

MODULE	COURSE	ACADEMIC YEAR	SEMESTER	CREDITS ECTS	TYPE				
Society, family and education	Sociology of Education	1º	1º	6	Basic Formation				
LECTURERS		CONTACT (Postal Address, telephone, email, office)							
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		<p>Office hours</p> <p>Mar Venegas 1º cuatrimestre: Lunes 11.30 - 14.30, 15.30 - 16.30 Miércoles 12.30 - 14.30</p> <p>Patricia Sánchez-Muros 1º cuatrimestre: Thursday 11.30-14.30 (office 504 Faculty of Education Sciences) Friday 10.30 - 13.00 (office 1 attic Faculty of Political Sciences and Sociology)</p>							
GRADE: PRIMARY TEACHER TRAINING, BILINGUAL GROUP									
RECOMMENDATIONS									
Students are encouraged to follow the everyday matters, news and events through the media, with particular regard to the issues related to education.									

BRIEF DESCRIPTION OF CONTENTS (ACCORDING TO VERIFICATION MEMORY OF THE GRADE)

- Basic concepts and processes of Sociology
- Socialization, subjectivation and agents
- Social changes and its influence on contemporary education processes
- Education, equality and social structure
- School, education and social context
- The school as part of the social network and the community

GENERAL AND SPECIFIC COMPETENCES

General competences (C4-C12)

- To design and to regulate learning spaces within diversity contexts in order to look at gender equality, equity and respect to human rights according to citizen formation values (C4)
- To promote the coexistence both inside and outside the classroom, to resolve discipline problems and to contribute to the pacific resolution of conflicts. To stimulate and to value students' effort, constancy, and personal discipline (C5)
- To know primary school organization and the diversity of actions the running of the school involves. To perform tutorship and guidance with students and their families according to their particular educational needs. To assume that teaching must be improved and adapted to scientific, pedagogic and social changes throughout life (C6)
- To collaborate with all the agents of education community and social environment. To assume the educational dimension of teaching and to promote democratic education for an active citizenship (C7)
- To maintain a critical and autonomous relationship with knowledge, values and social public and private institutions (C8)
- To value individual and collective responsibility in the achievement of a sustainable future (C9)
- To reflect on classroom practices in order to innovate and improve teaching. To acquire habits and skills for autonomous and cooperative learning and to promote it among students (C10)
- To know the technologies of information and knowledge and to apply it in the classroom. To select audiovisual information that contributes to learning, civic formation and cultural richness (C11)
- To understand the function, possibilities and limits of education nowadays, as well as the fundamental competences that affect primary school and its professionals. To know models of quality improvement applicable to school (C12)

Specific competences

- To promote and collaborate in inside and outside the school actions organised by families, town halls and other institutions with an incidence on citizen formation (CDM3.3).
- To analyse and incorporate in a critical way the most relevant issues of contemporary society that affect to family and school education: social and educational impact of audiovisual and screen languages; gender and intergenerational relationships changes; multiculturalism and interculturalism; discrimination and social inclusion and sustainable development (CDM3.4)
- To know the historical evolution of the family, the different types of family and life and education styles within the family context (CDM3.5)

OBJECTIVES (EXPRESSED AS EXPECTED RESULTS OF TEACHING)

- To understand and know how to use basic terminology and methodology in Sociology of Education
- To know and analyse organizations, institutions and education and formation systems as social, cultural and historical



- products, as well as their impact on particular school practices, policies and legislation at the autonomic, national and international levels
- To analyse critically contemporary society and its relation to education within the family, the school, and other agencies of socialization and relevant social spaces nowadays
 - To study and analyse the social context of educational agents, with special attention to students and teachers, school and other institutions involved in learning
 - To analyse the learning role of the family
 - To analyse and interpret relations of gender, social class, ethnicity, culture and religion, which influence learning processes
 - To study and analyse vulnerability, risk and social exclusion in education
 - To study and analyse audio-visual languages and its influence on education in the period of age 6-12
 - To acquire working habits and attitudes of collaboration, respect and intellectual rigor, which enable to the development of actions with other professionals and people who intervene in learning processes and situations

TOPICS

THEORETICAL TOPICS:

TOPIC 1. THE SOCIOLOGICAL STUDY OF EDUCATION

TOPIC 2. EDUCATION, SOCIALIZATION, SUBJECTIVATION. BECOMING A SUBJECT

TOPIC 3. OTHER KEY ISSUES OF CONTEMPORARY SOCIETY THAT INFLUENCE EDUCATION

TOPIC 4. SOCIAL STRUCTURE AND SOCIAL INEQUALITY. SOCIAL CLASS, GENDER, ETHNICITY AND DIVERSITY

TOPIC 5. TEACHERS

TOPIC 6. SOCIOLOGY OF THE FAMILY

TOPIC 7. SCHOOL AND COMMUNITY. THE EDUCATING CITIES.

TOPIC 8. SOCIOLOGY OF CHILDHOOD AND ADOLESCENCE

PRACTICAL TOPICS

- *Monographic seminars* on the issues established by the theoretical topics. The aim of these seminars is to deepen and analyse these issues in the context of the subject. The topics will be pre-selected and proposed by the lecturer.
- *Group practices*: the group could be the unit of work in either the seminars themselves or any other kind of practices. This methodology seeks to support cooperative work in the class group.
- *Autonomous work of students* (very important): the ECTS methodology has its mainstay in the personal and autonomous work of students. Being a student means to execute the action of studying as self-active initiative. This new model consists of being an agent of training and learning practices. Thereby, students are encouraged to search for information in journals and other readings; to analyse and synthesise texts to make conceptual maps; to consult related



web sites; to promote self-critical reflection regarding the family, school and media; and to develop presentations in the classroom.

RELEVANT BIBLIOGRAPHY IN SOCIOLOGY OF EDUCATION

BASIC READINGS

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- Bulle, Nathalie. *Sociology and Education: Issues in Sociology of Education*. Bern: Peter Lang, 2008
- Elliot, Anthony (ed.) *Contemporary Social Theory: an Introduction*. London: Routledge, 2014.
- Hallinan, Maureen T. (ed.) *Handbook of the Sociology of Education*. Boston, MA: Springer Sience & Business Media, LLC., 2006
- Sadovnik, Alan R. (ed.) *Sociology of Education: A Critical Reader*. New York: Routledge, 2011
- Saha, Lawrence J. (ed.) *International Encyclopedia of the Sociology of Education*. Oxford: Pergamon, 1997

ELECTRONIC JOURNALS AND RESOURCES

- British Journal of Sociology of Education
International Studies in Sociology of Education
Sociology of Education
Sociology of Education Abstracts
Educational Policy
Journal of Educational Policy

FURTHER READINGS IN SPANISH AND ENGLISH

- AA. VV. (2009) Escuela y territorio. Experiencias desde los centros y desde la comunidad. Barcelona: Graó.
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RECOMMENDED LINKS

- Agencia Andaluza de Evaluación: <http://www.agae.es/>
- Asociación de Sociología de la Educación (de España): <http://www.ase.es> Se puede consultar en ella la RASE (Revista de la Asociación), especializada en Sociología de la Educación.
- Boletín CIDE de temas educativos: <http://www.educacion.es/cide/jsp/plantilla.jsp?id=pub04>
- Centro de Estudios Andaluces: <http://www.centrodeestudiosandaluces.es/>
- Centro de Investigación y Documentación Educativa: <http://www.educacion.es/cide/index.htm>
- Centro de Investigaciones Sociológicas (CIS): <http://www.cis.es>
- Consejería de Educación de la Junta de Andalucía: <http://www.juntadeandalucia.es/educacion/>
- Fundación Alternativas: <http://www.falternativas.org/>



- Fundación Encuentro: <http://www.fund-encuentro.org/>
- Fundación FOESSA: <http://www.foessa.org/>
- Fundación FUHEM: Centro de Investigación para la Paz (CIP): <http://www.fuhem.es/>
- Instituto Andaluz de la Juventud: <http://www.juntadeandalucia.es/institutodelajuventud/patiojoven/iaj/portada>
- Instituto de Estudios Sociales Avanzados (IESA): <http://www.iesa.csic.es/es/index.php>
- Instituto de Evaluación del Ministerio de Educación: <http://www.institutodeevaluacion.mec.es/>
- Instituto de la Juventud (Injuve):

<http://www.injuve.migualdad.es/injuve/menus.sitemap.action?mimenu=Mapa%20del%20sitio>
- Instituto de la Mujer: <http://www.inmujer.migualdad.es/mujer/>
- Instituto Nacional de Estadística (INE): <http://www.ine.es/>
- Ministerio de Educación: <http://www.educacion.es/portada.html>
- Observatorio de la Infancia en Andalucía: <http://www.juntadeandalucia.es/observatoriodelainfancia/oia/esp/>
- Observatorio Social de España: <http://www.observatoriosocial.org/ose/>
- Red de Bibliotecas Virtuales de Ciencias Sociales de América Latina y el Caribe de la red CLACSO: <http://www.biblioteca.clacso.edu.ar/>
- Nómadas. Revista Crítica de Ciencias Sociales y Jurídicas: <http://www.ucm.es/info/nomadas/>
- Educating city: <http://www.educationcity.com/>

METHODOLOGY

The teaching methodology is established by the objectives of this subject:

To develop innovative teaching techniques and strategies, to favour a teaching based on the active participation of university students. In doing so, the Seminar set-up is the most appropriate space. The Seminars are defined as participatory and reflective spaces to deepen and fix the theoretical knowledge that will be worked on within the Medium Group in the theoretical lessons. This establishes continuity and coherence between theoretical and practical lessons, as well as tutorship.

Improvement for students coming from this methodology:

- Active, reflexive and critical participation of all the agents of the group
- The capacity of getting involved across the process, of becoming responsible of the commitments of each part of the group (lecturer and students), and of giving visibility to their voices, opinions and interests

A) STUDENTS' IN-ATTENDANCE SESSIONS

1. Magisterial lesson (Theoretical-expository lectures in the Middle Group)

Description: lecturer's exposition of the key theoretical and methodological contents outlined in the theoretical topics. The aim is to facilitate students' understanding of complexity and to orientate students' reflexivity and analysis based on the compulsory readings of each topic.

Magisterial lessons are expository only. They will take two hours a week. To get the most out of these lessons, weekly reading the accompanying materials to each will be compulsory.

2. Seminars and practical activities

2.1. Seminars



They are monographic sessions on topics to be analysed within the context of Sociology. The issues will be previously chosen and proposed by the lecturer.

The lecturer will define both the issues and the objectives and she/he will determine those that will be elaborated and exhibit to the class group by the small working groups in order to be discussed afterwards. The lecturer will orientate and supervise the whole process of work.

The seminars are designed in the methodology of work to strengthen the theoretical contents of the course and extend learning to reach other resources and techniques. In the seminars, it is essential to have read the compulsory reading of its corresponding topic. Only preliminary reading of the subject enables the proper work in the seminars.

The seminars are based on the Small Group, which in turn is divided into smaller working groups. The working groups will consist of four people and will remain fixed throughout the semester. The working groups will be created at the beginning of November. Attending the seminars is compulsory.

2.2. Practices.

The working groups of the seminars can also perform more practical activities, with guidelines developed by the lecturer, and focus on key aspects of the subject topics.

B) STUDENTS' NOT-IN-ATTENDANCE ACTIVITIES

3) Individual not-in-attendance activities (study and autonomous work)

Autonomous work among students: search of information in indexed journals both in paper and in electronic format, readings, analysis, synthesis of text, concept mapping, visit to web sites, analysis and critical reflection on data and reports on the family, school and media, development of activities and exhibitions in the classroom, other work of individual/autonomous nature.

4) Group not-in-attendance activities (Group study and work)

These activities involve reflection, discussion, debate and writing suitable reports by all members of the working group.

5. Academic tutorship

Individual/Group regular meetings between lecturer and students to guide, to oversee and to orientate the various academic proposals. Some of these meetings can take place virtually.

C) GROUP WORK

The goal is to reach a sociological view and training regarding the Primary Teachers' Training needs.

In so doing, the class will be divided into groups of 5 people maximum.

Students' assessment is continuous. Seminars attendance is compulsory. The final evaluation of each student will consist of the sum of the two parts involved (see evaluation section below). Attendance will determine the evaluation of personal work and results, as well as the realisation of all the proposed activities, and the achievement of competences and the quality of these activities.

ASSESSMENT (EVALUATION INSTRUMENTS, EVALUATION CRITERIA AND PERCENTAGE OF THE FINAL GRADE)

In order to evaluate the acquisition of content and skills to be developed in this subject, we will follow a diversified evaluation system. **Since evaluation is on-going and attendance is compulsory**, both aspects will be essential in the work of each student.

To pass the course, **it is crucial to have approved every item of the assessment**. To assess each of these aspects, the evaluation instruments will be as follows:



- 1) Written exam: test on the mastery of theoretical and practical contents of the programme.
- 2) Group work

The Faculty assigns the date of the exam. The group work essay will be uploaded on Prado this same date, students will have until 23.59h of that date to do it. Just one essay by group will be uploaded

The final rating will collect the overcoming of the two sections of the assessment independently. **Students must pass each section to pass the course.** The weight of each one of them is the following:

- section 1: 50%
- section 2: 50%

MIND THAT: attendance is compulsory and evaluation is on-going. **Only 3 justified nonattendances** are allowed. Overcoming 3 nonattendances will directly lead students to the final one-shot evaluation with no consideration of on-going work for the subject.

IMPORTANT: FINAL ONCE-ONLY ASSESSMENT

ONE-SHOT EVALUATION (*Artículo 8. Evaluación única final en convocatorias ordinaria y extraordinaria*). According to the article 8 of the UGR regulations on students' evaluation and scoring (Normativa de evaluación y de calificación de los estudiantes de la Universidad de Granada), if a student can not follow the standard evaluation system set by the professor s/he has to apply electronically within the first two weeks of class to the head of the Department stating the reasons why that change is demanded.

SPECIAL CIRCUMSTANCES EVALUATION (*Artículo 9. Evaluación por incidencias*). According to the article 9 of the UGR regulations on students' evaluation and score system (Normativa de evaluación y de calificación de los estudiantes de la Universidad de Granada), if a student can not take any of the regular and/or extraordinary exams the date initially set by the professor, they will have to apply electronically to the head of the department for another date stating the reasons and including the necessary documentation that verify the argued circumstances.

In both cases, the evaluation will consist of a single exam on the official date with all the subject matter. It will have a part of multiple-choice or short questions and another part of development questions.



SCENARIO A (ON-CAMPUS AND REMOTE TEACHING AND LEARNING COMBINED)	
TUTORIALS	
TIMETABLE (According to Official Academic Organization Plan)	TOOLS FOR TUTORIALS (Indicate which digital tools will be used for tutorials)
<p>Mar Venegas <i>1º cuatrimestre:</i> Lunes 11.30 - 14.30, 15.30 - 16.30 Miércoles 12.30 - 14.30</p> <p>Patricia Sánchez-Muros <i>1º cuatrimestre:</i> Thursday 11.30-14.30 (office 504 Faculty of Education Sciences) Friday 10.30 - 13.00 (office 1 attic Faculty of Political Sciences and Sociology)</p>	<p>The tutorials will take place on Google - Meet platform. All the contents of the subject will be available on PRADO.</p> <p>Contact with professors will be possible through PRADO and the UGR email.</p> <p>For the tutorials, each teacher will provide a link to the virtual room on PRADO when the course begins.</p> <p>Professors will meet students (either face-to-face or virtually) only during their tutoring hours.</p> <p>Students are requested to be very aware of professor's communication and indications on PRADO.</p>
MEASURES TAKEN TO ADAPT TEACHING METHODOLOGY	
<p>Face-to-face activities will be organized in stable groups, according to the group structure approved by the Faculty. Group size will be determined by the health authorities restrictions and the capacity of the rooms for teaching.</p> <p>If necessary, it will be prioritized that the practical lectures (seminars) are face-to-face.</p> <p>The training sessions will always follow the schedule set by the Faculty. Face-to-face sessions will take place in the classroom, and if they are online they will be synchronous and also at the same schedule set by the Faculty. The latter will be developed through videoconferences and / or sessions on the platforms that the university makes available to faculty and students. Likewise, PRADO will be used.</p> <p>To access the videoconferences it will be compulsory to use the official account of the UGR: non-UGR users will not be admitted.</p>	
MEASURES TAKEN TO ADAPT ASSESSMENT (Instruments, criteria and percentage of final overall mark)	
<p>Ordinary assessment session</p> <p>Practical part of the course (seminars): the group work will be delivered on PRADO on the official dates established by the University (50% of the final mark).</p> <p>Assessment of the theoretical contents: the individual written test will be face-to-face if health situation allows it. If not, it will be replaced by a test to be carried out either on PRADO or on other platforms enabled by the UGR. On PRADO, professors will give the pertinent indications for the completion of this test (50% of the final mark)</p>	
<p>Extraordinary assessment session</p> <p>Given that this course is subject to continuous evaluation, the extraordinary call will consist of repeating the part of the course that has not been passed in the ordinary call, keeping the part passed for the extraordinary call. Those</p>	



who have not passed any part will have to repeat both. The procedure for each part will be the same as in the ordinary call, as well as the distribution of the mark.	
Single final assessment	
It will consist of a final written test on all the subject matter, face-to-face, if the health situation allows it, or on PRADO or any other device that the UGR enables. This test will suppose 100% of the final mark.	
SCENARIO B (ONCAMPUS ACTIVITY SUSPENDED)	
TUTORIALS	
TIMETABLE (According to Official Academic Organization Plan)	TOOLS FOR TUTORIALS (Indicate which digital tools will be used for tutorials)
Mar Venegas <i>1º cuatrimestre:</i> Lunes 11.30 - 14.30, 15.30 - 16.30 Miércoles 12.30 - 14.30 Patricia Sánchez-Muros <i>1º cuatrimestre:</i> Thursday 11.30-14.30 (office 504 Faculty of Education Sciences) Friday 10.30 - 13.00 (office 1 attic Faculty of Political Sciences and Sociology)	The tutorials will take place on Google - Meet platform. All the contents of the subject will be available on PRADO. Contact with professors will be possible through PRADO and the UGR email. For the tutorials, each teacher will provide a link to the virtual room on PRADO when the course begins. Professors will meet students virtually only during their tutoring hours. Students are requested to be very aware of professor's communication and indications on PRADO.
MEASURES TAKEN TO ADAPT TEACHING METHODOLOGY	
The training sessions will be at the time established by the Faculty. All sessions will be online: virtual and synchronous. They will be developed through videoconferences and / or sessions on the platforms that the UGR makes available to teachers and students. PRADO, and the resources that this platform has, will be used too. To access the videoconferences it will be compulsory to use the official account of the UGR: non-UGR users will not be admitted.	
MEASURES TAKEN TO ADAPT ASSESSMENT (Instruments, criteria and percentage of final overall mark)	
Ordinary assessment session	
Practical part of the course (seminars): the group work will be delivered on PRADO on the official dates established by the University (50% of the final mark). Assessment of the theoretical contents: the individual written test will be carried out either on PRADO or any other platforms enabled by the UGR. On PRADO, professors will give the pertinent indications for the completion of this test (50% of the final mark)	
Extraordinary assessment session	



Given that this course is subject to continuous evaluation, the extraordinary call will consist of repeating the part of the course that has not been passed in the ordinary call, keeping the part passed for the extraordinary call. Those who have not passed any part will have to repeat both. The procedure for each part will be the same as in the ordinary call, as well as the distribution of the mark.

Single final assessment

It will consist of a final written test on all the subject matter, face-to-face, if the health situation allows it, or on PRADO or any other device that the UGR enables. This test will suppose 100% of the final mark.

ADDITIONAL INFORMATION (if necessary)

- 1.- Any other aspect not indicated in this teaching guide, will be developed in a more specific way by the professors in the didactic guide of the subject.
- 2.- The evaluation test contemplated in this guide that require the use of audio and / or video during its development will do so following the guidelines established in the instructions and recommendations for the application of the data protection, personal privacy or home regulations set by the General Secretary or competent body of the UGR.
- 3.- Specific Needs for Educational Support (NEAE): Following the recommendations of the CRUE and the Secretariat of Inclusion and Diversity of the UGR, the acquisition and competency evaluation systems included in this teaching guide will be applied according to the design principle for all people, facilitating learning and demonstration of knowledge according to the needs and functional diversity of students.
- 4.- WARNING AGAINST PLAGIARISM AND COPY: Regulations for the Evaluation and Qualification of Students of the University of Granada, approved by the Governing Council of May 20, 2013, and modified by the Governing Council Agreements in sessions of February 3, 2014, June 23, 2014 and October 26, 2016, article 15: "Originality of the works and tests: 1. The University of Granada will promote respect for intellectual property and will transmit to students that plagiarism is a practice contrary to the principles that govern university education. For this, it will proceed to recognize the authorship of the works and their protection in accordance with intellectual property as established by current legislation. 2. Plagiarism, understood as the presentation of a work or work done by another person as their own or the copy of texts without citing their origin and giving them as their own, will automatically lead to a numerical grade of zero in the subject in which they are would have detected, regardless of the rest of the grades that the student had obtained. This consequence should be understood without prejudice to the disciplinary responsibilities that plagiarizing students may incur. 3. The works and materials delivered by the students will have to be signed with an explicit declaration in which the originality of the work is assumed, understood in the sense that it has not used sources without properly citing them".

