

## COURSE PROGRAM

**Academic Year: 2022/2023**

Identification and characteristics of the course			
Code	501578 FFP/502847 (B) 501540 FEYP 501993 CUSA	ECTS Credits	6
Course name (English)	Sociology of Education		
Course name (Spanish)	Sociología de la Educación		
Degree programs	Primary Education (Bilingual)		
Faculty/School	Teacher Training College (Cáceres)		
Semester	1	Type of course	Basic Training
Module	Level 1 – Basic Training		
Matter	Society, Family, School		
Lecturer/s			
Name	Office	E-mail	Web page
Pilar Bonilla Manzano	3.1-G	<a href="mailto:pilarbm@unex.es">pilarbm@unex.es</a>	
Subject Area	Sociology		
Department	Business Management and Sociology		
Coordinating Lecturer (If more than one)			
Competencies*			
<b>Basic. CB3.</b> That students have the ability to gather and interpret relevant data (usually within their field of study) to inform judgments that include reflection on relevant social, scientific or ethical issues.			
<b>General. CG12.</b> To understand the function, possibilities and limits of education in today's society and the fundamental abilities which affect Primary Education schools and their staff. To know quality improvement models applicable to educational centres.			
<b>Cross. CT3.1.</b> To understand the evolving nature and plurality of current societies and develop attitudes of respect, tolerance and solidarity towards different social and cultural groups.			

\* The sections concerning competencies, course outline, educational activities, teaching methodologies, learning outcomes and assessment systems must conform to that included in the ANECA verified document of the degree program.

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<b>Cross. CT3.6.</b> To think critically and logically about the need to eliminate all forms of discrimination, direct or indirect, in particular racial, against women or derived from sexual orientation or disability
<b>Specific. CE11.</b> To know the interaction and communication processes in the classroom
<b>Specific. CE22.</b> To know ways to collaborate with the different sectors of the educative community and social context
<b>Specific. CE23.</b> To analyze and incorporate in a critical way the most relevant issues of contemporary society that affect the family and school education: social and educational impact of audiovisual languages and screens, gender relations and intergenerational changes, multiculturalism and interculturalism, discrimination and social inclusion and sustainable development.
<b>Contents</b>
<b>Course outline</b>
The Education as a social fact; the "school practice" as a social construction; the socialization through education; sociology of the curriculum (social sources of curriculum, education, social class and race inequalities in educations system); early school dropout, school an social diversity; social change in advanced industrial societies (multiculturalism and technological development) and teachers' new roles and challenges.
<b>Course syllabus</b>
Name of lesson 1: <b>Sociology as a Social Science</b> Contents of lesson 1: Origins of the Sociology: Purpose and main sociological approaches. Description of the practical activities of lesson 1: Practical activities for the application of teaching methodologies according to the pedagogical plan of the subject.
Name of lesson 2: <b>Basic sociological concepts</b> Contents of lesson 2: Culture and socialization. Groups and social institutions. Stratification and social mobility. Deviant conduct and social control. Social change. Description of the practical activities of lesson 2: Practical activities for the application of teaching methodologies according to the pedagogical plan of the subject.
Name of lesson 3: <b>Sociology of Education and educational system</b> Contents of lesson 3: Object of study of Sociology of Education. Development of the Sociology of Education. Role of the Sociology of Education in the teachers' training. Educational system: characteristics and elements. Description of the practical activities of lesson 3: Practical activities for the application of teaching methodologies according to the pedagogical plan of the subject.
Name of lesson 4: <b>Social functions of Education</b> Contents of lesson 4: Manifest and latent Functions. From the cultural transmission up to the job training. Description of the practical activities of lesson 4: Practical activities for the application of teaching methodologies according to the pedagogical plan of the subject.
Name of lesson 5: <b>Sociology of the Curriculum</b>

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Contents of lesson 5: The curriculum as social construction. The analysis of the curriculum by the Sociology.  
Description of the practical activities of lesson 5: Practical activities for the application of teaching methodologies according to the pedagogical plan of the subject.

Name of lesson 6: **Relationships in Education. Classroom interactions**  
Contents of lesson 6: Interactions in the classroom The social relations in the classroom. The interactions in the classroom. Resistances of the student body and the school subcultures.  
Description of the practical activities of lesson 6: Practical activities for the application of teaching methodologies according to the pedagogical plan of the subject.

Name of lesson 7: **Faculties sociological analysis**  
Contents of lesson 7: The education as a profession. The proletarianization of the professorship.  
Description of the practical activities of lesson 7: Practical activities for the application of teaching methodologies according to the pedagogical plan of the subject.

Name of lesson 8: **Social change and Education**  
Contents of lesson 8: From the traditional society to the modernity and postmodernity. The educational changes in the globalization.  
Description of the practical activities of lesson 8: Practical activities for the application of teaching methodologies according to the pedagogical plan of the subject.

**Educational activities \***

Student workload in hours by lesson		Lectures	Practical activities				Monitoring activity	Homework
Lesson	Total	L	HI	LAB	COM	SEM	SGT	PS
1	14	6						8
2	18	7						11
3	23	8						15
4	23	8						15
5	19	8						11
6	18	8						10
7	16	6						10
8	15	5						10
<b>Assessment</b>	2	2						
<b>TOTAL</b>	150	60						90

L: Lectures (100 students)  
HI: Hospital internships (7 students)  
LAB: Laboratory or field practices (15 students)  
COM: Computer room or language laboratory practices (30 students)  
SEM: Problem classes or seminars or case studies (40 students)  
SGT: Scheduled group tutorials (educational monitoring, ECTS type tutorials)  
PS: Personal study, individual or group work and reading of bibliography

**Teaching Methodologies\***

- Oral exposition. Executy Pedagogy. Large group classes aimed at exposing the different concepts and procedures associated with the subject, supported by bibliographic and audiovisual materials.

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- Discussion and debate. The oral presentation is combined with discussion activities and questions to be answered by the students in order to build new concepts based on well-known concepts (related to other subjects already studied or with other syllabus topics).
- Annotated reading of bibliographic materials.
- Visualization of audiovisual materials (documentaries, films, etc.) and discussion and debate about them.
- Exposition on the assignments carried out autonomously. This activity is programmed so students can explain the assignments and the materials elaborated in an independent way.
- Exams. This activity aims to assess the students' learning outcomes in relation with the objectives or competencies that arise in the teaching plan.
- Case analysis and problem solving. Presentation of different cases by specialists and professionals; viewing of real situations, scientific and technical documentaries and exposition of resources; analysis of all of them
- Experiences and practical applications. This activity, together with the previous one, is aimed at simulating and practicing the strategies and techniques presented by specialists and professionals.
- Analysis and discussion of bibliographic and audiovisual materials.
- Debates and discussion on current issues related to the subject.
- Search and consultation of bibliographic material to carry out projects.
- Analysis of texts, audiovisual materials and sociological data.
- Elaboration of essays.

#### Learning outcomes

- Understanding concepts, processes and procedures and their application (their use in solving problems and as an analytical tool of social reality).
- Student's ability to relate and integrate the different materials and contents.
- Active participation in the practices carried out in the Seminar-Laboratory and in the Tutorials.
- Display oral and written verbal strategies during oral presentations and monographic assignments.
- Collection and synthesis of diverse information on specific topics.

#### Assessment systems

This subject assessment will be carry out through two different ways depending on the assessment evaluation chosen by the student during the three firsts weeks at the beginning of each term or until the registration extension deadline, always subjected to the center's procedure (according to RESOLUCIÓN de 26 de octubre de 2020, del Rector, por la que se ejecuta el acuerdo adoptado por el Consejo de Gobierno por el que se aprueba la Normativa de Evaluación de las Titulaciones oficiales de Grado y Máster de la Universidad de Extremadura, DOE de 3 de noviembre de 2020).

#### A) Continuous Assessment

Continuous Assessment Model	Type of Activities	Percentage
Tests to pass the theoretical part of the subject	Written / oral exams; objective and / or essays	60%

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Continuous Assessment	1. Individual text / image / video comment	20%
	2. Elaboration of reflective and analytical team work	20%

**B) Alternative final test of a global nature**

Final Assessment Model	Type of Activities	Percentage
Tests to pass the theoretical part of the subject	Written / oral exams	60%
Tests to pass the practical part of the subject	Written / oral tests and exams on all the practical activities carried out by students of mode A (continuous assessment system)*	40%

**\*The concrete way to evaluate this part will be decided by the teacher responsible for the subject and can be integrated as practical exercises in the final test.**

According to Article 10 from the assessment regulation (Resolución de 26 de octubre de 2020, DOE n. 212, de 3 de noviembre de 2020), subjects will be qualified from 0 to 10, with the possibility of adding one decimal figure, and the rank for the students who attends is the following: from 0 to 4,9 (failed); from 5,0 to 6,9 (passed); from 7,0 to 8,9 (notable); and from 9,0 to 10 (excellent). In cases that students do not attend, a qualification of "Not filed". Qualifications with honours can be issued to the 5% of the students whose qualifications are over 9,0 (in groups under 20 people, only one qualification with honours can be issued).

**Explanatory note:** the subject will be passed by adding the marks obtained in the aforementioned evaluable activities, being a requirement to obtain a score equal to or greater than 5 (out of 10) in the exam.

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**Important:** Plagiarism is considered a serious infraction and is penalized with failure in the final grade.

### Bibliography (basic and complementary)

#### A. Basic bibliography.

- Almeida, J. (2003). *Principios de Sociología de la Educación*. Azacanes.
- Beltrán, J. y Hernández, F. J. (2011). *Sociología de la Educación*. Madrid: McGraw Hill.
- Bonal, X. (1998). *Sociología de la Educación*. Paidós.
- Fernández, M. (2015). *Sociología de la Educación. Teoría y recursos didácticos*. Madrid: OMM Press.
- Fernández, F. (Coord.) (2008). *Sociología de la Educación*. Madrid: Pearson Educación.
- Guerrero Serón, A. (2009). *Manual de Sociología de la Educación*. Madrid: Síntesis.
- Macionis, J.J. & Plummer, K. (2011). *Sociología*. Madrid: Pearson Educación (3ª edición).
- Macionis, J. J. (2012). *Sociology*. USA: Pearson (14th edition).
- OpenStax College (21 June 2012). *Introduction to Sociology*. OpenStax College. Disponible en: <http://cnx.org/content/col11407/latest/>
- Trinidad, A. (dir.) (2021). *La educación desde la sociología. Comunidad, familia y escuela*. Tecnos.

#### B. Complementary bibliography.

- Alonso Hinojal, I. (1984). Nuevos pasos en el desencantamiento: la sociología del currículum. *Infancia y Aprendizaje*, no 25, pp. 115-130. Disponible en: <http://www.fia.es/revistas/infanciayaprendizaje/home>
- Ávila, M. (2005). Socialización, Educación y Reproducción Cultural: Bourdieu y Bernstein. *Revista Interuniversitaria de Formación del Profesorado*, vol. 19(1), pp.159-174.  
Disponible en: <http://dialnet.unirioja.es/servlet/articulo?codigo=1343189>
- Baigorri, A., Centella, M., Chaves, M., Cortés, G., García Corrales, P., Fernández Díaz, R., López Rey, M.J., Medina, E., Muñoz González, B. (2006). *Análisis del Debate Educativo. Documento para la reflexión y el debate sobre la educación en Extremadura. Educación Infantil y Primaria*. Consejería de educación. Junta de Extremadura. Disponible en: <http://es.scribd.com/doc/56596425/Baigorri-Et-Al-2006-Debate-primaria>
- Baigorri, A., Centella, M., Chaves, M., Cortés, G., García Corrales, P., Fernández Díaz, R., López Rey, M.J., Medina, E., Muñoz González, B. (2006). *Análisis del Debate Educativo. Documento para la reflexión y el debate sobre la educación Secundaria en Extremadura*. Consejería de Educación. Junta de Extremadura.  
Disponible en: <http://es.scribd.com/doc/56474245/Baigorri-Et-Al-2005-Debate-Educativo-Secundaria-Informe-Sintesis>
- Carabaña, J. (1993). Sistema de enseñanza y clases sociales. En M. A. García de León, G. de la Fuente, F. Ortega. (Eds.), *Sociología de la Educación* (pp. 209-252). Barcelona: Barcanova.
- Feito, R. (2001). Teorías sociológicas de la educación. En M. J. Rodríguez Caamaño (Ed.), *Temas de Sociología*, Vol. 1. Madrid: Huerga & Fierro. Lectura accesible en la página de la Universidad Complutense de Madrid: <http://www.ucm.es/BUCM/cps/lecturas/4.htm>
- Fernández Enguita, M. (1987). *La escuela en el capitalismo democrático*. México: Universidad Autónoma de Sinaloa.

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Giroux, H. (1983). Theories of Reproduction and Resistance in the New Sociology of Education: A Critical Analysis, Harvard Education Review, no. 3. Versión en español disponible en Cuadernos Políticos, no 44, México, Ed. Era (1985), pp. 36- 65 en: <http://www.cuadernospoliticos.unam.mx/cuadernos/contenido/CP.44/cp.44.6.%20HenryAGiroux.pdf>

Giroux, H.A. y Flecha, R. (1992). Igualdad educativa y diferencia cultural. Barcelona: El Roure.

Guerrero Serón, A. (2007). El análisis sociológico del profesorado: categoría social y agente educativo, Educación y Futuro: Revista de investigación aplicada y experiencias educativas, nº 17, pp. 43-70. Disponible en: <http://www.cesdonbosco.com/revista/revistas/revista%20ed%20futuro/REVISTA%2017/ESTUDIOS/3-Gerrero%20Seron%20-%20El%20análisis%20sociológico%20del%20profesorado.pdf>

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Mena, L., Fernández Enguita, M., Rivière, J. (2010). Desenganchados de la educación: procesos, experiencias, motivaciones y estrategias del abandono y del fracaso escolar. Revista de Educación, pp. 119-145. Disponible en: [http://www.revistaeducacion.mec.es/re2010/re2010\\_05.pdf](http://www.revistaeducacion.mec.es/re2010/re2010_05.pdf)

Taberner, J. (2008). Sociología y educación. El sistema educativo en sociedades modernas. Funciones, cambios y conflictos, Madrid: Tecnos.

Usátegui, E. (2003). La educación en Durkheim: ¿socialización versus conflicto? Revista Complutense de Educación, vol. 14, no 1, pp. 175-194. Disponible en: <http://www.ucm.es/BUCM/revistas/edu/11302496/articulos/RCED0303120175A.PDF>

### Other resources and complementary educational materials

More resources and bibliography can be added throughout the academic year. It will be pertinently notified by the virtual campus.

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