



IDENTIFYING DATA

Sociology: Sociology of education

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

Competencies

Code	
CB1	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.
CB2	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.
CB3	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.
CB4	Students can transmit information, ideas, problems and solutions to both specialised and non-specialised public.
CB5	Students have developed the necessary learning skills to undertake further studies with a high degree of autonomy.
CG2	Promote and facilitate early childhood learning from a global and integrating perspective, in the different psychomotor, cognitive, emotional and volitional dimensions.
CG5	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.
CG7	Know the educational implications of information and communication technologies and, in particular, of television in early childhood.
CG9	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.
CG10	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.
CG11	Reflect on classroom practices to innovate and improve educational tasks, acquire habits and skills for autonomous and cooperative learning, and promote them among students.
CG12	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.
CE1	Understand the educational and learning processes in the 0 to 6-year-old age bracket, within the family, social and school contexts.
CE4	Know how to identify stages and their cognitive, psychomotor, communicative, social and affective characteristics.
CE10	Create and maintain communication ties with families to effectively influence the educational process.
CE11	Understand and learn to play the role of guardian and counsellor in relation to family education.
CE12	Promote and collaborate within and outside the school, in actions organized by families, town councils and other institutions that impact on citizenship education.

- CE13 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.
- CE14 To know the historical evolution of the family, the different types of families, lifestyles and education in the family context.
- CE23 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.
- CE24 Master the observation and recording techniques.
- CE25 Undertake field analysis via observational methodology using information technology, documentation and audio-visual media.
- CE26 Learn how to analyse data obtained, critically understand reality and draft a report on the findings.
- CE27 Position the primary school within the Spanish educational system, the European and international contexts.
- CE28 Learn about international experiences and of innovative practices in primary education.
- CE29 Value the importance of teamwork.
- CE30 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.
- CE31 Know the legislation governing primary schools and their organisation.
- CE36 To know the scientific method and to promote scientific thinking and experimentation.
- CE37 To become familiar with the evolution of thinking, customs, beliefs and social and political movements throughout history.
- CE43 To develop speaking and writing skills.
- CE48 To approach situations of language learning in multilingual contexts.
- CE62 Relate theory and practice with the reality in the classroom and the centre.
- CE63 Participate in teaching activity and learn to perform by acting and reflecting through practice.
- CE64 Participate in improvement proposals in the different fields of action that can be set up in a centre.
- CE66 Learn ways to collaborate with the different sectors of the educational community and the social environment.
- CE67 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.
- CT1 Capacity for analysis and synthesis
- CT2 Capacity for organisation and planning
- CT3 Oral and written communication
- CT5 Knowledge of informatics
- CT6 Information management capacity
- CT7 Troubleshooting
- CT8 Decision-making
- CT9 Team Work
- CT10 Work in an international context
- CT11 Skills in interpersonal relations
- CT12 Critical reasoning
- CT13 Critical reasoning
- CT14 Ethical commitment
- CT15 Autonomous learning
- CT16 Adaptation to new situations
- CT17 Creativity
- CT18 Leadership
- CT19 Knowledge of other cultures and customs
- CT20 Initiative and an entrepreneurial spirit
- CT21 Motivation for quality

Learning outcomes

Learning outcomes

Competences

a. Power use the aportaci3ns theoretical of the sociology how a tool of analysis and understanding of the reality.	CB1 CB2 CB3	CG2 CG5 CG7	CE1 CE4 CE10	CT1 CT2 CT3
b. Analyze the education (childish) how a social fact, the functions of the educational system, the his transformations and conflicts.	CB4 CB5	CG9 CG10 CG11	CE11 CE12 CE13	CT5 CT6 CT7
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.		CG12	CE14 CE23 CE24	CT8 CT9 CT10
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).			CE25 CE26 CE27 CE28	CT11 CT12 CT13 CT14
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.			CE29 CE30 CE31 CE36	CT15 CT16 CT17 CT18
f. Power carry out and evaluate the actions inside and out of the educational centre destined to the citizen training.			CE37 CE43 CE48	CT19 CT20 CT21
g. Discover the social aspects no pedagogical involved in the educational processes (economic juncture, evolution of the bought of work, social transformations...).			CE62 CE63 CE64	
h. Purchase destrezas for recabar information and analyze envelope the previous points through the autonomous work and in team.			CE66 CE67	
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 cumprimentaci3n of the tasks and the times, adapt and reorganize the work, assume the own responsibility and of the group.				

Contents

Topic	
General concepts and sociological theoretical perspectives.	Classical theories of the sociology of the education. Socialization, education, escolarizaci3n, instruction.
Sociology of the family and of the childhood.	The childhood how social category. Childhood and escolarizaci3n. The contemporary family.
Social context, changes sociodemogr3ficos 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	Evaluated	Competences		
Seminars	Continuous evaluation (tracking of the work in classroom and autonomous work)	25	CB1	CG2	CE1	CT1
			CB2	CG7	CE10	CT2
			CB3	CG9	CE11	CT3
			CB4	CG10	CE13	CT5
			CB5	CG11	CE14	CT6
				CG12	CE23	CT7
					CE24	CT8
					CE28	CT9
					CE29	CT10
					CE31	CT11
					CE48	CT12
					CE63	CT13
					CE64	CT14
					CE66	CT15
						CT16
						CT17
						CT18
						CT19
						CT20
						CT21
			Mentored work	Search activities	35	CB1
CB2	CG5	CE10				CT2
CB3	CG7	CE11				CT3
CB4	CG9	CE13				CT5
CB5	CG10	CE14				CT6
	CG11	CE23				CT7
	CG12	CE24				CT8
		CE28				CT9
		CE29				CT10
		CE30				CT11
		CE31				CT12
		CE48				CT13
		CE62				CT14
		CE63				CT15
		CE64				CT16
		CE66				CT17
						CT18
						CT19
						CT20
						CT21

Objective questions exam	Test(s) on the theoretical contents of the course	40	CB1 CB2 CB3 CB4 CB5	CG2 CG5 CG7 CG9 CG10 CG11 CG12	CE1 CE10 CE11 CE13 CE14 CE23 CE24 CE28 CE29 CE30 CE31 CE48 CE62 CE63 CE64 CE66	CT1 CT2 CT3 CT5 CT6 CT7 CT8 CT9 CT10 CT11 CT12 CT13 CT14 CT15 CT16 CT17 CT18 CT19 CT20 CT21
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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 course.

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 FAITIC

* 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] => [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

the use of the platform of tele docencia FAITIC how reinforcement and without prejudice of other measures that can adopt to guarantee the accessibility of the students to the contained @docente.
