



Universidad
de Alcalá

SUBJECT GUIDE

SUBJECT

SOCIOLOGY OF EDUCATION

Primary Education Degree

University of Alcalá

Academic year 2022/2023

1st year – 2nd term

SUBJECT GUIDE

Subject name: SOCIOLOGY OF EDUCATION

Code: 420009

Degree: **DEGREE IN PRIMARY EDUCATION. Group
with English teaching**

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: 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 educational system as a social subsystem. TOPIC 3. The socioeconomic context and education: purpose of education.	<ul style="list-style-type: none"> • 12 class hours
BLOCK 2. EDUCATIONAL INSTITUTIONS TOPIC 4. Society, culture, and socialization. TOPIC 5. The family institution. TOPIC 6. The school institution. Sociology of teachers and the classroom as a micro-society.	<ul style="list-style-type: none"> • 15 class hours
BLOCK 3. TECHNIQUES OF SOCIAL RESEARCH TOPIC 7. Quantitative and qualitative social research techniques.	<ul style="list-style-type: none"> • 6 class hours
BLOCK 4. EDUCATIONAL CHALLENGES TOPIC 8. Intercultural education. TOPIC 9. School failure.	<ul style="list-style-type: none"> • 12 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:
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memory, meaningful learning and relevant learning by means of <ul style="list-style-type: none"> - Presentations-Exposition. - Innovation projects. - Case-studies - Problem-solving - Use of techniques of critical and creative thinking 	<ul style="list-style-type: none"> ○ Expository classes geared chiefly towards rote-learning. In combination with: ○ 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.	<ul style="list-style-type: none"> ○ 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. Final written tests of the theoretical and practical knowledge acquired.

Note: The University of Alcalá 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

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) ASSESSMENT INSTRUMENTS

OPTION A. CONTINUOUS ASSESSMENT:

Active, continuous and significant participation of the student in face-to-face classes and attendance. Specifically, they will be evaluated: individual and group work, problem solving (pairs, group), presentations and significant participation in both theoretical and practical classes.

A written test (official exam dates) on the theoretical and practical knowledge acquired through both theoretical and practical classes.

OPTION B. FINAL EVALUATION:

Those students who have been authorized by the Dean to be evaluated according to the final evaluation system will be evaluated by a final exam on various questions to be developed related to the topics that the subject consists of.

d) GRADING CRITERIA

OPTION A. CONTINUOUS ASSESSMENT:

- 50% of the grade will be obtained through the evaluation of individual practical work and group work.
- 40% of the grade will be obtained through a written test (official exam dates) on the theoretical and practical knowledge acquired.
- The remaining 10% of the grade will be obtained by the evaluation (by the professor) of the active, continuous, and significant participation in the theoretical classes of the subject.

OPTION B. FINAL EVALUATION:

- 100% of the grade will be obtained through the final test.

The qualification criteria for the extraordinary tests will be the same as for the final evaluation.

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>