



Universitat de Lleida

DEGREE CURRICULUM **FAMILY AND SCHOOL**

Coordination: ESPUÑES MOLINS, MERCEDES

Academic year 2022-23

Subject's general information

Subject name	FAMILY AND SCHOOL			
Code	100867			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Primary Training	1	COMMON/CORE	Attendance-based
	Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training	1	COMMON/CORE	Attendance-based
	Double bachelor's degree: Degree in Primary Training and Degree in Physical Activity and Sports Sciences	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	6	5	
Coordination	ESPUÑES MOLINS, MERCEDES			
Department	GEOGRAPHY AND SOCIOLOGY			
Teaching load distribution between lectures and independent student work	4.2 credits of professor's lectures and classroom work within the schedule indicated for "large group"; 1.8 credits of practices in the schedule for "medium group", in and out of the classroom.			
Important information on data processing	Consult this link for more information.			
Language	Catalan			
Distribution of credits	Student's work has two aspects: carefully follow classes, complementing with readings and audiovisual documents what has been taught in class. There will also be practical sessions that will be developed through collaborative work, which will consist in developing, analysing case studies and make well-founded proposals for intervention			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
ESPUÑES MOLINS, MERCEDES	merce.espunyes@udl.cat	2,1	
ET TALYDY BAHIJ, ABDERRAFIE	abderrafie.ettalydy@udl.cat	3	
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JOVE ORTIZ, MARIA	maria.jove@udl.cat	3,9	
OZTÜRK OKUMUS, OZGÜR GUNES	ozgurgunes.ozturk@udl.cat	6	
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TORRES GONZÁLEZ, TERESA	teresa.torresgonzalez@udl.cat	1,8	

Learning objectives

Academic objectives:

1. Understand how any notion linked to “family” and “school” are part of a social and cultural construct
2. Analyze the current changes and transformations that affect families, from a dynamic point of view, susceptible to transformation and characterized by social and economic determinants.
3. Learn to incorporate the gender perspective in the analysis of social reality, especially in the family and at

school.

4. Develop methodological tools for social analysis and intervention, taking into account the "active" role and "empowerment" of families in their participation in the school environment.
5. Be able to design programs or projects aimed at improving the family-school relationship.
6. Identify the role of the teacher or educator in relation to the detection of conflicts, family problems that affect the academic performance and emotional stability of children.

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 school and education at school and within the family.
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 the Human Rights and the Emerging Rights, and any of the above aspects.
4. Work in team and collaboratively, taking into account the respect for the differences, the integration of different points of view, the ability to critically analyse and evaluate the results of the work.

Subject contents

FAMILY AND SCHOOL aims to make an exercise in reflexivity that allows us to see, observe and capture, how we internalize social and economic transformations, how "we are built" in relation to the school space and educational institutions and within our family, and how we "build ourselves" as potential agents of change, and as future teachers.

1. Contents from the ***sociological discipline***:

- T1. Relationship between school and families. The involvement of families in school. Social transformations and new forms of school participation by families. Relationship between family support and academic success.
- T2. Analyzing family transformations in Western societies. Socio-demographic traits.
- T3. New current needs in families: work-life balance, time reform, family conflicts: limits, care, restraint and domestic violence.
- T4. Family social and economic vulnerability. Cultural plurality and family diversity. Family-school intercultural communication tools

2. Contents from the ***psychological discipline***:

- T5. The family. Family structure. Parental styles. Changes in family patterns as a result of historical evolution.
- T6. Psychological intervention with families. Family analysis and diagnosis. Proposals for intervention.
- T7. Characteristics of the tutor. Strategies for tutorial action with families. Actions and types of tutorials.
- T8. Resources of the school institution in coordination with other educational and social agents. The relations between the school and the socio-community environment.

Methodology

Lectures will be used to introduce the most relevant topics and concepts.

We will read chapters of books or press articles about current topics related to the subject.

Each student will have to bring a current press article and present it to the class for discussion.

We will watch films and videos or documentaries related to the subject's contents in which we will acquire knowledge through practical situations that we will debate.

We will take our first steps in the scientific methodology through the ethnographic observation technique.

We will work on analysis and synthesis abilities, on the accurate search for information and its treatment in text, hypertext and conceptual maps formats.

We will also work on expression abilities, both oral and written.

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.

*During the exceptional situation lived due to the COVID pandemic, classes may be done virtually, if needed.

Development plan

The subject begins through contents referring to the field of Sociology, that analyzes the changes and transformations at a social, demographic and economic level that affect families today, and in parallel as the School is changing in order to create new forms of co-responsibility with families.

Secondly, Psychology contents introduce tools for social analysis and intervention between teachers and families, with the aim of creating strategies for improvement and joint action between both social institutions.

Evaluation

EVALUATION:

The course consists of two parts that must be passed independently. It is necessary to carry out the tasks corresponding to each part of the subject to pass it.

Each part scores on 5 points (Sociology) + 5 points (Psychology). A minimum grade of 2.5 points from each part will be required to pass the course.

If one of the two parts is failed, the whole subject is suspended.

The final grade will be handed in at the end of the semester.

Bibliography

Webs :

<https://www.fbofill.cat/> FUNDACIÓ JAUME BOFILL

<https://diarieducacio.cat/> DIARI DE L'EDUCACIÓ

<http://ensenyament.gencat.cat/ca/arees-actuacio/families/> DEPARTAMENT D'EDUCACIÓ

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