BASIC DETAILS:

Subject:	FAMILY, SCHOOL AND SOCIETY		
Id.:	32486		
Programme:	GRADUADO EN EDUCACIÓN INFANTIL. PLAN 2015 (BOE 17/08/2015)		
Module:	SOCIEDAD, FAMILIA Y ESCUELA		
Subject type:	MATERIA BASICA		
Year:	2	**Teaching period:**	Primer Cuatrimestre
Credits:	6	**Total hours:**	150
Classroom activities:	66	**Individual study:**	84
Main teaching language:	Inglés	**Secondary teaching language:**	Castellano
Lecturer:	JERUE , BENJAMIN ADAM (T)	**Email:**	bajerue@usj.es

PRESENTATION:

Within modern society, the family and the school are the two major socializing agents for developing children. This course looks at these two socializing agents and asks students to reflect on how they can work together or find themselves at odds with one another. Given that western societies are becoming increasingly diverse, young children enter school with different ideas, concepts and levels of preparedness. This diversity can be seen as an opportunity and a challenge for educators, and this course provides students with a chance to reflect on important issues related to the sociology of education and the ways of building bridges between schools and families. This course also turns to important social and political issues found in modern society that have a bearing on children's education. This subject is part of the module *Sociedad, Familia y Escuela* and has thematic links to the courses *Orientación educativa* and *Atención a la diversidad, interculturalidad, igualdad y educación inclusiva.*

PROFESSIONAL COMPETENCES ACQUIRED IN THE SUBJECT:

General programme competences	G01	Capacity to analyse and synthesise information from different sources.
	G02	Capacity to effectively solve problems and take decisions based on the knowledge and competences acquired.
	G03	Capacity to organise, plan and self-assess the work undertaken.
	G05	Capacity to work in a team and cooperate with other professionals from the same or a different sector.
	G07	Capacity for interpersonal communication in English (oral and written) at a minimum B2 level (per the Common European Framework of Reference for Languages) to adapt to the academic and professional requirements of the Degree.
	G08	Capacity to absorb social and humanistic concepts within a rounded university education which allows the development of ethical values such as solidarity, interculturality, equality, commitment, respect, diversity, integrity, etc.
	G09	Capacity to formulate social transformation proposals, considered ethically, based on democracy and basic rights.
	G10	Capacity to generate new ideas through initiative, innovation and creativity for effective adaptation to educational needs and the job market.
	G11	Capacity to establish and fulfil the most suitable quality criteria and to employ work methods and strategies oriented towards continuous improvement.
	G12	Capacity to self-assess, nurturing learning, scientific research, practice based on evidence and scientific and social progress.
Specific programme competences	E10	Create and maintain communication links with the families to be effectively involved in the education process.
	E11	Be aware of and know how to be a tutor and guide with regard to family education.
	E12	Promote and collaborate in actions inside and outside school organised by families, councils and other institutions, with an impact on citizenship training.
	E13	Critically analyse and include the most relevant matters in modern society affecting family and school education: social and educational impact of audiovisual language and screens; changes in gender and cross-generational relations; multiculturalism and interculturality; discrimination and social inclusion and sustainable development.
	E14	Know the historical evolution of the family: the different types of family, lifestyles and education in the family context.

	E32	Value the personal relationship with each pupil and their family as an educational quality factor.
Regulated profession competences	P04	Foster harmony in the classroom and outside, and tackle the peaceful solution of conflicts.
	P05	Know how to systematically observe learning and coexistence in action and reflect on both.
	P06	In a group, contemplate acceptance of rules and respect towards others.
	P07	Promote the independence and individuality of each pupil as educational factors in early childhood emotions, feelings and values.
	P08	Know how language develops in early childhood, know how to identify possible learning disabilities and strive to correct these.
	P09	Effectively address language learning situations in multicultural and multilingual situations.
	P10	Express oneself orally and in writing and master the use of different expressive techniques.
	P12	Know the basics about childhood diet and hygiene.
	P13	Know the foundations of early care and the bases and developments that help to understand the psychological processes of learning and personality development in early childhood.
	P14	Know the organisation of preschools and the variety of activities that comprise how they work.
	P15	Accept that teaching is a matter of getting better and adapting to scientific, pedagogical and social changes over the course of the career.
	P16	Act as a guide for the parents with regard to family education for the 0-6 age range and master social abilities in dealing with and relating to the family of each pupil and with the families in general.
	P17	Reflect on classroom practices to innovate and improve teaching. Acquire the habits and skills to learn alone or with others and foster this among the pupils.
	P18	Understand the function, possibilities and limits of education in modern society and the fundamental competences that affect preschools and their employees.
	P19	Find quality improvement models that can be applied to educational establishments.
Learning outcomes	R01	Know the key features characterising modern society.
	R02	Identify social issues which affect current education and assess the complexity of the relationship between the family and the school.
	R03	Consider the social dimension of education.
	R04	Recognise the influence exercised by the cultural and social environment on the school.
	R05	Consider the importance of the family in a child's education and, consequently, encourage them to participate at school, recognising the contribution of different cultures in creating a plural society.

PRE-REQUISITES:

Students should have a solid **B1 level** to be enrolled in this degree program and course. If you have not reached this level yet, you will need to take extra steps to improve your level of English in order to be happy and successful in this class. It is your responsibility to reach the level required through independent study and language support courses. USJ offers fantastic courses through the ILM (Instituto de Lenguas Modernas) that provide language support classes for those students who have not reached the required B1 level. These courses are **highly** recommended. Speak to your lecturer regarding how you can enroll in one of these courses.

SUBJECT PROGRAMME:

Observations:

The following program is provisional and can change depending on the pace of the class as well as students' ability and interest.

Subject contents:

1 - BLOCK I: INTRODUCTION
1.1 - Achieving Academic Success
1.2 - Education and Society

1.3 - What is Socialization?
1.4 - Education and Citizenship
1.5 - Right to Education
2 - BLOCK II: EDUCATION IN THE 21ST CENTURY
2.1 - A Changing World and School Reform Movements
2.2 - The Role of the Teacher
2.3 - Homeschooling and "School Choice"
3 - BLOCK III: FAMILY
3.1 - The Evolution of the Family and New Models
3.2 - The Family as the Primary Agent of Socialization
3.3 - Types of Parenting Styles
3.4 - The Two Main Socializing Agents
3.5 - School and Family Relationship
3.6 - Family Participation
4 - BLOCK IV: SOCIAL ISSUES AND EDUCATION
4.1 - Violence
4.2 - Migrations
4.3 - Unemployment and Poverty
4.4 - Race
4.5 - Diversity: Multiculturalism
4.6 - Diversity: Religion
4.7 - Diversity: Disabilities
4.8 - Diversity: Gender Identity and Sexual Diversity
4.9 - Gender Equality and Empowering Female Students
4.10 - Mass Media and Social Networks
4.11 - Social and Emotional Education
4.12 - Environmental Issues

Subject planning could be modified due unforeseen circumstances (group performance, availability of resources, changes to academic calendar etc.) and should not, therefore, be considered to be definitive.

TEACHING AND LEARNING METHODOLOGIES AND ACTIVITIES:

Teaching and learning methodologies and activities applied:

A wide range of teaching and learning methodologies will be used in this course. Given the results of academic research on learning, students will be required to participate actively in class and hence will construct their learning and opinions on a variety of topics. Students will be introduced to new ideas in participative lectures and readings. Since the material covered in this class is complex, subjective and personal, students are expected to develop and justify their own opinions and ideas about a range of topics. Accordingly, class will include debates and role-playing exercises.

Different active methodologies will also be present during the course such as "Flipped Classroom" activities and Cooperative Learning. Since the subject will be taught through English, a CLIL approach will be used by the lecturer throughout the course. Students will be expected to work a portfolio on a regular basis in which they review material covered in class and work to develop their own opinions.

Students will be encouraged to attend activities outside the classroom which may be of interest to them, such as Learning Space sessions or diverse exhibitions.

Students will also be expected to attend tutorials in which they can discuss individual or group work. The lecturer will inform students about tutorial times. Students will be asked to make a previous appointment with their lecturer.

"Independent study" is an important part of this course so that students can develop to be more autonomous. Independent study time should largely be dedicated to working on the portofolio, which will be a compendium of all learned material and hence will be an excellent tool for studying for the final

exam.

Student work load:

Teaching mode	Teaching methods	Estimated hours
Classroom activities	Master classes	23
	Practical exercises	10
	Practical work, exercises, problem-solving etc.	10
	Debates	5
	Coursework presentations	8
	Participation in seminars, conferences etc.	7
	Assessment activities	3
Individual study	Tutorials	3
	Individual study	28
	Individual coursework preparation	12
	Group cousework preparation	10
	Research work	10
	Compulsory reading	7
	Portfolio	14
	Total hours:	150

ASSESSMENT SCHEME:

Calculation of final mark:

Individual coursework:	15	%
Group coursework:	20	%
Final exam:	20	%
Portfolio:	35	%
Oral defense:	10	%
TOTAL	100	%

*Las observaciones específicas sobre el sistema de evaluación serán comunicadas por escrito a los alumnos al inicio de la materia.

BIBLIOGRAPHY AND DOCUMENTATION:

Basic bibliography:

AGUIRRE, A. M., CARO, C., FERNÁNDEZ, S. y SILVERO, M. Familia, escuela y sociedad. Manual para maestros. Logroño: UNIR Editorial, 2015

COMELLAS, M. J. Familia y escuela: compartir la educación. Barcelona: Graó, 2011.

Recommended bibliography:

CAPDEVILA, C. Educar mejor. Once conversaciones para acompañar a familias y maestros. Barcelona: Arcàdia, 2016.

HERNANDO, A., (2015). Viaje a la escuela del siglo XXI. Así trabajan los colegios más innovadores. Madrid: Fundación Telefónica.

MARINA, J. A., Despertad al diplodocus. Barcelona: Ariel, 2015.

SIDERIS, A. et al. Family and School. For the parents who are eager to enhance and supplement their children's upbringing and education. (Electronic version) Ed. Mediterra Books, 2016.

BALLANTINE, Jeanne H. and HAMMACK, Floyd M. The Sociology of Education: A Systematic Analysis (6th edition). London: Pearson, 2009.

LOTRIE, DAN C. Schoolteacher: A Sociological Study. Chicago: The University of Chicago Press, 2002.

Recommended websites:

Educación Ayuntamiento de Zaragoza	https://zaragozaeducacion.wordpress.com/
Edutopia	www.edutopia.org
Fundación Telefónica-Educación	https://www.fundaciontelefonica.com/educacion_innovacion/
Revista Española de Pedagogía	https://revistadepedagogia.org/
The Guardian Education	https://www.theguardian.com/education
UNESCO	http://en.unesco.org/
UNICEF	www.unicef.org