



Universitat de Lleida

DEGREE CURRICULUM
SOCIOLOGY OF EDUCATION

Coordination: ESPUÑES MOLINS, MERCEDES

Academic year 2021-22

Subject's general information

Subject name	SOCIOLOGY OF EDUCATION			
Code	100866			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Primary Training	1	COMMON	Attendance-based
	Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training	1	COMMON	Attendance-based
	Double bachelor's degree: Degree in Primary Training and Degree in Physical Activity and Sports Sciences	1	COMMON	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	6	5	
Coordination	ESPUÑES MOLINS, MERCEDES			
Department	GEOGRAPHY AND SOCIOLOGY			
Teaching load distribution between lectures and independent student work	Student's individual work has two parts: the one that involves keeping track of lessons, complement and study theory (which will be assessed through the final exam and the impact of theory into individual and group practices) and, on the other hand, the making of individual and group practices.			
Important information on data processing	Consult this link for more information.			
Language	Catalan and English in the bilingual group			
Distribution of credits	4.2 ECTS of professor's lectures and classroom work within the schedule indicated for "large group"; 1.8 ECTS of practices in the schedule for "medium group", in and out of the classroom.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BERGE COMELLA, JORDI	jordi.berge@udl.cat	6	
CERVIÑO ABELEDO, IRIMIA	irimia.cervino@udl.cat	4,2	
ESPUÑES MOLINS, MERCEDES	merce.espunyes@udl.cat	8,4	
GARCIA BLANC, NURIA	nuria.garcia@udl.cat	6	
MAYORAL ARQUE, MARIA DOLORES	dolors.mayoral@udl.cat	0	
MIRÓ MIRÓ, ADELINA	adelina.miro@udl.cat	1,8	
TORRES GONZALEZ, TERESA	teresa.torresgonzalez@udl.cat	5,4	

Learning objectives

1. Know how to interrelate social, economic and political context with Educational system.
2. Analyze current Educational public policies and their effect on people's rights, quality of democracy, equal opportunities, educational equity and defense of Human rights.
3. Demonstrate the ability to apply what sociological reflexivity gives us within the real complexity of the educational phenomenon.
4. Apply the understanding of social phenomena related to education in relation to the problems of social justice, gender inequalities, social, ethnic and cultural affiliation, and functional diversity
5. Distinguish scientific knowledge from "common sense", the formation of stereotypes and prejudices and from the concept of ideology.
6. Understand how globalization affects a network society that makes use of digital technologies and new languages.
7. Understanding databases, statistics and extrapolate results.

8. Be able to do a bibliographic search using various academic search engines and in the English language.
9. Demonstrate the ability to work in a team and collaboratively, developing social and communication skills.

Competences

The results of learning will be visible in the practical development of skills. Students must know how to:

1. Analyse and recognize the most relevant matters in today's society affecting both school and education. Maintain a reflective attitude regarding the social and cultural environment, the institutional environment in which the work is taking place and in relation to the professional practice itself.
2. Apply critical reasoning to the analysis of the different social realities arising from ethnicity, social class, sociocultural status, religion, gender, consumerism and their group and individual effects.
3. Develop educational projects or programs that take into consideration Human and emerging Rights, and any of the above aspects.
4. Express oneself correctly both orally and in writing.
5. Work in team and collaboratively, taking into account the respect for the differences, the integration of different points of view, the ability to critical analyse and evaluate the results of the work.

Subject contents

- T1. Theoretical perspectives in Sociology of Education
- T2. Socialization processes and agents
- T3. Educational Equity and Equality
- T4. Globalization and Education. Digital technologies in education
- T5. Cultural diversity and Education. Multiculturalism and Interculturalism
- T5. Gender Equity and Education
- T6. The transition from Education to labour market
- T7. Education systems and social changes: Spain and Catalonia

Methodology

Professor's presentation (oral and multimedia) of the subject's theoretical content. Lectures will be used to introduce the most relevant topics and concepts.

Read and analyse chapters of books, scientific articles and press articles about current topics related to the subject.

Watch films and videos or documentaries related to the subject's contents.

Debates and case studies.

Introduction to scientific methodology through the ethnographic observation technique.

Introduction to APs.

Information research, analysis and essay writing.

Student's work presentation (oral and multimedia).

Use of virtual platforms.

Group and individual tutorials. Individual and group tutorials are especially positive for students to guide and critically evaluate their work and performance. We recommend a minimum of two tutorials and as many as needed when the situation deserves it.

Development plan

SCHEDULE

SESSION	MODALITY	DESCRIPTION	AIMS AND SKILLS	TEACHER TASKS	STUDENTS TASKS	ASSESSMENT
SECTION 1 LG	C	Teacher's presentation of the content	1.1, 1.2, 1.3 3.1	Presentation of the contents, promotion of dialogue and critical thinking	Follow, reflect on and participate in class sessions	20%
SECTION 1 MD	C/NC	Analysis, work and practice with supplementary material (articles, working documents, audiovisual materials, etc.) related to the contents of the section.	2.1, 2.2, 2.3, 2.4 3.2, 3.3	Presentation of material, enhance the debate, mentor the reflection and the contents of the work and help synthesize information	Read the material, team reflection, analyse information, draw conclusions and do exercises. Presentation of results	15%
SECTION 2 LG	C	Teacher's presentation of the content	1.1, 1.2, 1.3 3.1	Presentation of the contents, promotion of dialogue and critical thinking	Follow, reflect on and participate in class sessions	20%
SECTION 2 MG	C/NC	Analysis, work and practice with supplementary material (articles, working documents, audiovisual materials, etc.) related to the contents of the section.	2.1, 2.2, 2.3, 2.4 3.2, 3.3	Presentation of material, enhance the debate, mentor the reflection and the contents of the work and help synthesize information	Read the material, team reflection, analyse information, draw conclusions and do exercises. Presentation of results	15%
SECTION 3 LG	C	Teacher's presentation of the content	1.1, 1.2, 1.3 3.1	Presentation of the contents, promotion of dialogue and critical thinking	Follow, reflect on and participate in class sessions	20%
SECTION 3 MG	C/NC	Analysis, work and practice with supplementary material (articles, working documents, audiovisual materials, etc.) related to the contents of the section.	2.1, 2.2, 2.3, 2.4 3.2, 3.3	Presentation of the material for the practices. Analysis of its content and monitor and mentor group and individual work	Read the material, team reflection, analyse information, draw conclusions and do exercises. Presentation of results	10%

Evaluation

- Theoretical part (exam: 40%)

- Practical part (60%) (Work of PAs: 25%, reading and analysis of articles: 10%, classroom practices and deepening work on theoretical aspects: 25%)

The exam will be held within the evaluation period. The marks will be delivered within two weeks after the exam. A minimum of 4 points out of 10, in the exam, will be required to pass the course. It is also necessary to approve the practical part.

The resit exam will be held in the last week of January.

The assessment of practices will be done globally at the end of the course in accordance with the skill assessment foreseen in this teaching plan. All tests and exercises are mandatory. However, individual tutorials and medium groups serve to guide the student in the proper tracking of the subject.

In the bilingual group, the assessment will be held in English

•

in the first week of February.

Bibliography

REFERENCE BIBLIOGRAPHY

ALSINET, J.; RIBA, C.; RIBERA, M., i SUBIRATS, J. (2003). Més enllà de l'escola. Transformacions socials i noves dinàmiques educatives i professionals. Barcelona:, Mediterrània.

APPLE, M. (2002) Educar "como Dios Manda" Mercados, niveles, religión y desigualdad. Barcelona, Paidos

APPLE, M.W. (1996). Política cultural y educación. Madrid, Morata.

BALL, S. J. (ed.) (2000). Sociology of Education. Major Themes. Volume II. Inequalities and Oppressions. London, Routledge.

BALL, S. J. (ed.) (2000). Sociology of Education. Major Themes. Volume III. Institutions and Processes. London, Routledge.

BALL, S. J. (ed.) (2000). Sociology of Education. Major Themes. Volume IV. Politics and Policies. London, Routledge.

BAUMAN, Z. (1998) Globalization: The Human Consequences, Oxford, Basil Blackwell.

BAUMAN, Z. (2000). Liquid modernity. Cambridge, Polity.

- BECK, U. (1992). Risk society: Towards a new modernity (Vol. 17). Sage.
- BERGER, P.L. i LUCKMANN, T. (1988). La construcció social de la realitat. Barcelona, Herder
- BERGER, P.L. i LUCKMANN, T. (1988). La construcció social de la realitat. Barcelona, Herder
- BERNARDI, F., & CEBOLLA, H. (2014). "Social Class and School Performance as Predictors of Educational Paths in Spain". Revista Española de Investigaciones Sociológicas, 146, 3-22.
- BERNSTEIN, B. (1985). "Clase social, lenguaje y socialización", a Educación y Sociedad, 4, pp. 129-146.
- BERNSTEIN, B. (1998). Pedagogía, control simbólico e identidad. Madrid, Morata.
- BOCH CABALLERO, M. C. (2002). El reto de la escuela postmoderna. Universidad de Granada.
- BONAL, X. (2005). Les desigualtats territorials en l'ensenyament a Catalunya. Barcelona, Mediterrània.
- BONAL, X. (dir.) (2003). Apropiaciones escolares. Barcelona, Octaedro.
- BONAL, X. (2003). Implicacions de posició en les disposicions educatives: classe, gènere i ètnia, a: Apropiacions escolars. Barcelona, Octaedro.
- BOURDIEU, P. (1991). La distinción. Madrid, Taurus.
- BOURDIEU, P. i PASSERON, J.C. (1977). La reproducción social: elementos para una teoría de la enseñanza. Barcelona, Laia.
- BRUNET, I.; PASTOR, I. (1997). Educación, trabajo y género. Barcelona, Librería Universitaria.
- BUCHMANN, C., DIPRETE, T. A., & MCDANIEL, A. (2008). "Gender inequalities in education". Annual Review of Sociology, 34, 319-337.
- CASTELLS, M. (2011). The power of identity: The information age: Economy, society, and culture (Vol. 2). John Wiley & Sons.
- CENCERRADO ALCAÑIZ, F. (1994). La postmodernidad un reto a la educación.
- DAVIS, M. (2013) "Hurried lives. Dialectics of time and technology in liquid modernity". Thesis Eleven (118)1; 7-18.
- DEL CAMPO, S. (2001). Historia de la Sociología en España. Barcelona, Ariel.
- DUBET, F. (2002). Le déclin de l'institution. Paris, Seuil.
- DURAKO?LU, A. (2013). "Paulo Freire's perception of dialogue based education". International Journal on New Trends in Education and Their Implications (Vol.4) Issue: 3
- DURKHEIM, E. (1961). Moral Education. New York, The Free Press.
- DURU, M.; VAN ZANTEN, A. (2006). Sociologie de l'école. Paris, Armand Colin.
- FERNÁNDEZ ENGUITA, M. (1995). La escuela a examen. Madrid, Pirámide.
- FERNÁNDEZ ENGUITA, M. (1999). Sociología de la educación. Los desiguales resultados de las políticas igualitarias: Clase, género y etnia en la educación. Barcelona, Ariel.
- FERNANDEZ ENGUITA, M.; MENA, L.; i RIVIERE, J. (2010). Fracaso y abandono escolar en España. Barcelona, Obra Social La Caixa.
- FERNÁNDEZ PALOMARES, F. (2005). Sociología de la educación. Madrid, Pearson.
- FERNÁNDEZ VÁZQUEZ, X. R. (2003). Educación e igualdad de oportunidades entre sexos. Barcelona, Horsori.
- FREIRE, P. (2000). Pedagogy of the oppressed. Bloomsbury Publishing.

- GARRETA, J. (edit.) (2007). La relació família-escola. Lleida, Universitat de Lleida.
- GONZÁLEZ, M. J. A. (2017). "La educación intercultural: un camino hacia la inclusión educativa". Revista de educación inclusiva, 6(2).
- GUERRERO SERON, A. (1996). Manual de Sociología de la Educación. Madrid, Síntesis.
- GUERRERO SERÓN, A. (2009). Enseñanza y sociedad. El conocimiento sociológico de la educación. Apartats sobre Marx, Durkheim i M. Weber. Madrid, Siglo XXI.
- GUIONET, DR. NEVEU, E. (2005) Feminins/Masculins. Sociologie du genre. Paris, Armand Colin.
- GIDDENS, A. (2001). Sociología. Apartat: Teorías sobre la escolarización y la desigualdad. Madrid, Alianza.
- HALL, C. (2004). "Theorising Changes in Teachers' Work". Canadian Journal of Educational Administration and Policy.
- HARGREAVES, A. (2003). Teaching in the knowledge society: Education in the age of insecurity. Teachers College Press.
- HERNÁNDEZ, F., i altres. (2009). Teorías sobre sociedad, familia y educación. Valencia, Tirant lo Blanch.
- HICKOX, M. S. (1982). "The Marxist sociology of education: a critique". British Journal of Sociology, 563-578.
- KYMLICKA, W. (2007). Multicultural Odysseys. Navigating the New International Politics of Diversity. Oxford, University Press.
- LLEVOT, N. (ed.) (2006). La educación intercultural: discursos y prácticas. Lleida, Universitat de Lleida.
- LLEVOT, N., MOLET, C., GARRETA, J. BERNAD, O., DOMINGO, J. (2017). Diversidad religiosa en los centros escolares de Cataluña: religiones y multiculturalidad. Lleida: Milenio.
- MAYORAL, D. (2007). "La organización social del género", a R. Merino i G. de la Fuente, Sociología para la intervención social y educativa, pp.188-221. Madrid, Complutense
- MAYORAL, D.; MOLINA, F. (2002). Les desigualtats ocultes: llengua, cultura i educació. Lleida, Pagès.
- MIGUÉLEZ, F. (coord.) (1997). Desigualtat i canvi. L'estructura social contemporània. Capítol 5: Altres eixos d'estructuració social. Barcelona, Proa / Universitat Autònoma de Barcelona.
- MOLINA, F. (2002): Sociología de la educación intercultural. Buenos Aires, Lumen.
- SAMPER, L. i GARRETA, J. (2006). "Identidad e inmigración. Discursos sobre identidades y alteridades", a Tèmpora, 9; pp. 15-33.
- SEBASTIÁN RAMOS, A.; MALIK LIÉVANO, B. (2001). Educar y orientar para la igualdad en razón del género: perspectiva teórica y propuestas de actuación. Madrid, UNED
- SUÀREZ OROZCO, C. i SUÀREZ OROZCO, M. (2008). Històries d'immigració. La comprensió dels patrons de rendiment escolar dels joves immigrants nous. Barcelona, Fundació Jaume Bofill.
- TOURAINÉ, A. (2007). La mirada social. Un marco de pensamiento distinto para el siglo XXI. Barcelona, Paidós.
- TROMAN, G. (2008). "Primary teacher identity, commitment and career in performative school cultures". British Educational Research Journal, 34(5), 619-633.
- UNESCO (2007). Compendio mundial de la educación 2007. Montreal, Instituto de Estadística de la Unesco.
- WARD, D.A., CARTER, T.J. i PERRIN, R.D.(1994). Social Deviance. Being, Behaving, and Branding, Needham Heights, Allyn and Bacon.
- ZANFRINI, L. (2008). La convivencia interétnica. Madrid, Alianza.

