

**1. General information****Course:** EDUCATION AND SOCIETY**Code:** 47310**Type:** BASIC**ECTS credits:** 6**Degree:** 301 - UNDERGRADUATE DEGREE IN EARLY CHILDHOOD EDUCATION**Academic year:** 2022-23**Center:** 101 - FACULTY OF EDUCATION IN ALBACETE**Group(s):** 12**Year:** 2**Duration:** C2**Main language:** Spanish**Second language:****Use of additional languages:****English Friendly:** Y**Web site:****Bilingual:** N

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2. Pre-Requisites

There are no previous requirements, although this course unit is quite related to others in this Degree: Sociology of Education, Teaching-Learning Processes; Management and Innovation in Educational contexts and Contemporary Trends in Education. It will be useful for students to have studied these areas. Similarly, it is advisable to have a user account in the UCLM and be familiar with the use of technological tools since the course is based on the learning platform Moodle and other Web 2.0 tools.

The main methods of instruction will be lectures, work in small groups, debriefings, practices and discussions in the classroom. Students must acquire the ability to work with information, to summarise and to deal with it in an essay and in an argumentative way. Students must prepare a research and innovation project, develop and explain it in groups. They must also work in a practical way, applying theory to real situations. English will be considered as the working language and teacher/student communication will be held in English. So, students in B group need to hold at least B1 competence level in English. However, Spanish will be used if necessary to clarify concepts or contents.

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

The course unit Education and Society comprises contents from Sociology and Pedagogy and is part of the module 1.1.3. Society, family and school, integrated into module 1 (Basic Training) of the Degree in Primary Education (Teaching) in Castilla-La Mancha University. The Basic Training module includes sociopsychological and pedagogical contents.

This course unit completes the contents of Sociology of Education, lectured on first grade, and broadens pedagogical abilities and competences in shared areas, for example, the relationship between families and school.

Besides, Education and Society offers basic training for future teachers on tutorials, as a distinctive function to develop along their working life, related to students, families and other teachers. It pays special attention to the importance that family has in the educative context of Primary Education: functions that schools can develop to promote family involvement and to improve deeper relationships with communities and the social environment, in general. Finally, Education and Society offers basic training for future Primary Teachers on Information and Communication Technology (ICT) area, building methodological skills to apply them along the teaching-learning process.

4. Degree competences achieved in this course**Course competences**

Code	Description
1.1.3.II.01	Form relationships and maintain contact with families to efficiently influence the educational process.
1.1.3.II.02	Understand and know how to exercise the functions as a tutor and counselor in relation to family education.
1.1.3.II.03	Encourage and collaborate in functions, both in and out of the center, which are organized by families, city halls, and other institutions that have an influence on the formation of citizens.
1.1.3.II.04	Analyse and incorporate the most relevant questions to the current society that affect family and school education in a critical manner: social and educational impact of audiovisual languages and on screens; changes in relations within and between genders; multiculturalism and interculturality; social discrimination and inclusion and sustainable development.
1.1.3.II.05	Understand the historical evolution of the family, different types of families, lifestyles, and education with the family context.
CB02	Apply their knowledge to their job or vocation in a professional manner and show that they have the competences to construct and justify arguments and solve problems within their subject area.
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	Design and regulate learning spaces within the context of diversity that attend to the singular educational necessities of the pupils, gender equality, equity, and respect for human rights.
CG04	Encourage co-existence in and out of the classroom and address the peaceful resolution of conflicts. Know how to systematically observe learning and coexistence contexts and know how to reflect upon them.
CG05	Carry out group reflections upon the acceptance of rules and respect for others. Encourage the autonomy and singularity of each pupil as factors of education on emotions, feelings, and values in early childhood.
CG07	Know the educational implications of Information and Communication Technology and particularly the use of television in early childhood.
CG09	Understand how early childhood educational centers are organized and know the diversity of actions that their operation entails. Accept that the teaching practice must work toward perfection and adapt to scientific, pedagogical, and social changes in life.
CG10	Act as a counselor to parents in relation to family education for the stage of 0-6 years of age and dominate social abilities in the treatment of and relation with the family of each pupil, and with all the families as a whole.
CG11	Reflect upon the practices of the classroom to innovate and improve the teaching process. Acquire habits and skills for autonomous and co-operative learning and encourage them in the pupils.
CG12	Comprehend the operation, possibilities, and limits of education in the current society and the fundamental competences that affect early childhood educational centers and their professionals. Comprehend the models for quality improvement and the application thereof in the centers.
CT02	Mastery of Information and Communication Technology.
CT03	Correct oral and written communication.
CT04	Commitment and professional ethics.

5. Objectives or Learning Outcomes

Course learning outcomes

Description

Know how to analyse and interpret gender relationships, social class, race, culture or religion existing in the classroom or any group and structure linked to education, and make proposals that promote equality.

Know how to analyse and interpret intragroup relations, through sociograms and other techniques, and translate it into a report.

Know how to analyse the family background of any pupil and transform it into a report.

Know how to analyse the social context within any educational centre or any other structure that has an impact on education, and translate it into a report.

Know how to detect situations of exclusion and risk of exclusion in education, and propose action-plans to stop and prevent it.

Know how to act as a tutor or counsellor concerning family education in the period between the ages of 0-6 years.

Establish educational strategies with socio-educational centres so that they have a positive impact on Early Childhood Education.

Know how to analyse audiovisual languages and their influence on education between the ages of 0 to 6 years.

Know the political, socio-cultural and institutional structure in which education is structured.

Know the most suitable methodological approaches for competency-based development in the 21st century.

Master the subject-specific terminology.

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

Identify and know how to use up-to-date technological resources to create learning situations.

Additional outcomes

6. Units / Contents

Unit 1: Analysis of the educational context and tutorial action

Unit 1.1 Basic sociological methods in the school context

Unit 2: Social change and information and communications technology (ICT) in the school context

Unit 2.1 Information Society and education

Unit 2.2 Social and Family Change

Unit 2.3

Unit 2.4

Unit 2.5

Unit 3: Sociopolitical aspects of the school community and the school curriculum

Unit 3.1 Institutional structure and education; human rights and the right to education

Unit 3.2 The influence of context in the classroom: the resolution of the conflict inherent to the concept of coexistence in the classroom

Unit 4: Family and school: families to the education of their children and their relationship with the school

Unit 4.1 Educational strategies families- students

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.01 1.1.3.II.02 1.1.3.II.03 1.1.3.II.04 1.1.3.II.05 CG03 CG04 CG05 CG07 CG09 CG10 CG11 CG12	1.2	30	Y	N	
Problem solving and/or case studies [ON-SITE]	Cooperative / Collaborative Learning	CT02 CT03 CT04	0.6	15	Y	N	
Writing of reports or projects [OFF-SITE]	Guided or supervised work	CG05 CT02 CT03 CT04	1	25	Y	N	
Project or Topic Presentations [ON-SITE]	Individual presentation of projects and reports	CB02 CB03 CB04	0.48	12	Y	Y	
Writing of reports or projects [OFF-SITE]	Self-study	1.1.3.II.04 1.1.3.II.05	1	25	Y	N	

Study and Exam Preparation [OFF-SITE]	Self-study	1.1.3.II.04 CB02 CB03 CB04 CB05 CT02 CT04	1.6	40	N	-	
Problem solving and/or case studies [ON-SITE]	Assessment tests	1.1.3.II.04	0.12	3	Y	Y	
Total:			6	150			
Total credits of in-class work: 2.4			Total class time hours: 60				
Total credits of out of class work: 3.6			Total hours of out of class work: 90				

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
Progress Tests	50.00%	50.00%	Implementation of research and intervention projects, practical activities and group and individual presentations scheduled by the course teachers based on training activities developed. They will be submitted through the virtual platform. Students involvement and commitment will be assessed. In the case of students who miss class and cannot take advantage of the continuous evaluation, this practical activity must be tutored by the faculty for its presentation and exhibition in the established schedule. It is essential to contact in advance with the responsible teacher to establish the work plan.
Final test	50.00%	50.00%	Individual theoretical and practical exam based on the course contents.
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:

To pass the course, the following conditions are required:

- Obtain at least 40% of the maximum grade in the mandatory evaluable activities, both in the Sociology and Pedagogy contents.
- To have a weighted average grade according to the evaluation criteria, equal to or higher than 5.

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. 8 of the UCLM Student Evaluation Regulations [2022/4952])"

Non-continuous evaluation:

To pass the course, the following conditions are required:

- Obtain at least 40% of the maximum grade in the mandatory evaluable activities, both in the Sociology and Pedagogy contents.
- To have a weighted average grade according to the evaluation criteria, equal to or higher than 5.

In the case of those students missing classes and who are unable to follow continuous evaluation, these progress tests development must be supervised by the professors to be presented in a determined schedule. It is essential to get in touch with the course teachers in advance, to establish the working plan and to develop an agenda. This plan must include at least three meetings with professors to monitor the work.

Those students who cannot attend classes regularly must contact the course professors BEFORE 28th FEBRUARY 2023, 23:59 h., to receive appropriate instructions about the progress activities they must develop and deliver, within the framework of continuous assessment. Those who have not contacted on the determined date, may not be assessed and, therefore, they may not pass the course in the ordinary call. They will have to prepare and deliver the progress activities for the extraordinary call.

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* 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. 8 of the UCLM Student Evaluation Regulations [2022/4952])"

Specifications for the resit/retake exam:

Students who have not passed the subject under the ordinary call, must individually present and pass the compulsory activities not passed by 40% in the ordinary call, according to the established evaluation system.

Criteria for passing the subject are the same planned for the ordinary call, in relation to the weight and the minimum necessary conditions in each evaluation activity.

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. 8 of the UCLM Student Evaluation Regulations [2022/4952])"

If students fail in the extraordinary call, they must take the complete course again next year.

Specifications for the second resit / retake exam:

Criteria for passing the subject are the same planned for the extraordinary call, in relation to the weight and the minimum necessary conditions in each

evaluation activity.

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. 8 of the UCLM Student Evaluation Regulations [2022/4952])"

If students fail in the extraordinary call, they must take the complete course again next year.

9. Assignments, course calendar and important dates	
Not related to the syllabus/contents	
Hours	hours
Class Attendance (theory) [PRESENCIAL][Lectures]	5.5
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	12.5
Project or Topic Presentations [PRESENCIAL][Individual presentation of projects and reports]	8
Study and Exam Preparation [AUTÓNOMA][Self-study]	5
Problem solving and/or case studies [PRESENCIAL][Assessment tests]	3
Unit 1 (de 4): Analysis of the educational context and tutorial action	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	6
Problem solving and/or case studies [PRESENCIAL][Cooperative / Collaborative Learning]	5
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	10
Writing of reports or projects [AUTÓNOMA][Self-study]	6
Study and Exam Preparation [AUTÓNOMA][Self-study]	10
Unit 2 (de 4): Social change and information and communications technology (ICT) in the school context	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	6.5
Problem solving and/or case studies [PRESENCIAL][Cooperative / Collaborative Learning]	2
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	2.5
Project or Topic Presentations [PRESENCIAL][Individual presentation of projects and reports]	4
Writing of reports or projects [AUTÓNOMA][Self-study]	6
Unit 3 (de 4): Sociopolitical aspects of the school community and the school curriculum	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	6
Problem solving and/or case studies [PRESENCIAL][Cooperative / Collaborative Learning]	4
Writing of reports or projects [AUTÓNOMA][Self-study]	7
Study and Exam Preparation [AUTÓNOMA][Self-study]	12
Unit 4 (de 4): Family and school: families to the education of their children and their relationship with the school	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	6
Problem solving and/or case studies [PRESENCIAL][Cooperative / Collaborative Learning]	4
Writing of reports or projects [AUTÓNOMA][Self-study]	6
Study and Exam Preparation [AUTÓNOMA][Self-study]	13
Global activity	
Activities	hours
Problem solving and/or case studies [PRESENCIAL][Cooperative / Collaborative Learning]	15
Project or Topic Presentations [PRESENCIAL][Individual presentation of projects and reports]	12
Writing of reports or projects [AUTÓNOMA][Self-study]	25
Study and Exam Preparation [AUTÓNOMA][Self-study]	40
Problem solving and/or case studies [PRESENCIAL][Assessment tests]	3
Class Attendance (theory) [PRESENCIAL][Lectures]	30
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	25
Total horas: 150	

10. Bibliography and Sources						
Author(s)	Title/Link	Publishing house	Citv	ISBN	Year	Description
Bisquerra, R (Coord.)	La práctica de la orientación y la tutoría	Cisspraxis		84-7197-703-6	2002	
Bonal, X.; Tarabini-Castellani, A. y Verger, A.	Globalización y educación. Textos fundamentales.	Miño y Dávila.			2007	
Cabero Almenara, J.	Nuevas tecnologías aplicadas	Mc Graw Hill			2006	
Castillo Arredondo, Santiago	Acción tutorial en los centros educativos; formación y práctica.	UNED		84-362-4809-0	2003	
Fernández Muñoz, R.	La educación en el siglo XXI: educación y nuevas tecnologías en la sociedad del conocimiento"	Gesbiblo			2005	
Giddens, Anthony	Sociología	Alianza		978-84-206-8467-3	2010	
Gimeno, J. y Carbonell, J.	El sistema educativo: una mirada crítica	Praxis			2004	

Junta de Comunidades de Castilla-La Mancha	Educación para la convivencia en centros docentes	JCCM	Albacete		2006
Junta de Comunidades de Castilla-La Mancha	Educación para la convivencia en las familias	JCCM	Albacete		2006
Llopis, C.	Los derechos humanos. Educación para una nueva ciudadanía.	Narcea-Fundación Interred			2001
Monge Crespo, M ^a Concepción	Tutoría y orientación educativa : nuevas competencias	Wolters Kluwer España		978-84-7197-912-4	2010
Planas, J.; Subirats, J.; Riba, C. y Bonal, X.	La escuela y la nueva ordenación del territorio : los retos	Ministerio de Educación y Ciencia FIES ; Barc		978-84-8063-685-8	2006
Porro, B.	La resolución de conflictos en el aula	Paidós			1999
Rubio, M.J. y Varas, J.	El análisis de la realidad en la intervención social. Métodos y técnicas de investigación social.	CCS			2004
UNESCO	Hacia las sociedades del conocimiento http://unesdoc.unesco.org/images/0014/001419/141908s.pdf				2005
Álvarez Pérez, Luis	La diversidad en la práctica educativa : modelos de orientación.	CCS		84-7043-959-6	2000
Feito, R.	¿Qué hace una escuela como tu en un siglo como este?	Catarata			2020
Beltrán, J. y Hernández, F.J. (coords.)	Sociología de la Educación	McGraw Hill			2012
Junta de Comunidades de Castilla-La Mancha	Normativa vigente Educación INFANTIL JCCM https://www.educa.jccm.es/es/sistema-educativo/decretos-curriculo/normativa-vigente-educacion-infantil	JCCM			
García, M. y Olivares, M.A.	Vivir la escuela como un proyecto colectivo	Pirámide		978-84-368-3685-1	2017
Navaridas, F. y Raya, E.	Formación docente y desarrollo de competencias en el profesorado: hacia un modelo para la calidad educativa.	Wolters Kluwer España			2021
Hinojo Lucena, F.J.; López Núñez, J.A.; Alonso García, S. y Marín Marín, J.A.	Recursos didácticos y tecnológicos aplicados a la educación infantil (EI)	Cuadernos de Pedagogía. Wolters Kluwer España		978-84-9987-221-6	2021
Martínez García, J.S.	La equidad y la educación	Los Libros de la Catarata	Madrid	978-84-9097-362-2	2017
Subirats, M.	Coeducación, apuesta por la libertad	Octaedro	Barcelona	9788499219318	2017
Fernández, T. y Ponce de León, L.	Trabajo Social con familias	Alianza	Madrid	978-84-9181-671-3	2019