



1. General information

Course: EDUCATION AND SOCIETY

Type: BASIC

Degree: 303 - UNDERGRADUATE DEGREE IN EARLY CHILDHOOD EDUCATION

Center: 103 - FACULTY OF EDUCATION OF CUENCA

Year: 2

Main language: Spanish

Use of additional
languages:

Web site:

Code: 47310

ECTS credits: 6

Academic year: 2023-24

Group(s): 33

Duration: C2

Second language: English

English Friendly: Y

Bilingual: N

Lecturer: JOSE REMO FERNANDEZ CARRO - Group(s): 33				
Building/Office	Department	Phone number	Email	Office hours
Facultad de Educación, 2.02; Facultad de Ciencias Sociales, 4.27.	FILOSOFÍA, ANTROPOL, SOCIOL Y ESTÉTICA	969179100 ext 4426	joseremo.fernandez@uclm.es	
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2. Pre-Requisites

No prerequisites are established. However, Education and Society is related to the following subjects in the first and second year: Sociology of Education, Teaching-Learning Processes, Management and Innovation in Educational Contexts, and Contemporary Trends in Education. Therefore, it will be useful for students to have taken these courses.

It is advisable to have knowledge of word processing programs such as MS-Word and spreadsheet software like MS-Excel, and to be familiar with the use of the educational platform Moodle and MS-Teams.

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

The subject Education and Society is part of Module 1.1.3, Society, Family, and School, which belongs to Module 1, Basic Training, comprising subjects of a sociological, psychological, and pedagogical nature.

Education and Society complements the content of Sociology of Education, taught in the first year, and enhances the pedagogical abilities and knowledge within one of the intersecting areas of both disciplines: the relationship between families and schools. It pays special attention to the importance of the family in the educational context of the Early Childhood stage, the roles that educational institutions can play in promoting the relationship between the child's family and the school, as well as the social dimension of education and the interaction between the school and the social context.

This subject provides basic training in the field of tutoring, as a specific function that future teachers will need to develop, and emphasizes the relevance of information and communication technologies in the current school context.

4. Degree competences achieved in this course

Course competences

Code	Description
1.1.3.II.01	Build and keep communication links with families to as to positively influence the educational process.
1.1.3.II.02	Understand and know how to exercise the functions as a tutor and counsellor 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 familial 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 interculturalism; 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 familial 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 those 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 an counselor to parents in relation to family education for the stage of 0-6 years old and master 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	Master Information and Communication Technology (ICT).
CT03	Correct oral and written communication.
CT04	Commitment and professional ethics.
CT05	Encourage the respect of fundamental rights and equality between men and women.
CT06	Encourage the respect and promotion of Human Rights and the principles of universal accessibility and design for all in conformity with the stipulated information in the tenth clause of the Final Disposition of Law 51/2003, of the 2 of December, Equal Opportunity, Non-Discriminatory Policies and Universal Accessibility for People with Disabilities.
CT07	Promote values that belong to a culture of peace, and democratic values.

5. Objectives or Learning Outcomes

Course learning outcomes

Description

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

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

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

Know how to analyse audiovisual languages and their influence in education 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.

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

Master the subject-specific terminology.

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

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

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

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

6. Units / Contents

Unit 1: Analysis of the educational context and tutorial action.

Unit 1.1 Sociological analysis in the school context.

Unit 1.2 Tutorial functions in Early Childhood. Tutorial interventions in Early Childhood Education and with families.

Unit 2: Social change and information and communication technologies (ICTs) in the school context.

Unit 2.1 Social and family change.

Unit 2.2 Information society and education.

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 the context in the classroom: resolving conflicts inherent in the concept of coexistence within the classroom.

Unit 4: Family and school: families' role in the education of their children and their relationship with the school.

Unit 4.1 The role of families in the education of their sons and daughters. Participation in educational institutions.

Unit 4.2 Educational strategies for families and 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 CT02 CT03 CT04	1.2	30	Y	N	Whenever a topic is initiated, the teachers will provide an introduction through a presentation and explain the approach to be taken for the topic.
Problem solving and/or case studies [ON-SITE]	Project/Problem Based Learning (PBL)	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	0.6	15	Y	N	Attendance during practical sessions could be mandatory for all students.

Writing of reports or projects [OFF-SITE]	Combination of methods	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 CB02 CB03 CB04 CB05 CG03 CG04 CG05 CG07 CG09 CG10 CG11 CG12 CT02 CT03 CT04 CT05 CT06 CT07	1.2	30	Y	Y	Guided or supervised work.
Study and Exam Preparation [OFF-SITE]	Combination of methods	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	1.2	30	N		Individual preparation for exams, - estimated at 5 hours per credit of the course.
Final test [ON-SITE]	Assessment tests	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 CB02 CB03 CB04 CB05 CG03 CG04 CG05 CG07 CG09 CG10 CG11 CG12 CT02 CT03 CT04 CT05 CT06 CT07	0.12	3	Y	Y	Formative evaluation.
Project or Topic Presentations [ON-SITE]	Individual presentation of projects and reports	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 CB02 CB03 CB04 CB05 CG03 CG04 CG05 CG07 CG09 CG10 CG11 CG12 CT02 CT03 CT04 CT05 CT06 CT07	0.48	12	Y	N	Some of the discussions will be based on reading materials.
Writing of reports or projects [OFF-SITE]	Combination of methods	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 CB02 CB03 CB04 CB05 CG03 CG04 CG05 CG07 CG09 CG10 CG11 CG12 CT02 CT03 CT04 CT05 CT06 CT07	1.2	30	Y	Y	Guided or supervised work
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%	The final assessment may be an exam, an original written assignment, or both.
Theoretical papers assessment	20.00%	20.00%	Completion of various individual or group theoretical or practical assignments.
Progress Tests	30.00%	30.00%	Completion of various individual or group theoretical or practical assignments.
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:

- Final Exam
- Basic knowledge.
- Competence in evaluation and elaboration.
- Ability to assess the relevance of content, synthesize it, and establish connections.
- Logical organization of content.

Group and/or Individual Assignments

- Content (relevance, pertinence, coherence, clarity, synthesis, and contribution/originality).
- Bibliography (relevance, impact, diversity, and currency).
- Presentation.

Progress Assessments

- Content (relevance, pertinence, coherence, clarity, synthesis, and contribution/originality).
- Ability to assess the relevance of content, synthesize it, and establish connections.
- Bibliography (relevance, impact, diversity, and currency).
- Presentation.

Due to unforeseen circumstances, the exam may be conducted remotely (as instructed by the university's rectorate).

Plagiarism is a serious violation of academic values. The use of IAs will be considered plagiarism.

Engaging in plagiarism during an exam will result in an immediate failure for that exam. Consult with the professor if there are any doubts about what plagiarism is and how to avoid it.

Grades from one evaluation session are not carried over to the following year, but they can be carried over from one examination period to another within the same academic year.

The same criteria apply.

Plagiarism is a serious violation of academic values.

Specifications for the resit/retake exam:

In the extraordinary examination session, the format of the final exam may change, but the same content will be assessed.

The criteria for the extraordinary session are the same as those for the regular session, and there will be no deduction in the evaluation.

Plagiarism is a serious violation of academic values.

Engaging in plagiarism during an exam will result in an immediate failure for that assessment. Consult with the professor if there are any doubts about what plagiarism is and how to avoid it.

Grades from one evaluation session are not carried over to the following year, but they can be carried over from one examination period to another within the same academic year.

In the special completion examination session, the format of the final exam may change, but the same content will be assessed.

The criteria for the special completion session are the same as those for the regular session, and there will be no deduction in the evaluation.

Grades from one evaluation session are not carried over to the following year, but they can be carried over from one examination period to another within the same academic year.

Plagiarism is a serious violation of academic values.

Engaging in plagiarism during an exam will result in an immediate failure for that assessment. Consult with the professor if there are any doubts about what plagiarism is and how to avoid it.

10. Bibliography and Sources						
Author(s)	Title/Link	Publishing house	Citv	ISBN	Year	Description

Macdonis, J.J. y Ken Plummer.	Sociología, 3ª edición. La política educativa.	Pearson	Madrid		2007	Referencia.
Bonal, X.	Dimensiones de un proceso de transformación (1976-1996).	Ariel	Barcelona		1998	
Bonal, X.	Sociología de la educación. Una aproximación crítica a las corrientes contemporáneas.	Paidós	Madrid		1998	Referencia.
Carabaña, J.	Los debates sobre la reforma de las enseñanzas medias y los efectos de ésta en el aprendizaje.				2009	
Esping-Andersen, G.	Los tres mundos del Estado de bienestar.	Alfons el Magnànim.	Valencia		1993	
Fernández Enguita, M.	Sociología de la Educación. Lecturas básicas y textos de apoyo.	Ariel	Barcelona		1999	Referencia.
Fernández Palomares, F.	Sociología de la educación.	Pearson Educación	Madrid	9788420535548	2003	Manual
Gambetta, D.	Were they pushed or did they jump? Individual decision mechanisms in education.	Cambridge University.	Cambridge		1987	
Giddens, A.	Cómo está modificando la globalización nuestras vidas.	Taurus	Madrid		2000	Capítulos Globalización y Democracia.
Giddens, A. y Sutton, P.W.	Sociología (8ª Edición).	Alianza	Madrid	9788491812371	2018	Manual de curso. Las páginas señaladas por el profesor son lectura obligatoria.
Kerbo, H.	Estratificación social y desigualdad.	McGraw Hill.	Madrid		1998	