

COURSE DATA

DATA SUBJECT

Code: 33604

Name: Social structure and education

Cycle: Undergraduate Studies

ECTS Credits: 6

Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1304 - Degree in Preschool Education	Facultat de Formació del Professorat	1	Second quarter, First quarter
1305 - Degree in Primary School Education	Facultat de Formació del Professorat	1	Second quarter, First quarter
1324 - Degree in Preschool Education (Ontinyent)	Facultat de Formació del Professorat	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1304 - Degree in Preschool Education	Society, family and school	BASIC
1305 - Degree in Primary School Education	Society, family and school	BASIC
1324 - Degree in Preschool Education (Ontinyent)	SOCIETY, FAMILY AND SCHOOL	BASIC

COORDINATION

BOX VARELA ZIRA

SUMMARY

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

COMPETENCES / LEARNING OUTCOMES

1305 - Degree in Primary School Education



Acquire skills for the prevention and peaceful resolution of conflicts which allow students to cope autonomously in the family and domestic environment, as well as in the social groups with which they relate.

Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multicultural and intercultural issues; discrimination and social inclusion, and sustainable development; Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.

Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.

Carry out the functions of tutoring and guidance with students and their families, attending to the unique educational needs of the students.

Collaborate with the different sectors of the educational community and of the social environment.

Create and maintain communication links with families to effectively influence the educational process.

Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.

Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.

Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.

Know, understand and respect the different cultures and the differences between people, the equality of rights and opportunities for men and women and the non-discrimination of people with disabilities.

Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.

Know and be able to exercise the functions of tutor and adviser in relation to family education.

Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.

Know the historical evolution of the family and the different types of families, lifestyles and educational styles in the family context.

Know the processes of interaction and communication in the classroom.

Learn how to act as a counsellor for parents or tutors in relation to family education in each educational period and master social skills for dealing with and relating to each student's family and to families as a whole.

Observe and explore the family, natural and social environment.

Promote and collaborate in actions inside and outside the school, organised by families, town halls and



other institutions, with an impact on citizen education.

Promote coexistence in and outside the classroom, solve discipline problems, address conflicts and contribute to their peaceful resolution.

Promote cooperative work and individual work and effort.

Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.

Reflect as a group on the acceptance of rules and respect for others. Promote the autonomy and uniqueness of each student as factors in the education of emotions, feelings and values in early childhood.

Relate education to the environment and cooperate with families and the community.

Show social skills to understand families and to make oneself understood by them.

Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.

Understand the role, possibilities and limits of education in today's society and the fundamental competences that affect pre-primary and primary schools and their professionals. Be aware of quality improvement models that can be applied to schools.

Use information and communication technologies effectively as usual working tools.

1324 - Degree in Preschool Education (Ontinyent)

Acquire skills for the prevention and peaceful resolution of conflicts which allow students to cope autonomously in the family and domestic environment, as well as in the social groups with which they relate.

Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multiculturalism and interculturalism; discrimination and social inclusion and sustainable development. Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.

Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.

Carry out the functions of tutoring and guidance with students and their families, attending to the unique educational needs of the students.

Collaborate with the different sectors of the educational community and of the social environment.

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Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.

Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.

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Know and be able to exercise the functions of tutor and adviser in relation to family education.

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Learn how to act as a counsellor for parents or tutors in relation to family education in each educational period and master social skills in dealing with and relating to each student's family and to families as a whole.

Observe and explore the family, natural and social environment.

Promote and collaborate in actions inside and outside the school, organised by families, town halls and other institutions, with an impact on citizen education.

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Use information and communication technologies effectively as usual working tools.

DESCRIPTION OF CONTENT	TS		
1.			
2.			
3.			
4.			
5.			
6.			
7.			
WORKLOAD			
PRESENCIAL ACTIVITIES			

NON PRESENCIAL ACTIVITIES

Theoretical and practical classes

Activity

Hours

60,00

60,00

Total hours



Activity	Hours
Independent study and work	90,00
Total hours	90,00

TEACHING METHODOLOGY

EVALUATION

REFERENCES

- Beltrán Llavador, J. (2017): Una educación sociológica. Diez lecciones a través de la conversación, Valencia, Tirant lo Blanch. AA.VV., (2007), Espacios de formación: educación y formas de vida social, Alzira, Germània. Beltrán Llavador, José; Martínez Morales, Ignacio; Gabaldón Estevan, Daniel (2021) Marc dInnovació Educativa. Una invitació a participar en el canvi. https://ceice.gva.es/documents/162783553/173597346/Marc_Innovacio_Educativa.pdf Beltrán Llavador, José (2021). Paulo Freire en Valencia. Conferencia del día 30 de marzo de 1995 en la Universidad Internacional Menéndez Pelayo. València: Institut de Creativitat i Innovacions Educatives. Universitat de València. https://roderic.uv. es/bitstream/handle/10550/79624/handle_10550_79624.pdf?sequence=1&isAllowed=y Collins, R. (1989): La sociedad credencialista. Sociología histórica de la educación, Madrid, Akal. Costa, X. (2006): Sociología de la cultura y el conocimiento, Tirant lo Blanch, València. Durkheim, E. (1989): Educación y sociología, Barcelona, Península. Giner, S. (et. al.)(1998),: Diccionario de Sociología, Alianza, Madrid. Marx K., Weber M., Durkheim E. et al. (2006): Sociología de la educación: textos e intervenciones de los sociólogos clásicos, Morata, Madrid. Mills, C.W. (1986): La imaginación sociológica, México, FCE. Bourdieu, P. y Passeron, J.C. (1977): La Reproducción, Barcelona. Laia. Calero, J. y Bonal, X (1999): Política educativa y gasto público en España, Barcelona, Pomares Corredor.
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- Fernández Enguita (coord.) (2023): Competencia digital docente para la transformación educativa, Madrid, OEI. https://oei.int/oficinas/secretaria-general/publicaciones/competenciadigital-docente-para-la-transformacion-educativa. RASE. Revista de sociología de la educación.



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