IDENTIFYING DATA

Sociology: Sociology of education

Subject	Sociology: Sociology of education			
Code	O05G110V01105			
Study programme	Grado en Educación Infantil			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Basic education	1st	1st
Teaching language	Galician			
Department				
Coordinator	Casado Neira, David			
Lecturers	Casado Neira, David			
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Web	http://webs.uvigo.es/dcneira			
General description	In this subject board the social aspects (neither pedagogical, neither didactic) that affect in the primary education.			

Skills

Code	
A1	Students have shown to have and understand knowledge in an area of study based on general secondary education, and are at a level in which they can have recourse to advanced textbooks and also to have updated knowledge on the progress made in their field of study.
A2	Students know how to apply knowledge in their work or vocation in a professional manner and have competences that are usually proven through preparation and defence of arguments and problem-solving in their area of study.
A3	Students have the ability to gather and interpret relevant data (usually within their study area) to make judgements that include a reflection on the relevant social, scientific or ethical issues.
A4	Students can transmit information, ideas, problems and solutions to both specialised and non-specialised public.
A5	Students have developed the necessary learning skills to undertake further studies with a high degree of autonomy.
B2	Promote and facilitate early childhood learning from a global and integrating perspective, in the different psychomotor, cognitive, emotional and volitional dimensions.
B5	Group reflection on acceptance of rules and respect for others. Boost autonomy and singularity of each student via the management of emotions, feelings and values in early childhood.
B7	Know the educational implications of information and communication technologies and, in particular, of television in early childhood.
B9	Knowledge of how primary schools are organised and the different actions that comprise their operation. Assume that the practice of teaching has to be improved and adapted to the scientific, pedagogical and social changes throughout life.
B10	Act as a counsellor to parents on the subject of family education in the 0 to 6-year-old age bracket and master social skills for managing and relating to each student's family and to all families.
B11	Reflect on classroom practices to innovate and improve educational tasks, acquire habits and skills for autonomous and cooperative learning, and promote them among students.
B12	Understand the role, possibilities and limits of education in today's society and the core competencies affecting higher education schools and their professionals. Know the quality improvement models that can be applied to educational centres.
C1	Understand the educational and learning processes in the 0 to 6-year-old age bracket, within the family, social and school contexts.
C4	Know how to identify stages and their cognitive, psychomotor, communicative, social and affective characteristics.
C10	Create and maintain communication ties with families to effectively influence the educational process.
C11	Understand and learn to play the role of guardian and counsellor in relation to family education.
C12	Promote and collaborate within and outside the school, in actions organized by families, town councils and other institutions that impact on citizenship education.

C13	Critically analyse and incorporate the most relevant issues of today's society that affect education in the family and at school: social and educational impact of audio-visual languages and of screens; changes in gender and inter-generational relations; multiculturalism and interculturalism; discrimination and social inclusion, as well as sustainable development.
C14	To know the historical evolution of the family, the different types of families, lifestyles and education in the family context.
C23	Understand that systematic observation is a basic instrument for reflecting on practice and reality, as well as for contributing to innovation and improving primary education.
C24	Master the observation and recording techniques.
C25	Undertake field analysis via observational methodology using information technology, documentation and audio-visual media.
C26	Learn how to analyse data obtained, critically understand reality and draft a report on the findings.
C27	Position the primary school within the Spanish educational system, the European and international contexts.
C28	Learn about international experiences and of innovative practices in primary education.
C29	Value the importance of teamwork.
C30	Participate in the preparation and follow-up of primary education projects within the school's framework of projects, and through collaboration with the region and with other professionals and social agents.
C31	Know the legislation governing primary schools and their organisation.
C36	To know the scientific method and to promote scientific thinking and experimentation.
C37	To become familiar with the evolution of thinking, customs, beliefs and social and political movements throughout history.
C43	To develop speaking and writing skills.
C48	To approach situations of language learning in multilingual contexts.
C62	Relate theory and practice with the reality in the classroom and the centre.
C63	Participate in teaching activity and learn to perform by acting and reflecting through practice.
C64	Participate in improvement proposals in the different fields of action that can be set up in a centre.
C66	Learn ways to collaborate with the different sectors of the educational community and the social environment.
C67	These competences, and those from the remaining subjects, will be reflected in the final year dissertation, to reflect the training acquired in all subjects described herein.
D1	Capacity for analysis and synthesis
D2	Capacity for organisation and planning
D3	Oral and written communication
D5	Knowledge of informatics
D6	Information management capacity
D7	Troubleshooting
D8	Decision-making
D9	Team Work
D10	Work in an international context
D11	Skills in interpersonal relations
D12	Critical reasoning
D13	Critical reasoning
D14	Ethical commitment
D15	Autonomous learning
D16	Adaptation to new situations
D17	Creativity
D18	Leadership
D19	Knowledge of other cultures and customs
D20	Initiative and an entrepreneurial spirit
D21	Motivation for quality

Learning outcomes

Expected results from this subject	Training and Learning Results

a. Power use the aportacións theoretical of the sociology how a tool of analysis and understanding of the reality.

b. Analyze the education (childish) how a social fact, the functions of the educational system, the his transformations and conflicts.

c. Know the evolution of the family, the different types of families, of lifestyles and education in the familiar context for power interact with the families.

d. Comprise the institutional lawsuits of the education (childish) in the current context (family, relations of gender and interxeracionais, multiculturalidade and interculturalidade, discrimination and social inclusion, sustainable development, impact of the visual languages).

d. Analyze the social and educational impact of the audiovisual languages and of the technologies, the changes in the relations of gender and interxeracionais, the multiculturalidade and the interculturalidade, the discrimination and social inclusion and the sustainable development.

f. Power carry out and evaluate the actions inside and out of the educational centre destined to the citizen training.

g. Discover the social aspects no pedagogical involved in the educational processes (economic juncture, evolution of the bought of work, social transformations...).

h. Purchase destrezas for recabar information and analyze envelope the previous points through the autonomous work and in team.

i. Understanding of complex texts, sum up and articulate complex information or of different sources.

j. Competitions for collaborating tasks: capacity to listen and comprise them other, capacity to do understanding (oral, written), adaptation and calendars of work and the cumprimentación of the tasks and the times, adapt and reorganize the work, assume the own responsibility and of the group.

A1	B2	C1	D1
A2	B5	C4	D2
A3	B7	C10	D3
A4	B9	C11	D5
A5	B10	C12	D6
	B11	C13	D7
	B12	C14	D8
		C23	D9
		C24	D10
		C25	D11
		C26	D12
		C27	D13
		C28	D14
		C29	D15
		C30	D16
		C31	D17
		C36	D18
		C37	D19
		C43	D20
		C48	D21
		C62	
		C63	
		C64	
		C66	
		C67	

Contents

Topic	
General concepts and sociological theoretical perspectives.	Classical theories of the sociology of the education. Socialization, education, escolarización, instruction.
Sociology of the family and of the childhood.	The childhood how social category. Childhood and escolarización. The contemporary family.
Social context, changes sociodemográficos and access to the bought of work, educational politics.	Social lawsuits of the education and educational reforms.
Education and citizenship.	Gender, multiculturalidade, discrimination, social inclusion, participation in the political and economic life...).
Familiar cultures and school culture.	Cultural reproduction and social factors of the school performance (kind, gender...).
Relation between familiar education, lawsuits of the community and practical in the school.	School, family and community.
Unseen curriculum and socialization in the classroom.	Social and cultural reproduction.
Sociology of the interaction in the classroom and resolution of conflicts.	The educational centre as social stage.
Impact and use of the technologies in the education.	Take part them in the education.

Planning

	Class hours	Hours outside the classroom	Total hours
Lecturing	28	0	28
Seminars	8	8	16
Mentored work	13	42	55
Objective questions exam	2	34	36
Essay	2	13	15

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

	Description
Lecturing	Explanation of theoretical contents
Seminars	Guidelines of manufacture of the work, supervision and resolution of doubts
Mentored work	Realization of activities of investigation.

Personalized assistance

Methodologies	Description
Seminars	Group tutoring
Mentored work	Tutored works

Tests	Description
Essay	Works and projects

Assessment

	Description	Qualification	Training and Learning Results			
Seminars	Continuous evaluation (tracking of the work in classroom and autonomous work)	25	A1 A2 A3 A4 A5	B2 B7 B9 B10 B11 B12	C1 C10 C11 C13 C14 C23 C24 C28 C29 C31 C48 C63 C64 C66	D1 D2 D3 D5 D6 D7 D8 D9 D10 D11 D12 D13 D14 D15 D16 D17 D18 D19 D20 D21
Mentored work	Search activities	35	A1 A2 A3 A4 A5	B2 B5 B7 B9 B10 B11 B12	C1 C10 C11 C13 C14 C23 C24 C28 C29 C30 C31 C48 C62 C63 C64 C66	D1 D2 D3 D5 D6 D7 D8 D9 D10 D11 D12 D13 D14 D15 D16 D17 D18 D19 D20 D21

Objective questions exam	Test(s) on the theoretical contents of the curse	40	A1 A2 A3 A4 A5	B2 B5 B7 B9 B10 B11 B12	C1 C10 C11 C13 C14 C23 C24 C28 C29 C30 C31 C48 C62 C63 C64 C66	D1 D2 D3 D5 D6 D7 D8 D9 D10 D11 D12 D13 D14 D15 D16 D17 D18 D19 D20 D21

Other comments on the Evaluation

To surpass the subject is indispensable to: fulfil the terms of work established, surpass: the continuous evaluation, the test(s) of theoretical contents and the research activities.

Dates and places of the examinations can be consulted at the Faculty Web Site.

The parts of the subject surpassed at the 1. opportunity will not be evaluated in the 2., they will be considered as surpassed for that academic curse.

The evaluation system does not establish differences between assistants or no assistants students.

Sources of information

Basic Bibliography

Fernández Enguita, Mariano, **La escuela a examen**, Pirámide, 1999

Giner, Salvador; Lamo de Espinosa, Emilio; Torres, Cristóbal (eds.), **Diccionario de sociología**, Alianza Editorial, 1998

Macionis, John J.; Plummer, Ken, **Sociología**, Prentice Hall, 1999

Complementary Bibliography

Recommendations

Contingency plan

Description

=== EXCEPTIONAL MEASURES SCHEDULED ===
In front of it uncertain and unpredictable evolution of the sanitary alert caused by the COVID- 19, the University establishes join extraordinary planning that will actuate in the moment in that the administrations and the @propio institution determine it attending to criteria of security, health and responsibility, and guaranteeing the *docencia in a @escenario no *presencial or no totally *presencial. These already scheduled measures guarantee, in the moment that was prescriptive, the development of the *docencia of a way but *áxil and effective when being known beforehand (or with a wide advance) pole students and the teaching staff through the tool normalized and institutionalized of the teaching guides DOCNE*T.

=== ADAPTATION OF The METHODOLOGIES ===
* teaching Methodologies that keep
All
* teaching Methodologies that modify
Any
* Mechanism no *presencial of attention to the students (*titorías)
The sessions of *titorización will be able to realized by telematic means (email, videoconference, forums of FAITI*C, ...) Low the modality of *concertación previous.
* Modifications (proceed) of the contained to impart

there are not modifications
* additional Bibliography to facilitate to car-learning
available Information through the platform FAITI*C
* Other modifications
there are not modifications

=== ADAPTATION OF The EVALUATION ===
* Proofs already realized
Test XX: [previous Weight 00%] [Weight Proposed 00%]
there are not modifications

* pending Proofs that keep
Test XX: [previous Weight 00%] [Weight Proposed 00%]
there are not modifications

* Proofs that modify
[previous Proof] =&*gt; [new Proof]
there are not New

* modifications proofs
there are not modifications

* additional Information
In the case to actuate the teaching activity no *presencial, this will impart by means of Remote Campus and will foresee
*asemade the use of the platform of *teledocencia *Faitic how reinforcement and without prejudice of other measures that
can adopt to guarantee the accessibility of the students to the contained @docente.