

BASIC DETAILS:

Subject:	FAMILY, SCHOOL AND SOCIETY (FAMILIA, ESCUELA Y SOCIEDAD)		
Id.:	32537		
Programme:	GRADUADO EN EDUCACIÓN PRIMARIA. 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:	70	Individual study:	80
Main teaching language:	Inglés	Secondary teaching language:	Castellano
Lecturer:	JERUE , BENJAMIN ADAM (T) VELILLA MARTINEZ, ANDREA	Email:	bajerue@usj.es avelilla@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 these two institutions work together or find themselves at odds with one another. And yet these the family and school influence and are influenced by other parts of society, such as the economy, church and workplace. In short, the family and the school must be studied within this larger context if we want to better understand their evolution and value. This course provides students with a chance to reflect on important issues related to the sociology of education, with a special focus on the ways of building bridges between schools and families with increasingly diverse democratic societies. As a result, this course also turns to important social and political issues found in modern society that have a bearing on children's education.

In this course students will be expected to not only master new content, but also to develop important academic, research and organizational skill. Using this new knowledge and these improved skills, students will be encouraged to develop their own research-based ideas about pressing issues in education today. Whether taught in-person or online, students will be expected to be prepared and willing to participate in group discussions and activities to sharpen their ability to express themselves in the English language and support their ideas through rational argumentation.

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 to communicate in English 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	E13	Foster group work and individual work and effort.
	E20	Show social skills in understanding families and being understood by them.
	E21	Be aware of and know how to be a tutor and guide with regard to family education for the 6-12 age range.
	E22	Link education with its medium and work with the families and community.
	E23	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.
	E24	Know the historical evolution of the family: the different types of family, lifestyles and education in the family context.
Regulated profession competences	P03	Effectively address language learning situations in multicultural and multilingual situations.
	P05	Design and regulate learning zones in contexts of diversity which address gender equality, equity and respecting the human rights which comprise the values of civic education.
	P06	Foster harmony in the classroom and outside, solve discipline problems and contribute to the peaceful solution of conflicts.
	P07	Stimulate and value the effort, persistence and personal discipline of the pupils.
	P08	Know the organisation of primary schools and the variety of activities of which they are comprised.
	P09	Work as a tutor and guide for the pupils and their families, attending to the particular educational needs of the pupils.
	P10	Accept that teaching is a matter of getting better and adapting to scientific, pedagogical and social changes over the course of the career.
	P11	Cooperate with the various sectors of the educational community and social milieu.
	P12	Take on the educational side of teaching and foment democratic education for an active citizenry.
	P13	Maintain a critical and independent relationship towards knowledge, values and public and private social institutions.
	P14	Value individual and collective responsibility in the achievement of a sustainable future.
	P16	Acquire the habits and skills to learn alone or with others and foster this among the pupils.
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 the child's education and consequently encourage their participation in school life, recognising the contributions of different cultures to the construction of 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 subject program contains the main topics that we will be grappling with in this course. Depending on the speed at which we progress, certain topics may be removed or expanded. We prioritize in-depth understanding over rushing through everything in the following program.

Subject contents:

1 - INTRODUCTION
2 - EDUCATION AND SOCIETY
2.1 - What is society?
2.2 - How do we study society?
2.3 - Education and other societal institutions
2.4 - Social functions of the school
2.5 - Central concepts for the sociology of education
2.5.1 - Social mobility
2.5.2 - Social reproduction
2.5.3 - Social transformation
2.5.4 - The hidden curriculum
2.6 - Socialization
2.6.1 - Primary socialization
2.6.2 - Secondary socialization
2.6.3 - Anticipatory socialization
2.7 - Case study
3 - SOCIAL CHANGE AND SCHOOLING
3.1 - Debates over pre-K
3.2 - The Perry Pre-School Project
3.3 - Education and democratic citizenship
3.4 - Access to education
3.5 - Other school systems that we can learn from
3.6 - School reform movements
3.6.1 - Charter schools
3.6.2 - Voucher systems
3.6.3 - School choice
3.6.4 - Criticism of school reform movements
4 - THE FAMILY
4.1 - Evolution of the family
4.1.1 - Types of families
4.1.2 - Teaching family diversity in schools
4.2 - Women in the workplace
4.3 - Parenting styles
4.4 - The family and primary socialization
4.5 - Models for family-school relationships
4.6 - Family trust and confidence in schools
4.7 - Partners in education?
4.7.1 - Advantages of cooperation
4.7.2 - Best practices and examples
4.7.3 - Acting like partners
4.7.4 - Paths forward
4.8 - COVID-19 and the burden on families
5 - CURRENT SOCIAL ISSUES AFFECTING EDUCATION
5.1 - Gender discrimination and absenteeism
5.2 - Immigration and language barriers
5.3 - Poverty and school meal programs
5.4 - Racial tensions
5.5 - Gun violence and school shootings
5.6 - Student health and the environment

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 progressively construct their learning and opinions on a variety of topics. Students will be introduced to new ideas in participative lectures and through curated readings and videos. 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 in which students can voice and develop their understanding of course material.

Different active methodologies will also be present during the course such as problem based learning (PBL). 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 on a portfolio on a regular basis in which they reflect on and review material covered in class. Furthermore, students will need to work cooperatively with their peers for various activities, most notably a group project.

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 are also urged to request tutorials in which they can discuss individual or group work with the instructor. Students will be asked to make a previous appointment with their lecturer before work is due.

"Independent study" is an important part of this course so that students can progressively become more autonomous. Independent study time should largely be dedicated to working on the portfolio and group project.

Student work load:

Teaching mode	Teaching methods	Estimated hours
Classroom activities	Master classes	27
	Other theory activities	10
	Practical exercises	10
	Practical work, exercises, problem-solving etc.	5
	Coursework presentations	10
	Assessment activities	5
	Tutorials	3
Individual study	Individual study	32
	Individual coursework preparation	10
	Group coursework preparation	10
	Research work	10
	Compulsory reading	8
	Portfolio	10
Total hours:		150

ASSESSMENT SCHEME:

Calculation of final mark:

Individual coursework:	20 %
Group coursework:	20 %
Final exam:	30 %
Portfolio:	20 %
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.

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/
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
Chalk Beat	https://www.chalkbeat.org/