



1. General information

Course: EDUCATION AND SOCIETY

Type: BASIC

Degree: 392 - BACHELOR'S DEGREE IN PRIMARY EDUCATION (AB)

Center: 101 - FACULTY OF EDUCATION IN ALBACETE

Year: 2

Main language: Spanish

Use of additional
languages:

Web site:

Code: 46310

ECTS credits: 6

Academic year: 2023-24

Group(s): 17 18 19 15

Duration: C2

Second language: English

English Friendly: N

Bilingual: Y

Lecturer: CARLOS GALDON AVENDAÑO - Group(s): 19				
Building/Office	Department	Phone number	Email	Office hours
Facultad de Educación	PEDAGOGÍA	926053004	carlos.galdon@uclm.es	The information about timing and place of the meetings is included in the Virtual Campus and on the Notice Board of the corresponding Department.
Lecturer: FRANCISCO JAVIER GONZALEZ GONZALEZ - Group(s): 17				
Building/Office	Department	Phone number	Email	Office hours
Facultad de Educación. Departamento de Pedagogía.	PEDAGOGÍA	967599200	franciscoj.gonzalez@uclm.es	The information about timing and place of the meetings is included in the Virtual Campus and on the Notice Board of the corresponding Department.
Lecturer: GEMA JIMENEZ TOSTON - Group(s): 19				
Building/Office	Department	Phone number	Email	Office hours
Facultad de Educación. Departamento de Filosofía- Sociología.	FILOSOFÍA, ANTROPOL, SOCIOL Y ESTÉTICA	926053154	gema.jimenez@uclm.es	The information about timing and place of the meetings is included in the Virtual Campus and on the Notice Board of the corresponding Department.
Lecturer: MARÍA SOLEDAD LÓPEZ GARCÍA - Group(s): 15				
Building/Office	Department	Phone number	Email	Office hours
Edificio Simón Abril (Pl. de la Universidad, 3)	PEDAGOGÍA	+34967599200	Soledad.Lopez@uclm.es	
Lecturer: MARIA INES MARTIN GARCIA - Group(s): 18				
Building/Office	Department	Phone number	Email	Office hours
Faculty of Education. Pedagogy	PEDAGOGÍA	967599200	Marialnes.Martin@uclm.es	The information about timing and place of the meetings is included in the Virtual Campus and on the Notice Board of the corresponding Department.
Lecturer: MARIA DEL CARMEN SANCHEZ PEREZ - Group(s): 17 18				
Building/Office	Department	Phone number	Email	Office hours
Faculty of Education. Sociology Department.	FILOSOFÍA, ANTROPOL, SOCIOL Y ESTÉTICA	926053435	mariacarmen.sanchez@uclm.es	Available in Virtual Secretary, section My Teachers (https://secretariavirtual.apps.uclm.es)
Lecturer: MARÍA JOSÉ VICENTE VICENTE - Group(s): 15				
Building/Office	Department	Phone number	Email	Office hours
	FILOSOFÍA, ANTROPOL, SOCIOL Y ESTÉTICA		MariaJose.Vicente@uclm.es	

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 socio-psycho 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	Demonstrate social skills to understand families and be understood by them to have an effective impact on the educational process.
1.1.3.II.02	Understand the required principles and be able to act as a tutor and mentor in relation to the familial education of 6-to-12-year olds.
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.
CB01	Prove that they have acquired and understood knowledge in a subject area that derives from general secondary education and is appropriate to a level based on advanced course books, and includes updated and cutting-edge aspects of their field of knowledge.
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	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.
CG05	Promote coexistence inside and outside the classroom, solve discipline problems and contribute to the peaceful resolution of conflicts. Boost and value pupils' effort, determination and self-discipline.
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.
CG07	Collaborate with the different sectors of the education community and social environment. Assume the educational role of teaching practice and promote democratic education for active citizenship.
CG08	Critically and autonomously assess one's own knowledge, values and also those of the state, public and private social institutions.
CG09	Value individual and collective responsibility for a sustainable future.
CG10	Reflect on classroom practice to allow innovation and improvement of the teaching practice. Acquire habits and skills for autonomous and cooperative learning and promote it among pupils.
CG11	Know and apply information and communication technology in the classroom. Select audiovisual information which contributes to learning, civic training and cultural richness.
CG13	Promote respect for constitutional rights and equality between men and women.
CG14	Promote respect for Human Rights and the principles of universal design for everyone under the tenth final provision of Act 51/2003, of the 2nd December, of equal opportunities, anti-discrimination and accessibility for people with a disability.
CG15	Promote the values of a culture of peace and democratic values.
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
Have knowledge of and be able to apply current technological resources to promote learning strategies.
Know the most appropriate methodological approaches for the development of competences of the 21st century.
Master the specific terminology of the courses that make up the module.
Establish educational strategies with socioeducative agencies, so that they have a positive impact on Primary Education.
Know how to act as a tutor and mentor in relation to family education for 6-to-12-year-old pupils.
Know how to analyze the social context of any educational centre, or any other structure influencing education, and write a report.
Know how to analyze pupils' family context, and write a report.
Know how to analyze and interpret intra-group relationships, through sociograms or other techniques, and write a report.
Have knowledge of the political, sociocultural and institutional framework of education.

6. Units / Contents
Unit 1: Analysis of the educational context and tutorial action
Unit 1.1 Basic sociological methods in the school context
Unit 1.2 Primary Functions tutorials. Interventions in Primary Education tutorials and families.

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 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**Unit 4.2** The role of families in the education of their children. Participation in schools**7. Activities, Units/Modules and Methodology**

Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description
Project or Topic Presentations [ON-SITE]	Lectures	CB03	0.08	2	N	-	Presentation of the subject (content, methodology, evaluation) by the course unit professors
Class Attendance (theory) [ON-SITE]	Lectures	1.1.3.II.01 1.1.3.II.05 CB01 CB02 CB03 CB04 CG05 CG06 CG07 CG09 CG10 CG11 CG13 CG14 CG15 CT02 CT03 CT04	0.98	24.5	Y	N	Lectures of theoretical documentary introduction to each of the contents through participatory master class method, which will be complemented by practical training in the classroom and independent work on the topics developed. In each unit they will share and discuss ideas and proposals.
Class Attendance (practical) [ON-SITE]	Guided or supervised work	1.1.3.II.03 1.1.3.II.04 CB01 CB04 CG10 CT02 CT03	0.6	15	Y	N	Students have to work together in the classroom on practical cases proposed by the teachers
Project or Topic Presentations [ON-SITE]	Cooperative / Collaborative Learning	1.1.3.II.01 1.1.3.II.02 CB01 CB02 CB03 CB04 CG03 CG04 CG06 CG10 CG11 CT02 CT03	0.5	12.5	Y	N	Tutoring sessions in groups, to monitor the progress of activities.
Progress test [ON-SITE]	Cooperative / Collaborative Learning	CT02 CT03 CT04	0.16	4	Y	Y	Presentation of written works and, if required, its oral defense. To pass this activity, the student will need a minimum grade of 4 out of 10 (40%). Recoverable.
Analysis of articles and reviews [OFF-SITE]	Reading and Analysis of Reviews and Articles	1.1.3.II.04 CB01 CB02 CB04 CG10	1	25	N	-	Reading documents and preparing questions for classwork.
Writing of reports or projects [OFF-SITE]	Practical or hands-on activities	CB02 CB03 CT03 CT04	1.2	30	N	-	Preparation of class activities and practices
Study and Exam Preparation [OFF-SITE]	Self-study	CB02 CB03 CT03 CT04	1.4	35	N	-	Study for assessment activities
Final test [ON-SITE]	Assessment tests	CB01 CB02 CB03 CB04 CG05 CG06 CG07 CG09 CG10 CG11 CG13 CG14 CG15 CT02 CT03 CT04	0.08	2	Y	Y	Final exam (oral or written) about the course contents. To pass this activity, the student will need a minimum grade of 4 out of 10 (40%). Recoverable.
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
Final test	50.00%	50.00%	Individual theoretical and practical exam based on the course contents.
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 cannot take advantage of the continuous evaluation, this practical activity must be tutored by the professors, at the request of the students, for its submission and presentation in the established schedule. It is essential that students contact in advance with the responsible teacher to establish the work plan.
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:

- To obtain at least a mark of 4 out of 10 (40%) in the mandatory evaluable activities, both in the Sociology and Pedagogy contents, to do the weighting.
- To have a weighted average grade according to the evaluation criteria, equal to or higher than 5.

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

** If a fraudulent practice is detected in the evaluation test carried out by a student, the exam will result into failure, with a final grade of zero (0) in the corresponding subject. The detection by the teacher that an assignment, essay or similar test has not been prepared by the student will result in a numerical grade of zero (0) both in the tests and in the subject in which it has been detected, regardless of the rest of the grades obtained by the student. (See Article 8 of the UCLM Student Assessment Regulations).

Non-continuous evaluation:

In the case of those students 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 a students¿responsibility and it is essential that students 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, at students¿request, to monitor the work.

Those students must contact the course professors BEFORE 28th FEBRUARY 2024, 23:59 h., to receive appropriate instructions about the progress activities they must develop and deliver, within the framework of continuous assessment. *For every mistake of those included in the "List of mistakes to avoid" (see Moodle), the student will miss 0.2 points in the corresponding activity/test/presentation/exam up to a maximum of 1.6 points (8 mistakes). If the mistake is repeated, the repetition(s) will be also penalized.

** If a fraudulent practice is detected in the evaluation test carried out by a student, the exam will result into failure, with a final grade of zero (0) in the corresponding subject. The detection by the teacher that an assignment, essay or similar test has not been prepared by the student will result in a numerical grade of zero (0) both in the tests and in the subject in which it has been detected, regardless of the rest of the grades obtained by the student. (See Article 8 of the UCLM Student Assessment Regulations).

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 to do the weighting, 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.

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

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

** If a fraudulent practice is detected in the evaluation test carried out by a student, the exam will result into failure, with a final grade of zero (0) in the corresponding subject. The detection by the teacher that an assignment, essay or similar test has not been prepared by the student will result in a numerical grade of zero (0) both in the tests and in the subject in which it has been detected, regardless of the rest of the grades obtained by the student. (See Article 8 of the UCLM Student Assessment Regulations).

Specifications for the second resit / retake exam:

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 points in the corresponding activity/test/presentation/exam up to a maximum of 1.6 points (8 mistakes). If the mistake is repeated, the repetition(s) will be also penalized.

** If a fraudulent practice is detected in the evaluation test carried out by a student, the exam will result into failure, with a final grade of zero (0) in the corresponding subject. The detection by the teacher that an assignment, essay or similar test has not been prepared by the student will result in a numerical grade of zero (0) both in the tests and in the subject in which it has been detected, regardless of the rest of the grades obtained by the student. (See Article 8 of the UCLM Student Assessment Regulations).

9. Assignments, course calendar and important dates	
Not related to the syllabus/contents	
Hours	hours
Study and Exam Preparation [AUTÓNOMA][Self-study]	2
Final test [PRESENCIAL][Assessment tests]	2
Unit 1 (de 4): Analysis of the educational context and tutorial action	
Activities	Hours
Project or Topic Presentations [PRESENCIAL][Lectures]	2
Class Attendance (theory) [PRESENCIAL][Lectures]	6
Class Attendance (practical) [PRESENCIAL][Guided or supervised work]	4
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	1
Progress test [PRESENCIAL][Cooperative / Collaborative Learning]	4
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	6
Writing of reports or projects [AUTÓNOMA][Practical or hands-on activities]	4
Study and Exam Preparation [AUTÓNOMA][Self-study]	7
Teaching period: Weeks 1st to 3rd	
Unit 2 (de 4): Social change and information and communications technology (ICT) in the school context	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	6
Class Attendance (practical) [PRESENCIAL][Guided or supervised work]	4
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	10
Progress test [PRESENCIAL][Cooperative / Collaborative Learning]	6
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	7
Writing of reports or projects [AUTÓNOMA][Practical or hands-on activities]	4
Study and Exam Preparation [AUTÓNOMA][Self-study]	7
Teaching period: weeks 4th to 7th	
Unit 3 (de 4): Sociopolitical aspects of the school community and the school curriculum	

Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	6
Class Attendance (practical) [PRESENCIAL][Guided or supervised work]	4
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	1
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	6
Writing of reports or projects [AUTÓNOMA][Practical or hands-on activities]	7.5
Study and Exam Preparation [AUTÓNOMA][Self-study]	8
Teaching period: weeks 8th to 11th	
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]	6.5
Class Attendance (practical) [PRESENCIAL][Guided or supervised work]	3
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	.5
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	7
Writing of reports or projects [AUTÓNOMA][Practical or hands-on activities]	7.5
Study and Exam Preparation [AUTÓNOMA][Self-study]	11
Teaching period: weeks 12th to 15th	
Global activity	
Activities	hours
Final test [PRESENCIAL][Assessment tests]	2
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	12.5
Progress test [PRESENCIAL][Cooperative / Collaborative Learning]	10
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	26
Writing of reports or projects [AUTÓNOMA][Practical or hands-on activities]	23
Class Attendance (practical) [PRESENCIAL][Guided or supervised work]	15
Project or Topic Presentations [PRESENCIAL][Lectures]	2
Class Attendance (theory) [PRESENCIAL][Lectures]	24.5
Study and Exam Preparation [AUTÓNOMA][Self-study]	35
Total horas: 150	

10. Bibliography and Sources						
Author(s)	Title/Link	Publishing house	Citv	ISBN	Year	Description
Levine, S.	Getting to Resolution.	Berrett-Koehler Publishers	San Francisco		2009	
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Amsler, T., and G. Sadella	The Community Board Program.	San Francisco Community Boards.	San Francisco		1987	
Hamburger, T.	School Violence Common, Data Say				1993	
Kreidler, W.	Creative Conflict Resolution.	Scott Foresman.	Glenwood		1984	
Anne Edwards, Jill Collison	Mentoring and developing practice in primary schools: supporting student teacher learning in schools	Open University Press			1996	
Jinbao Zhang, Junfeng Yang, Maiga Chang, Tingwen Chang	Education in Global Context: The Best Practices in K-12 Schools	Springer			2016	
Cox, S. & Heames, R.	Managing the pressures in teaching: Practical ideas for tutors and their students.				1999	
Lai-Shen Cheng, L. & Corver, N.	Wh-Movement: Moving On	MIT Press	London		2006	
Martin Wedell, Angi Malderez	Understanding Language Classroom Contexts: The Starting Point for Change	Bloomsbury Publishing			2010	
UNESCO	Towards Knowledge Societies	UNESCO			2000	
Agnieszka Bron, Michael Schemmann	Knowledge Society, Information Society and Adult Education: Trends, Issues, Challenges	LIT Verlag Münster			2003	
Charalambos Vrasidas, Gene V. Glass	Preparing Teachers to Teach with Technology	IAP			2005	
Fred Schrupf, Donna K. Crawford, Richard J. Bodine	Peer Mediation: Conflict Resolution in Schools : Program Guide	Research Press			1997	
Fernández Muñoz, R.	La educación en el siglo XXI: educación y nuevas tecnologías en la sociedad del conocimiento	Gesbiblio			2005	
Porro, B.	La resolución de conflictos en el aula	Paidós			1999	
Llopis, C.	Los derechos humanos. Educar para una nueva ciudadanía.	Narcea-Fundación Interec			2001	
Bisquerra, R. (coord.)	La práctica de la orientación y la tutoría	Cls-Praxis			2002	
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Bonal, X.; Tarabini- Castellani, A.	Globalización y educación. Textos					

y Verger, A.	fundamentales.	Miño y Dávila				2007	
Cabero Almenara, J.	Nuevas tecnologías aplicadas	McGraw Hill				2006	
Ávila Francés, M.; Sánchez Pérez, M.C. y Bueno Baquero, A.	Factores que facilitan y dificultan la transición de educación primaria a secundaria					2022	
	https://revistas.um.es/rie/article/view/441441						
Martín-García, M. I., García-Perales, R., Gracia-Zomeño, A. y Palomares-Ruiz, A.	El pensamiento constructivo como herramienta de emprendimiento docente.	Síntesis	Madrid	978-84-1357-256-7		2023	P. 125-133.
Thomas, G.	How to Do Your Research Project A Guide for Students	Sage				2022	
Díez Rodríguez, A.; Aparici, R. y Gutiérrez Martín, A.	Nuevas tecnologías, educación y sociedad. Perspectivas críticas					2003	
	https://publicaciones.hegoa.ehu.eus/uploads/pdfs/52/Cuaderno_de_trabajo_36.pdf?1488539186						
Ministerio de Educación, Cultura y Deportes	La participación de las familias en la educación escolar	MECD				2014	
	https://www.educacionyfp.gob.es/dam/jcr:5d0f7e89-cfb5-456f-a37c-fa696d5942d5/familiyparticipationlookingahead.pdf						