UNIVERSIDAD DE CASTILLA - LA MANCHA
GUÍA DOCENTE

1. General information

Course: SOCIOLOGY OF EDUCATION
Type: BASIC
Degree: 392 - BACHELOR'S DEGREE IN PRIMARY EDUCATION (AB)
Center: 101 - FACULTY OF EDUCATION IN ALBACETE
Year: 1
Main language: Spanish
Use of additional In the Bachelor¿s Degree in Primary Educatión Group B the main
languages: language will be English.
Web site:

Code: 46302
ECTS credits: 6
Academic year: 2021-22
Group(s): 17 18 19 10 13 15 12 16 11
Duration: First semester
Second language: English
English Friendly: N
Bilingual: Y

Lecturer: **GEMA JIMENEZ TOSTON** - Group(s): **19 16**				
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Lecturer: **MARIA DEL CARMEN SANCHEZ PEREZ** - Group(s): **18 11**				
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2. Pre-Requisites

No particular precondition is required, but students in B group need to hold B1 competence level in English.

3. Justification in the curriculum, relation to other subjects and to the profession

Sociology focuses on the social side of education as well as on the relation of school with social context and vice versa.

The subject Sociology of Education is part of the module 1.1.3. Society, family and school, integrated into the module 1 (Basic Training) of the Degree in Primary Education that awards the Universidad de Castilla-La Mancha. Basic Training module includes the contents of sociopsychopedagogical nature.

The training of the would-be Primary Education teachers demands a comprehension of social, economic and political context of education, in order to adequately evaluate the teaching practice and its role in the educational reality. Sociology of Education also intends to promote the future teacher's critical and reflexive attitude, to foster his adaptative capability to a diversity of settings and to promote the initiative for innovation

4. Degree competences achieved in this course

Course competences

Code	Description
1.1.3.II.03	Link education with the surrounding environment, and cooperate with families and the community.
1.1.3.II.04	Analyze and critically think about the most relevant issues in relation to current education: social and educative impact of audiovisual languages and screens; changes in gender and cross-generational relationships; multi- and interculturality; social inclusion and exclusion and sustainable development.
1.1.3.II.05	Understand the historical evolution of the family unit, different forms of families, lifestyles and education in the home environment.
CB03	Be able to gather and process relevant information (usually within their subject area) to give opinions, including reflections on relevant social, scientific or ethical issues.
CB04	Transmit information, ideas, problems and solutions for both specialist and non-specialist audiences.
CB05	Have developed the necessary learning abilities to carry on studying autonomously
CG03	Effectively deal with language learning in multicultural and plurilingual contexts. Encourage pupils to read and critically assess texts from different scientific and cultural domains within the school curriculum.
CG04	Design and arrange learning spaces, with consideration of diversity and gender equality, equity and respect for human rights, which constitute the values of citizenship.
CG06	Understand how Primary Education schools are organised and how they work. Lead tutoring and counselling sessions with pupils and their families, attending to each pupil's particular educational needs. Assume that teaching practices must constantly improve and be updated to the latest scientific, pedagogic and social changes.
CG08	Critically and autonomously assess one¿s own knowledge, values and also those of the state, public and private social institutions.
CG10	Reflect on classroom practice to allow innovation and improvement of the teaching practice. Acquire habits and skills for autonomous

CG13	and cooperative learning and promote it among pupils. Promote respect for constitutional rights and equality between men and women.
CT02	Master information and communication technology (ICT).
CT03	Correct oral and written communication.
CT04	Moral obligation and professional ethics.

5. Objectives or Learning Outcomes

Course learning outcomes

Description

Know how to analyze pupils' family context, and write a report.

Master the specific terminology of the courses that make up the module.

Know how to analyze audiovisual languages and their influence on 6-to-12 year old's education.

Know how to analyze the social context of any educational centre, or any other structure influencing education, and write a report.

Know how to detect exclusion situations and exclusion risks in education, and propose actions to prevent and remedy them.

Understand and interpret gender, social class, race, culture or religious relationships existing in the classroom or in any other group and their potential impact on education; and make proposals fostering equality.

6. Units / Contents

Unit 1: Basic sociological concepts and methods.

Unit 2: Social structure and social inequality. Gender, social class, ethinicity and cultural diversity. Discrimination and social inclusion.

Unit 3: Sociology of school organization and interaction in the classroom: academic syllabus, teacher's and student's bodies.

Unit 4: Sociology of family and childhood. Types of family and lifestyles. Education in family context. Life stages and intergenerational relations.

Unit 5: Sociology of childhood. Life stages and intergenerational relations.

7. Activities, Units/Modules and Methodology

Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description
Class Attendance (theory) [ON-SITE]	Lectures	1.1.3.II.03 1.1.3.II.04 1.1.3.II.05 CB03 CB05 CG03 CG04 CG06 CG08 CG10 CG13 CT02 CT03 CT04	1.18	29.5	N	-	Presentation and development of contents in the classroom
Project or Topic Presentations [ON-SITE]	Workshops and Seminars	1.1.3.II.03 1.1.3.II.04 CB03 CB04 CG03 CG08 CG10 CT02 CT03 CT04	0.5	12.5	Y	N	The seminar session provides a space for sharing students' work about the text. It is important that all the session participants should know the complete text. Students are expected to select and present the questions that they find adequate for group reflection. Students will be asked to: read and analyze the proposed text; search for complementary information; select the most relevant issues; prepare the topic for the presentation to their classmates; present it to their classmates in the seminar; actively participate in the development of the seminar and in the discussion forum through the network.
Project or Topic Presentations [ON-SITE]	Reading and Analysis of Reviews and Articles	1.1.3.II.03 1.1.3.II.04 1.1.3.II.05 CB03 CB04 CB05 CG03 CG04 CG06 CG08 CG10 CG13 CT02 CT03 CT04	0.6	15	Y	N	Short essays and other progress activities to be done throughout the development of teaching activities and delivered in Moodle.
Study and Exam Preparation [OFF-SITE]	Self-study	1.1.3.II.03 1.1.3.II.04 1.1.3.II.05 CB03 CB04 CB05 CG03 CG04 CG06 CG08 CG10 CG13 CT02 CT03 CT04	1.8	45	Y	N	Assessment tests preparation. Students must prepare cards with subject contents.
Analysis of articles and reviews [OFF-SITE]	Self-study	CB03 CB05 CG03 CG08	0.68	17	Y	N	Reading of articles and other documents to prepare the subject cards and to develop other formative activities for the subject.
Writing of reports or projects [OFF-SITE]	Self-study	CB03 CB04 CB05 CG08 CG10 CT02	0.92	23	N	-	Topics preparation.
Project or Topic Presentations [ON-SITE]	Cooperative / Collaborative Learning	CB03 CB04 CT03	0.24	6	Y	N	Presentation of conclusions reached from groups working in class.
							The essay will consist in the argumentative development of one or two questions put forward by the lecturer from the subject contents -as presented both through expositive

Final test [ON-SITE]	Assessment tests	1.1.3.II.03 1.1.3.II.04 1.1.3.II.05 CB03 CB04 CB05 CG03 CG04 CG06 CG08 CG10 CG13 CT02 CT03 CT04	0.08	2	Y	Y	lectures and seminar sessions. For the essay writing, students will be allowed to use cards with subject contents. Also, they will be offered the chance to pass the subject by taking an expositive exam, without the use of the aforementioned subject cards.To pass this activity, the student will need a minimum grade of 4 out of 10 (40%).
		Total:	**6**	**150**			
		Total credits of in-class work: 2.6					**Total class time hours: 65**
		Total credits of out of class work: 3.4					**Total hours of out of class work: 85**

As: Assessable training activity

Com: Training activity of compulsory overcoming (It will be essential to overcome both continuous and non-continuous assessment).

8. Evaluation criteria and Grading System

Evaluation System	Continuous assessment	Non-continuous evaluation*	Description
Final test	60.00%	60.00%	Academic essay.To pass this activity, the student will need a minimum grade of 4 out of 10 (40%).
Progress Tests	40.00%	40.00%	Seminar (20%) and practical activities programmed by the teaching staff (20%).
Total:	**100.00%**	**100.00%**	

According to art. 4 of the UCLM Student Evaluation Regulations, it must be provided to students who cannot regularly attend face-to-face training activities the passing of the subject, having the right (art. 12.2) to be globally graded, in 2 annual calls per subject , an ordinary and an extraordinary one (evaluating 100% of the competences).

Evaluation criteria for the final exam:

Continuous assessment:

It will be assessed: capability for analysis and understanding of the interaction and interrelation existing between society and education -considered, also, as a social system where social processes are developed; use of subject contents; quality in the arguing; reference to sources and bibliography; contents structure; presentation; conclusions and personal reflection.

For every mistake of those included in the ¿List of mistakes to avoid¿ (see Moodle), the student will miss 0.2 marks in the corresponding activity/test/presentation/exam up to a maximum of 1.6 marks (8 mistakes). If the mistake is repeated, the repetition(s) will be also penalized.

In order to pass the subject, students are required to get a 40% minimum in the academic essay mark.

For every mistake of those included in the ¿List of mistakes to avoid (see Moodle), the student will miss 0.2 marks in the corresponding activity/test/presentation/exam up to a maximum of 1.6 marks (8 mistakes). If the mistake is repeated, the repetition(s) will be also penalized.

The UCLM incorporates a centralized system of academic plagiarism detection, a computer-based service, integrated into the submission area: Moodle tasks. We must act responsibly because if plagiarism is detected in a task or activity proposed, it will be punished by failing in the overall assessment of the course. Plagiarism implies work rejection.

* The verification of the fraudulent realization of an evaluation test or the breach of the instructions set for the performance of the test will result in a failure mark (with a numerical grade of 0) in said test. In the particular case of the final tests, the fail mark will be extended to the corresponding call (art. 9 of the UCLM Student Evaluation Regulations).

**If applicable, any modifications or adaptations needed in the teaching guides as a result of a change in the teaching or evaluation model derived from the evolution of the pandemic will be documented in a later addendum.

Non-continuous evaluation:

It will be assessed: capability for analysis and understanding of the interaction and interrelation existing between society and education -considered, also, as a social system where social processes are developed; use of subject contents; quality in the arguing; reference to sources and bibliography; contents structure; presentation; conclusions and personal reflection.

For every mistake of those included in the ¿List of mistakes to avoid¿ (see Moodle), the student will miss 0.2 marks in the corresponding activity/test/presentation/exam up to a maximum of 1.6 marks (8 mistakes). If the mistake is repeated, the repetition(s) will be also penalized.

For every mistake of those included in the ¿List of mistakes to avoid (see Moodle), the student will miss 0.2 marks in the corresponding activity/test/presentation/exam up to a maximum of 1.6 marks (8 mistakes). If the mistake is repeated, the repetition(s) will be also penalized.

The UCLM incorporates a centralized system of academic plagiarism detection, a computer-based service, integrated into the submission area: Moodle tasks. We must act responsibly because if plagiarism is detected in a task or activity proposed, it will be punished by failing in the overall assessment of the course. Plagiarism implies work rejection.

* The verification of the fraudulent realization of an evaluation test or the breach of the instructions set for the performance of the test will result in a failure mark (with a numerical grade of 0) in said test. In the particular case of the final tests, the fail mark will be extended to the corresponding call (art. 9 of the UCLM Student Evaluation Regulations).

In order to pass the subject, students are required to get a 40% minimum in the academic essay mark.

**If applicable, any modifications or adaptations needed in the teaching guides as a result of a change in the teaching or evaluation model derived from the evolution of the pandemic will be documented in a later addendum.

Specifications for the resit/retake exam:

The extraordinary call will consist of a written examination, weighing 100% out of the global mark.

For every mistake of those included in the ¿List of mistakes to avoid (see Moodle), the student will miss 0.2 marks in the corresponding activity/test/presentation/exam up to a maximum of 1.6 marks (8 mistakes). If the mistake is repeated, the repetition(s) will be also penalized.

The UCLM incorporates a centralized system of academic plagiarism detection, a computer-based service, integrated into the submission area: Moodle tasks. We must act responsibly because if plagiarism is detected in a task or activity proposed, it will be punished by failing in the overall assessment of the course. Plagiarism implies work rejection.

* The verification of the fraudulent realization of an evaluation test or the breach of the instructions set for the performance of the test will result in a failure mark (with a numerical grade of 0) in said test. In the particular case of the final tests, the fail mark will be extended to the corresponding call (art. 9 of the UCLM Student Evaluation Regulations).

**If applicable, any modifications or adaptations needed in the teaching guides as a result of a change in the teaching or evaluation model derived from the evolution of the pandemic will be documented in a later addendum.

Specifications for the second resit / retake exam:

The second resit will consist in a written examination, weighing 100% out of the global mark.

**If applicable, any modifications or adaptations needed in the teaching guides as a result of a change in the teaching or evaluation model derived from the evolution of the pandemic will be documented in a later addendum.

9. Assignments, course calendar and important dates	
Not related to the syllabus/contents	
Hours	**hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	1.5
Project or Topic Presentations [PRESENCIAL][Workshops and Seminars]	12.5
Project or Topic Presentations [PRESENCIAL][Reading and Analysis of Reviews and Articles]	2.5
Study and Exam Preparation [AUTÓNOMA][Self-study]	10
Analysis of articles and reviews [AUTÓNOMA][Self-study]	12
Writing of reports or projects [AUTÓNOMA][Self-study]	23
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	4
Final test [PRESENCIAL][Assessment tests]	2.5
Unit 1 (de 5): Basic sociological concepts and methods.	
Activities	**Hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	4
Project or Topic Presentations [PRESENCIAL][Reading and Analysis of Reviews and Articles]	2.5
Study and Exam Preparation [AUTÓNOMA][Self-study]	7.5
Teaching period: September	
Unit 2 (de 5): Social structure and social inequality. Gender, social class, ethinicity and cultural diversity. Discrimination and social inclusion.	
Activities	**Hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	6
Project or Topic Presentations [PRESENCIAL][Reading and Analysis of Reviews and Articles]	2.5
Study and Exam Preparation [AUTÓNOMA][Self-study]	7.5
Teaching period: October	
Unit 3 (de 5): Sociology of school organization and interaction in the classroom: academic syllabus, teacher's and student's bodies.	
Activities	**Hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	6
Project or Topic Presentations [PRESENCIAL][Reading and Analysis of Reviews and Articles]	2.5
Study and Exam Preparation [AUTÓNOMA][Self-study]	7.5
Teaching period: November	
Unit 4 (de 5): Sociology of family and childhood. Types of family and lifestyles. Education in family context. Life stages and intergenerational relations.	
Activities	**Hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	6
Project or Topic Presentations [PRESENCIAL][Reading and Analysis of Reviews and Articles]	2.5
Study and Exam Preparation [AUTÓNOMA][Self-study]	7.5
Teaching period: November-December	
Unit 5 (de 5): Sociology of childhood. Life stages and intergenerational relations.	
Activities	**Hours**
Project or Topic Presentations [PRESENCIAL][Workshops and Seminars]	6
Project or Topic Presentations [PRESENCIAL][Reading and Analysis of Reviews and Articles]	4
Study and Exam Preparation [AUTÓNOMA][Self-study]	7.5
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	2.5
Teaching period: December-January	
Global activity	
Activities	**hours**
Analysis of articles and reviews [AUTÓNOMA][Self-study]	12
Class Attendance (theory) [PRESENCIAL][Lectures]	23.5
Final test [PRESENCIAL][Assessment tests]	2.5
Study and Exam Preparation [AUTÓNOMA][Self-study]	47.5
Project or Topic Presentations [PRESENCIAL][Workshops and Seminars]	18.5
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	6.5
Project or Topic Presentations [PRESENCIAL][Reading and Analysis of Reviews and Articles]	16.5
Writing of reports or projects [AUTÓNOMA][Self-study]	23
	Total horas: 150

10. Bibliography and Sources						
Author(s)	**Title/Link**	**Publishing house**	**Citv**	**ISBN**	**Year**	**Description**
Fernández Enguita, M. et al	School Failure and Dropouts in Spain	Fundación La Caixa			2010	
	https://issuu.com/enguita/docs/school_failure_and_dropout					
Beltrán, J. y Hernández, F.J. (coords.)	Sociología de la Educación	McGraw Hill			2011	
Biagi, F. and Loi, M.	ICT and Learning: results from PISA 2009	European Commission			2012	
	http://publications.jrc.ec.europa.eu/repository/bitstream/JRC76061/lbna25581enn.pdf					
Gimeno, J. y Carbonell, (coords.)	El sistema educativo: una mirada crítica				2004	
	Infancia y futuro: nuevas realidades,	Fundación La				

Mari-Klose. P., et alt.	nuevos retos	Caixa	2010	
Fernández Enguita, M	Sociología de la Educación. Lecturas básicas y textos de apoyo.	Arial	1999	
Ainsworth, J. (ed.)	Sociology of education. An A-to-Z Guide	Sage	2013	Two volumes reference book
Calero, J. (dir.)	Sociedad desigual, ¿educación desigual? Sobre las desigualdades en el sistema educativo español.	Ministerio de Educación	2008	
Guerrero Serón, A.	Manual de Sociología de la Educación	Síntesis	1996	
	Instituto Nacional de Evaluación Educativa			
	http://www.educacionyfp.gob.es/inee/portada.html			
	Centro Nacional de Innovación e Investigación Educativa (CNIIE),			
	http://educalab.es/cniie			
Aubert, A; Flecha, A., García, C, Flecha, R. y Racionero, S.	Aprendizaje dialógico en la sociedad de la información	Hipatia	2010	
Feito, R.	Qué hace una escuela como tu en siglo como este	La Catarata	2020	
Meil Landwerlin, G.	Padres e hijos en la sociedad actual	Fundación La Caixa	2006	
Giddens, A.	Sociology	Polity	2017	
Fernández Palomares, F. (coord.)	Sociología de la Educación	Pearson	2003	
OCDE	PISA in Focus			
	http://www.educacionyfp.gob.es/inee/publicaciones/publicaciones-periodicas/pisa-in-focus.htm			
OECD	Innovating Education and Education for Innovation: the power of digital technoligies and skills	OECD Publishing	2016	
	http://www.oecd.org/education/ceri/GEIS2016-Background-document.pdf			
Postman, N	The disappearance of childhood	Vintage	1995	
Meyrowitz, J	No Sense of Place: the impact of electronic media on social behaviour	Oxford University Press	1985	
Racionero, S., Ortega, S., García, R. y Flecha, R.	Aprendiendo contigo	Hipatia	2012	
OECD	Students, Computers and Learning: making the connection	OECD Publishing	2015	
	http://dx.doi.org/10.1787/9789264239555-en			
OECD	Pisa in Focus			
	http://www.oecd.org/pisa/pisaproducts/pisainfocus.htm			
OECD	Are the new millennium learners making the grade?	OECD Publishing House	2016	
Taberner Guasp, J	Familia y educación	Tecnos	2012	
Schneider, B. (edit.)	Handbook of the Sociology of Education in the 21st Century	Springer	2018	
Taberner Guasp, J.	Sociología y educación: el sistema educativo en sociedades modernas	Tecnos	2003	
Trinidad Requena, A. y Gómez González, J.	Sociedad, familia, educación	Tecnos	2012	
Woodward, K. (ed.)	Questioning Identity: gender, class, ethnicity	Routledge	2000	
Woodhead, M. and Montgomery, M. (eds.)	Understanding Chilhood: an interdisciplinary approach	The Open University/Wiley	2003	