Universidad de Alcalá

SUBJECT GUIDE

SUBJECT

SOCIOLOGY OF EDUCATION

**Bilingual Degree in Primary Education
University of Alcalá**

Academic year 2021/2022
1st year – 2nd term

SUBJECT GUIDE

Subject name: SOCIOLOGY OF EDUCATION Code: 420009	
Degree:	**DEGREE IN PRIMARY EDUCATION**
Department and Area of Knowledge: Department of Economics (Sociology).	
Type: BASIC	
ECTS credits: 6	
Year and term: FIRST YEAR – SECOND TERM	
Lecturers: - Dr. María Concepción Carrasco Carpio - Teaching staff from the Sociology teaching unit, as required	
Tutorial times: to be announced on subject webpage	
Language of instruction:	Bilingual: English/Spanish

1. INTRODUCTION

This subject belongs to the group of basic subject areas within the degree in Primary Education, as regulated by RD 1393/2007, of 29 October.

The subject Sociology of Education is designed to familiarize students with the field of sociological analysis applied to education. It studies the education system as a social subsystem in which stakeholders in society and the context that surrounds them are brought into mutual relation. The key goal of the subject is therefore to acquaint students with a social reality which has an evident impact on the teaching profession on at least two levels: a) the macrosociological level, namely, the mutual influences between society and the education system, and b) the microsociological level, namely the way agents of socialization interrelate in the context of the school.

Though aware that education is a wide-ranging process (formal, informal, ongoing, and so on) which carries on over time, the focus of this subject is on formal education, more particularly infant and primary education.

The subject is taught as part of the bilingual mode of the Degree in Primary Education. As such, both English and Spanish will be used as the means of communication.

Pre-requisites and recommendations

This is a subject which requires a great deal of reflection, critical capacity and participation. Students also need to have an acceptable command of English (level B2 according to the European Framework for Languages).

2. COMPETENCES

Generic competences:

1. Ability to find, select and organize information.
2. Capacity to think critically (critical thinking).
3. Ability to apply the specific knowledge acquired.
4. Consolidation of capacities for autonomous learning and working in a group.
5. Ability to communicate ideas and express oneself correctly when speaking and writing (in English and Spanish).

Specific competences:

Competence 1:	To analyze the social and institutional conditions that impinge on the teaching profession. Students will acquire critical awareness of the Spanish education system.
Competence 2:	To relate education to its environment. Students will be able to analyze and critically assimilate the main aspects of contemporary society which affect education at home and at school (demography, gender, immigration and so on).
Competence 3:	To understand and deal with school situations in multicultural/intercultural contexts.
Competence 4:	To understand and apply the methods and techniques of classroom research.

3. CONTENTS

Content blocks	Total of classes, credits or hours
BLOCK 1. THE SOCIOLOGY OF EDUCATION. SOCIAL AND ECONOMIC CONTEXTS TOPIC 1. Introduction to sociology of education TOPIC 2. The Spanish education system: the context.	• 6 class hours
BLOCK 2. TECHNIQUES OF SOCIAL RESEARCH TOPIC 3. Quantitative and qualitative social research techniques	• 3 class hours
BLOCK 3. TEACHING INSTITUTIONS TOPIC 4. Main teaching institutions. Socialization TOPIC 5. The school institution. Sociology of teaching profession and classroom as microsociety TOPIC 6. Family as institution	• 12 class hours
BLOCK 4. CHALLENGES IN EDUCATION TOPIC 7. Re-Imagining Gender Roles TOPIC 8. School failure TOPIC 9. From integration to inclusion. TOPIC 10. Multiculturalism, Ethnicity and Migration TOPIC 11. Social stratification and inequalities	• 24 class hours

4. TEACHING-LEARNING METHODS. TRAINING ACTIVITIES

4.1. Credit allocation

Number of class hours:	50 hours, of which 45 will be devoted to the topics, 2 to tutorials and 3 to assessment.
Number of hours of autonomous study:	100 hours.
Total hours:	150 hours.

4.2. Methodological strategies, materials and teaching resources

| Three types of learning will be encouraged in class: rote-learning, | CLASSES:
○ Expository classes geared chiefly |

memory, meaningful learning and relevant learning by means of - Presentations - **Shared Project (Sociology of Education, School Organization and Educational Psychology, and other subjects it is possible)** - **Case-studies** - Problem-solving - Use of techniques of critical and creative thinking	towards rote-learning. In combination with: o Classes of meaningful and relevant learning based on the analysis of written and oral documents (articles, statistics, newspapers, videos, and so on).
In personal tutorials will target the student's own process of self-assessment.	o Students will attend tutorials individually to facilitate the proper monitoring of their progress in the subject.
Rote-learning will be applied in the final tests.	FINAL TEST (only final assessment): o Final written tests of the theoretical and practical knowledge acquired.

Note: The University of Alcala guarantees its students that, if due to health requirements, the competent authorities prevent the total or partial attendance of the teaching activity, the teaching plans would achieve their objectives through a teaching-learning and evaluation methodology in online format, which would return to the face-to-face modality as soon as said impediments ceased.

5. ASSESSMENT: Procedures and criteria of assessment and grading

a) ASSESSMENT PROCEDURE

OPTION A. CONTINOUS ASSESSMENT:

The attendance and active participation of the student in class and presentations will be assessed. More specifically, individual work, problem-solving in pairs or in a group (by the end of the term students will put in practice the acquired knowledge through a shared project: Sociology of Education, School Organization and Educational Psychology, and other subjects (it is possible).

OPTION B. FINAL EXAMINATION:

Those students who have been permitted to be assessed by means of a final examination will be given a written test in which they will have to answer questions relating to the topics covered during the course.

PROCEDURE

All students will be assessed continuously except those who, on written application to the Dean during the first two weeks of the course term, are permitted to be examined in a final assessment. Continuous assessment entails the obligation to attend a minimum of 80% of classes in order to pass the subject.

- Students of the continuous assessment will be deemed not to have satisfactorily completed the subject if, during the assessment session in course, they find themselves in one or more of the following circumstances:

* Failure to attend the prescribed minimum of classes (6 classes).
* Failure to participate in scheduled activities for no good reason.
* Failure to deliver work assigned by the lecturer in the prescribed times.

- Students who fail to complete the continuous assessment satisfactorily have the right to sit a final examination in extraordinary session.

b) ASSESSMENT CRITERIA

The following aspects will be assessed:

1. Grasp of the key ideas contained in the materials analyzed. (Assessment of conceptual knowledge.)
2. Use of available knowledge in debates, discussions and written exercises. (Only in continuous assessment).
3. The capacity to sustain an argument, originality and creativity will be assessed.
4. Expository clarity (in writing and when speaking) and correct spelling.

c) GRADING CRITERIA

OPTION A. CONTINUOUS ASSESSMENT:

- The assessment of individual work, problem-solving (in pairs or groups) and presentations will account for 100% of the overall mark.

OPTION B. FINAL EXAMINATION:

- The final examination will account for 100% of the mark awarded for the course.

6. BIBLIOGRAPHY

Basic bibliography

Berry, J.W. (2001). A Psychology of Immigration. *Journal of Social Issues*, Vol. 57, nº 3, pp. 615-631.

Giddens, A. and Sutton, P.W. (2017). *Sociology.* 8th edition. UK: Polity Press.

Macionis, J. & Plummer, K. (2012). *Sociology. A global introduction (Fifth edition).* England: Pearson Education Limited.

Ministry of Education, Culture and Sports, (2019). Facts and figures, 2019-2020 school year.

Sadovnik, A.R.; y Coughlan, R.W. (2016). *Sociology of Education. A critical reader. Third Edition.* New York: Taylor and Francis.

Tobío, C. (2001). "Working and Mothering. Women´s strategies in Spain". European Societies, Vol. 3, nº 3, pp.339-371.

eResources

- National Statistical Institute of Spain:
  http://www.ine.es

- Ministry of Education:
  http://www.educacion.es

- Centre for Education Research and Innovation:
  http://www.educacion/cide/index.htm

- Intercultural Classroom (FETE-UGT):
  http://www.aulaintercultural.org/

- Journal of the Association of Sociology of Education:
  http://www.ase.es:81/navegacion/listadoPaginasMant. php?idPagina=10

- Education Journal (Ministry of Education):
  http://www.revistaeducacion.mec.es/enlaces13.htm

- Programme for International Student Assessment (PISA)

http://www.oecd.org/pisa/

PISA in Spanish:
http://www.oecd.org/pisa/pisaenespaol.htm