



Universitat de Lleida

DEGREE CURRICULUM
SOCIOLOGY OF EDUCATION

Coordination: GARRETA BOCHACA, JORDI

Academic year 2023-24

Subject's general information

Subject name	SOCIOLOGY OF EDUCATION			
Code	100705			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Pre-School Education	1	COMMON/CORE	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA	TEORIA	
	Number of credits	1.8	4.2	
	Number of groups	3	2	
Coordination	GARRETA BOCHACA, JORDI			
Department	PSYCHOLOGY, SOCIOLOGY AND SOCIAL WORK			
Teaching load distribution between lectures and independent student work	<p>The student's autonomous work has two parts: the one that involves following, complementing and studying the theory of the material (which will be especially valued through a final exam and the repercussion of the theory in the individual course work) and, for the other, the individual and team or badge work that will be carried out as more practical work credits.</p> <p>The teaching imparted by the teacher can be face-to-face or virtual, with concrete indications at the time of the course.</p>			
Important information on data processing	Consult this link for more information.			
Language	Catalan			
Distribution of credits	<p>4.2 ECTS equivalent to the teacher's teaching and classroom work within the hours indicated by "large group".</p> <p>1.8 ECTS equivalent to practical work in the "middle group" schedule inside and outside the classroom.</p>			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
GARRETA BOCHACA, JORDI	jordi.garreta@udl.cat	13,8	

Learning objectives

Own and use the specific concepts of the subject
 Understand and interpret the effects of social change on an educational and family level
 Discern in scientific knowledge of opinion, stereotype and prejudice
 Apply knowledge to practice in a professional and rigorous way
 Have a good ability to understand oral and written problems and solve problems
 Have the ability to synthesize and search for information
 Discern and analyze the elements in conflict situations
 Discern the scientific knowledge of the ideological
 Work as a team
 Develop an interdisciplinary knowledge
 Know and know how to apply technological resources in the field of the subject.
 Express and write the ideas appropriately.

Competences

CG1 Correctness in oral and written communication.

CG3 Proficiency in information and communication technologies.

CE7 Knowing the educational implications of information and communication technologies and, in particular, of television in early childhood.

Subject contents

1. Social and technological change. Impact of social and technological change on the educational and family system. Democracy and citizenship. The perspective from Sociology of Education. What education for which society: the social functions of the school. Main theories and currents of analysis.
2. The processes of socialization. The production of identities. Agents and socialization agencies.
3. Cultural diversity and social inequalities: class, gender, ethnic and digital inequalities.
4. School cultures: school as an organization, the social foundations of the curriculum, the hidden curriculum, social relationships at school. Teaching staff, culture and postmodernity.
5. Multicultural societies and intercultural education, societies, cultures and identities, the social production of racism and xenophobia, intercultural discourse and practice, educational policies of cultural diversity, cultures in interaction and their effects
6. Gender differential socialization processes in the family, at school and in the media, inequalities in work. Coeducation inadequate. Critical analysis of gender models. The effects of policies for equality.
7. Historical evolution of the family structure.

8. The contemporary family: philosophical and social thought about the family.

9. The development of the Welfare State and the society of services. From the single model to the plurality of family models: new family models of the 21st century. New family models and emigration: repercussions in the society of origin and receiving society.

10. The family-school relationship: positive and negative relationships dynamics in school; The participation of families (channels and strategies); The gender factor and the relationship with the school.

Methodology

Teacher's presentation: Oral and multimedia (15%)

Student exhibitions: oral and multimedia (20%)

Debates and role plays (5%); Work and case studies (10%)

Reading and analysis of documentation (10%)

Preparation of student exhibitions (10%)

Search for information (5%)

Preparation of works and synthesis (10%)

Group and individual tutoring (5%)

Seminars for the application of knowledge (5%)

Use of virtual platforms (5%)?

Development plan

SESSIÓ	DESCRIPCIÓ	OBJECTIUS	TASQUES PROFESSOR/A	TASQUES ALUMNES	RECOMANACIONS	% AVALUACIÓ
Sessions de tres hores de grup gran de les setmanes 1 a 8 de curs Continguts 1, 2, 3, 4,	Presentació per part del professor de la matèria relacionada amb els continguts citats	1, 2, 3, 8, 10	Presentació dels continguts, potenciació del diàleg i del pensament crític	Seguiment, reflexió i participació en les sessions de classe.	L'alumnat, a més de ser present a les sessions, ha de participar creant una dinàmica de treball positiva i un diàleg constructiu	15%
Sessions d'una hora de grup mitjà de les setmanes 1 a 8 de curs Continguts 1, 2, 3, 4	Anàlisi de material (articles, documents de treball...) relacionats amb els continguts 2 i 3	1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12	Presentació del material, potenciació del debat, tutorització de la reflexió i dels continguts que apareixen en el treball i ajudar a sintetitzar la informació.	Lectura del material, reflexió en equip, anàlisi de la informació, elaboració de conclusions i de propostes de millora. Presentació dels resultats.	L'alumnat ha d'estar disposat a treballar en equip petit, debatre les conclusions extretes i consensuar la síntesi final i les propostes.	40%

SESSIÓ	DESCRIPCIÓ	OBJECTIUS	TASQUES PROFESSOR/A	TASQUES ALUMNES	RECOMANACIONS	% AVALUACIÓ
Sessions de tres hores de grup gran de les setmanes 9 a 12 de curs Continguts 5 i 6	Presentació per part del professor de la matèria relacionada amb els continguts citats	1, 2, 3, 8, 10	Presentació dels continguts, potenciació del diàleg i del pensament crític	Seguiment, reflexió i participació en les sessions de classe.	L'alumnat, a més de ser present a les sessions, ha de participar creant una dinàmica de treball positiva i un diàleg constructiu.	15%
Sessions d'una hora de grup mitjà de les setmanes 9 a 12 de curs Continguts 5, 6, 7, 8	Anàlisi etnogràfica. Treball en equip pel grup de tarda i badge etnografia pel grup de matí.	1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12.	Presentació del material, potenciació del debat, tutorització de la reflexió i dels continguts que apareixen en el treball i ajudar a sintetitzar la informació.	Realització i anàlisi de treball etnogràfic en centres escolars a partir dels que s'elaboraran conclusions i propostes d'intervenció.	L'alumnat ha d'estar disposat a treballar en equip petit, debatre les conclusions extretes i consensuar la síntesi final i les propostes.	10%
Sessions de tres hores de grup gran de les setmanes 13 a 15 de curs Contingut 7, 8, 9, 10	Presentació per part del professor de la matèria relacionada amb els continguts citats	1, 2, 3, 8, 10	Presentació dels continguts, potenciació del diàleg i del pensament crític	Seguiment, reflexió i participació en les sessions de classe.	L'alumnat, a més de ser present a les sessions, ha de participar creant una dinàmica de treball positiva i un diàleg constructiu.	10%
Sessions d'una hora de grup mitjà de les setmanes 13 a 15 de curs Contingut 7, 8, 9, 10	Anàlisi del material obtingut en l'etnografia realitzada en equip: grau d'aprofundiment, capacitat de reflexió, etc.	1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12	Presentació de la línia de treball, potenciació del debat, tutorització de la reflexió i dels continguts que apareixen en el treball i ajudar a sintetitzar la informació.	Lectura del material, reflexió en equip, anàlisi de la informació, elaboració de conclusions i de propostes de millora. Presentació dels resultats.	L'alumnat ha d'estar disposat a treballar en equip petit, debatre les conclusions extretes i consensuar la síntesi final i les propostes.	10%

Evaluation

Assessment block 1: writing an individual work of analysis on a central theme of the programme (from three options presented by the teacher) using academic bibliography (25% of the final mark; 2.5 points). The work will have two complementary but independent **assessment activities**: a first activity, valued up to 1 point of the mark, consisting of the correct collection of information and citation of bibliographical/documentary sources within the work; second activity, equivalent to 1.5 points of the mark, consisting of assessing the degree of analysis and deepening of the contents of the work.

Assessment block 2: empirical group study using socio-educational research techniques (surveys, interviews, discussion groups, ethnographies, observation, etc.) carried out on social and/or educational issues (25% of the final mark; 2.5 points). The work contains two **assessment activities**: firstly, the design of the research and the justification of the methodology and research techniques used (1 point out of the 2.5 of the assessment block 2) and, secondly, the performance of the fieldwork and its analysis (1.5 points).

Assessment block 3: exam (face-to-face and written) of the theoretical part (50% of the final mark, i.e. 5 points). The exam modality will be chosen by the student from two options presented by the teacher. The make-up is voluntary in the event of not obtaining a minimum of 2 points (until the make-up makes it possible to obtain at least 2.5 points).

The calculation of the **final mark** will be based on the sum of the different assessment blocks. In order to do this sum, it is only necessary to obtain a minimum of 2 points (out of a possible 5) in Block 3 of the assessment (exam).

The **alternative assessment** will consist of carrying out the three assessment blocks, but in the case of block 2, which consists of a team work, this work may be carried out individually.

Note: The assessment of this subject will include the support measures provided by UdLxTothom for students with NESE.

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