is part of the subject. It provides the student with an understanding of the context in which the educational event will take place. It also provides tools to analyze the interpersonal relationships that occur, both within the school and with the different social agents that contribute to education, as well as strategies and resources to prevent conflicts and improve these relationships.

1.3.Recommendations to take this course

Being a subject of first year and first semester, it has no special recommendations. It is the first contact of future teachers with the sociology and social psychology of education and their contributions to understand the relationships between society, family and school.

2.Learning goals

2.1.Competences

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

GENERAL COMPETENCES

CG3 - Design and regulate learning spaces in contexts of diversity and that address gender equality, equity and respect for human rights, which conform the values ??of citizenship education.

CG4 - Promote coexistence in the classroom and outside it, solve problems of discipline and contribute to the peaceful resolution of conflicts. Stimulate and value the effort, perseverance and personal discipline in the students.

CG5 - Reflect in a group about the acceptance of norms and respect for others. Promote the autonomy and uniqueness of each student as factors of education of emotions, feelings and values ??in early childhood.

CG10 - Understand the importance of the teacher's work in order to act as mediator and counselor of parents in relation to family education in period 0-6, and to master social skills in the treatment and relationship with the family of each student and with all the families

CG11 - Reflect on classroom practices to innovate and improve teaching. Acquire habits and skills for autonomous and cooperative learning, and promote it in students and teachers. Select the most appropriate educational resources for each situation

TRANSVERSAL COMPETENCES

CT4 - Attend to the uniqueness of different professional contexts.

CT6 - Work in a team being able to exercise different roles within the group.

CT14 - Search, manage, process, analyze and communicate information effectively, critically and creatively.

SPECIFIC COMPETENCES

CE1 - Understand the educational and learning processes in period 0-6, in the family, social and school context

CE6 - Know the pedagogical dimension of interaction with peers and adults and know how to promote participation in collective activities, cooperative work and individual effort

CE10 - Create and maintain communication links with families to effectively influence the educational process

CE11 - Know and know how to exercise the functions of tutor and counselor in relation to family education

CE12 - Promote and collaborate in actions inside and outside the school, organized by families, town councils and other institutions with an impact on citizen education

CE13 - Analyze and critically incorporate the most relevant issues of current society that affect family and school education: social and educational impact of audiovisual languages ??and screens; changes in gender and intergenerational relationships; multiculturality and interculturality; discrimination and social inclusion and sustainable development

CE14 - Know the historical evolution of the family, the different types of families, lifestyles and education in the family context

CE19 - Understand that the daily dynamics in early childhood education is changing depending on each student, group and situation, and know how to be flexible in the exercise of the teaching function

CE21 - Know how to work as a team with other professionals inside and outside the center in the care of each student, as well as in the planning of teaching-learning sequences and in the organization of work situations in the classroom and in space of game, identifying the peculiarities of period 0-3 and period 3-6

CE29 - Value the importance of teamwork

CE32 - Value the personal relationship with each student and his family as a quality factor in education

2.2.Learning goals

Learning results that define the subject

The student:

1. Identifies and analyses critically the most relevant questions of current society that concern family and school education.
2. Values the basic cultural elements as a way of comprehending one's own culture and other cultures that coexist in the same society.
3. Knows and values critically the process of socialisation of the individual and the social factors that contribute to the construction of the personal identity and the gender which we identify with.
4. Knows and is capable of analyzing the basic psychosocial elements of the process of social interaction.
5. Identifies and analyzes critically the stereotypes, prejudices, etc. as factors that influence the process of social interaction, as well as their consequences in the areas of family, school and social conflicts, being capable of proposing strategies to overcome them.

2.3.Importance of learning goals

The educational fact takes place in a social context that the professional future of teaching must equip itself with instruments to be able to know and to analyze critically the elements that characterize the sociofamiliar and cultural context in which the student lives and learns.

Being introduced into the keys of the process of socialization of the individual and of the social factors that contribute to the construction of personal and gender identity, as well as knowledge of the family system, will allow the future teacher to better understand its functioning and be able to intervene in appropriate form.

We must also bear in mind that the educational process is largely developed in a group, so deepening the basic psychosocial elements of social interaction will provide useful tools to work with groups and promote cooperative interactions among students, between the companions, with the families and with the different social agents that intervene in the educational event.

3.Assessment (1st and 2nd call)

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

The student must demonstrate that he/she has achieved the expected learning outcomes through the following assessment

activities:

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

1. Written exam: Questions with four possible answers in which only one of them is valid

2. Tutored work: The tutored work will consist of different practices carried out in a group in the classroom on the topics dealt with in the areas of Sociology and Social Psychology. These practices will be presented before the written exam. For the evaluation of the form and content of the practices, the application of the knowledge acquired by the students in the Digital Competence Course organized by the library of the Faculty of Education will be taken into account.

Evaluation criteria

Qualification criteria and requirements to pass the subject

Each one of the evaluation activities will participate in the final grade of the subject in the following proportion:

1. Written exam: 70% of the final grade.

2. Tutored works: 30% of the final grade.

It is necessary to pass both parts to pass the course. The pass of one of the parts is saved until the second call (in Zaragoza).

Global test and second call

Students who have not completed or completed the evaluable activities carried out throughout the course and that have a significant weight in the qualification, will be qualified, according to the evaluation norm established by the University of Zaragoza, in a single test (100% of final evaluation) to celebrate on the official dates established by the center. This unique, written test will incorporate both theoretical and applied elements, so that as a whole they can verify the achievement of skills 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 parts are failed. If the written test or the evaluable activities are approved their grade will be saved until the second call if the students do not want to opt to improve the final grade. If, being an approved part, students opt for the global test to raise the grade, they will obtain the qualification 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 to accredit the achievement of the competences of the same, the student / a can opt for any of these two options:

1. Continue teaching in the group-class in which you are enrolled if you request it in secretary in time.

2. Specify with the tribunal the type of evaluation to be carried out (global or evaluable activities throughout the course and final test) and the concrete development of each condition.

4.Methodology, learning tasks, syllabus and resources

4.1.Methodological overview

The learning process that has been designed for this subject is based on the following:

This subject is organized in such a way that the activities in a large group are combined with those of smaller groups and one visit to a school (in the city of Zaragoza). In the first case, the general contents of the subject that will be worked in greater depth in the sessions of small group through the work of cases, exhibitions, recensions of books or articles closely related to the subject, debates, group dynamics and other techniques that allow the assimilation of the theoretical-practical contents. From the visit to the educational center we will analyze their reality through the instruments with which students work in the theoretical perspectives of the subject.

Therefore, expository methods will be combined with more practical ones, as well as activities in a large group, small groups and individuals.

4.2.Learning tasks

The program offered to the student to help him/her to achieve the expected results includes the following activities ...
It will consist of the elaboration of a work in group, raised based on the subjects that have been studied in the theory, applied to the reality of school of early childhood and primary education, including visits organized to the same one in school schedule, the study of reference documents, field work, etc. The questions raised will refer both to the sociology part and to the field of social psychology

4.3.Syllabus

I. SOCIAL CHANGES AND EDUCATION

1. Culture and Socialization. Social functions of Education: between reproduction and transformation

2. Information Society and new educational changes

3. Family Models and their influence on education

II. SOCIAL INEQUALITIES AND EDUCATION

1. Introduction: Social Inequalities and Education

2. Multiculturalism, racism and school. Social context and school segregation

3. Prevention of bullying and gender violence in the school from the socialization

III. CONTRIBUTIONS FROM THE SOCIOLOGY OF EDUCATION TO SOCIAL TRANSFORMATION

1. Sociological approaches

2. Successful educational practices derived from these approaches

IV. INTERACTION IN THE CLASSROOM IN GROUPS

1. Group structure
2. Group processes
3. Work in small groups in the classroom
4. Group techniques

V. POWER RELATIONSHIPS IN THE CLASSROOM AND IN THE EDUCATONAL CENTRE

1. Leadership
2. Processes of social influence

VI. PROCESSES OF INTERACTION: FACTORS THAT INFLUENCE AND DETERMINE

1. Social perception and social attribution
2. Stereotypes and prejudices

VII. SOCIAL AND PERSONAL IDENTITY

1. Social construction of personal identity. The theory of social identity. The construction of gender identity

4.4. Course planning and calendar

For further details concerning the timetable, classroom and further information regarding this course please refer to the Facultad de Educación de Zaragoza website (http://educacion.unizar.es/); the Facultad de Ciencias Humanas y Sociales de Teruel website (https://fcsh.unizar.es/) and the Facultad de Ciencias Humanas y de la Educación de Huesca (https://magister.unizar.es/)

The subject is proposed with a mixed development system, with evaluable activities throughout the course and with a final test on the official dates provided by the center. The activities and key dates will be communicated at the beginning of the academic term of the subject, either through the Digital Teacher Ring (ADD) or in a written document delivered by the faculty 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

[BB: Basic bibliography / BC: Complementary bibliography]

BB Aprendizaje cooperativo en las aulas : Fundamentos y recursos para su implantación / Juan Carlos Torrego, Andrés Negro (coords.) Madrid : Alianza, D. L. 2012

BB Aprendizaje dialógico en la sociedad de la información : Adriana Aubert ... [et al.] . - 1ª ed. Barcelona : Hipatia, D. L. 2008

BB Bourdieu, Pierre. Capital cultural, escuela y espacio social / Pierre Bourdieu ; compilación y traducción Isabel Jiménez . - 8ª ed. en español México : Siglo Veintiuno editores, 2008

BB Castells, Manuel. La era de la información : economía, sociedad y cultura. Vol. 1, La sociedad red / Manuel Castells . 3ª ed., 2ª reimp. Madrid : Alianza, 2005 (reimp. 2011)

BB Castells, Manuel. La era de la información : economía, sociedad y cultura. Vol. 2, El poder de la identidad / Manuel Castells. 2ª ed. Madrid : Alianza Editorial, 2003

BB Castells, Manuel. La era de la información : economía, sociedad y cultura. Vol. 3, Fin de milenio / versión castellana de Carmen Martínez Gimeno y Jesús Alborés . 4ª ed. Madrid : Alianza, 2006

BB Educación intercultural : análisis y resolución de conflictos / Colectivo AMANI ; Beatriz Aguilera Reija ... [et al.] . - 7ª ed. Madrid : Catarata, D. L. 2009

BB Guerrero Serón, Antonio. Manual de sociología de la educación / Antonio Guerrero Serón . 2a reimp. Madrid : Síntesis, 2007

BB Introducción a la psicología social / Tomás Ibáñez Gracia (coord.) ; Mercè Botella i Mas ... [et al.] . - 1a. ed. Barcelona : UOC, 2004

BB Pallarés Martí, Manuel. Técnicas de grupo para educadores / Manuel Pallarés . - 8a. ed., 12a. reimp. Madrid : ICCE, 2007

BB Sociedad, familia, educación : una introducción a la sociología de la educación / Antonio Trinidad Requena, Javier Gómez González (coordinadores) ; [autores] Francisco Entrena Durán ... [et al.] . Madrid : Tecnos, [2012]

BB   Vivas Elias, Pep. Dinámica de grupos / Pep Vivas i Elias, Jesús Rojas Arredondo, M. Eulàlia Torras Virgili. Barcelona : UOC Universitat Oberta de Catalunya , 2009 [Accesible a través de la Web. Ver URL]

BC   Beck-Gernsheim, Elisabeth. La reinvención de la familia : en busca de nuevas formas de convivencia / Elisabeth Beck-Gernsheim ; [traducción de Pedro Madrigal] Barcelona : Paidós, D.L. 2003. p.p 11-81

BC   Canto Ortiz, Jesús M.. Psicología de los grupos : estructura y procesos / Jesús M. Canto Ortiz Archidona : Aljibe, D.L. 1998

BC   Farré Salvá, Sergi. Gestión de conflictos : taller de mediación: un enfoque socioafectivo / Sergi Farré Salvá . - 1ª ed., 4ª reimpr. Barcelona : Ariel, 2010

BC   Flecha, A. (2012). Educación y prevención de la violencia de género en menores. Géneros : Multidisciplinary Journal of Gender Studies. 1(2), 188-211 [Acceso a texto completo. Ver URL]

BC   Flecha, R. y Soler, M. (2013). Turning difficulties into possibilities: engaging Roma families and students in school through dialogic learning. Cambridge journal of education, 43(4), 451-465 [Acceso a texto completo a través de Proquest y AlcorZe. Ver URL]

BC   Inmigración, contexto familiar y educación : procesos y experiencias de la población marroquí, ecuatoriana, china y senegambiana / Silvia Carrasco (coordinadora); Beatriz Ballestín ... [et al.] . - 1a. ed. Barcelona : Universitat Autònoma de Barcelona, Institut de Ciències de l'Educació, D.L. 2004

BC   Molina, F. (2010). Educación inclusiva y convivencia intercultural : Presente y futuro. Revista de la Asociación de Sociología de la Educación, 3(1), 41-53 [Acceso a texto completo. Ver URL]

BC   Ovejero Bernal, Anastasio. Psicología social : algunas claves para entender la conducta humana / Anastasio Ovejero Bernal Madrid : Biblioteca Nueva, 2010

BC   Redorta, Josep. Emoción y conflicto : aprenda a manejar las emociones / Josep Redorta, Meritxell Obiols, Rafel Bisquerra Barcelona : Paidós, 2006

URLs:

Flecha, A. (2012). Educación y prevención de la violencia de género en menores. Géneros : Multidisciplinary Journal of Gender Studies. 1(2), 188-211
[https://dialnet.unirioja.es/servlet/articulo?codigo=3986914]

Flecha, R. y Soler, M. (2013). Turning difficulties into possibilities: engaging Roma families and students in school through dialogic learning. Cambridge journal of education, 43(4), 451-465
[http://search.proquest.com/?accountid=14795]

Molina, F. (2010). Educación inclusiva y convivencia intercultural : Presente y futuro. Revista de la Asociación de Sociología de la Educación, 3(1), 41-53
[https://dialnet.unirioja.es/servlet/articulo?codigo=3110506]

Rojas, A., Torras, E., Vivas i Elias, P. (2009). Dinámica de grupos. Barcelona: UOC
[http://ocw.uoc.edu/psicologia-y-ciencias-de-la-educacion/dinamica-de-grupos]