

Degree	Type	Year	Semester
2500797 Early Childhood Education	FB	2	1

## Contact

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## Use of languages

Principal working language: catalan (cat)

Some groups entirely in English: No

Some groups entirely in Catalan: Yes

Some groups entirely in Spanish: No

## Prerequisites

No requirements

## Objectives and Contextualisation

The aim of this course is to present the relationship between the different bodies that represent Society, Family and School

## Skills

- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- "Critically analyse and incorporate the most relevant issues of contemporary society that affect family and school education: social and educational impact of audiovisual languages and of screens. changes in gender relations and intergenerational changes; multiculturalism and interculturalism; discrimination and social inclusion and sustainable development."
- Demonstrate an understanding of the role, possibilities and limits of education in today's society and core competencies that affect infant schools and their professionals.
- Design and regulate learning spaces in diverse contexts which attend to the particular issues of pupils regarding gender equality, equity and respect for human rights.
- Develop critical thinking and reasoning and know how to communicate effectively both in your own tongues and in other languages.
- Master social skills in dealing and relating with the family of each pupil and all families.
- Participate and get involved in the events, meetings and events of the institution to which one belongs.
- Promoting and cooperating in initiatives, inside and outside of the school, organised by families, municipalities and other institutions with an emphasis on civic education.
- Recognize and evaluate the social reality and the interrelation between factors involved as necessary anticipation of action.
- Respect the diversity and plurality of ideas, people and situations.
- Understand the historical evolution of the family, different types of families, lifestyles and education in the family context.

## Learning outcomes

1. Create and maintain communication links with families to have an effective impact on the education process.

2. Demonstrate knowledge of the evolution of the educational implications of the information and communications technology and in particular of television in early childhood.
3. Develop analysis of social reality in well-argued fashion from empirical facts and contrasted opinions.
4. Develop strategies to promote oral and written expression by pupils in different contexts.
5. Identifying the teachers framework of autonomy in today's society.
6. Know and perform the duties of tutor and counsellor in relation to family education.
7. Knowing how to perform an expressive reading of literary texts.
8. Promoting and cooperating in initiatives, inside and outside of the school, organised by families, municipalities and other institutions with an emphasis on civic education.
9. Recognising the social value of education and the value of diversity in order to acquire resources that encourage inclusive education and performance in multicultural contexts.
10. Reflecting in a group on the acceptance of standards and respect for others.
11. Understand the historical evolution of the family, different types of families, lifestyles and education in the family context.
12. Understand the nature of the most relevant issues of complex societies in terms of gender, age, class and ethnicity and incorporate a critical reading with respect to the various forms of inequality and social exclusion.
13. Understand the processes that occur in educational activities and their impact on training while accepting that the exercise of the educational function must be refined and adapted lifelong to scientific, educational and social changes.

## **Content**

Block A:

### **Right to education, childhood and family policies**

1. The right to education from a historical perspective
2. The child protection
3. The educational role of the family

### **Customer relationship management in the community for coexistence**

4. Management relationships of family and community
5. School, diversity and inequality: the treatment of diversity from school

Block B:

Evolution of family and familiar contexts

1. The family diversity (I): social changes and new forms of family and motherhood

2. The family diversity (II): post-nuclear families after divorce and the breakup

3. Diversity and parenting methods

### **Social and family environments**

4. The families with immigration experiences

5. The LGBTQ+ families

### **Democracy and school: the participation of families in school**

6. The participation of families in school: why and for what?

7. The participation structures in schools.

## **Methodology**

Training activities that take place in the course are onsite, directed or supervised study:

- The classes are led by teachers of the course and are made in the places of the School of Education. Classes will be in big group and in seminars. Big groups class allows a large group exhibition of the main elements of content and discussion of the various thematic. And seminars and working spaces in small groups allow to analyze and discuss the activities proposed by teachers, to complement the lectures. The seminars are compulsory and students will be assigned to one of three groups scheduled start of the course.

- The activities supervised by the teacher outside the classroom include all individual and group tutoring, physical and virtual, which should be used to solve problems, target tasks and ensure understanding of learning of the subject.

- The independent work is carried out independently of student and is preparing lectures, case studies and other tasks, exercises or works in order to take full advantage of the sessions and achieve the objectives of the course

## **Activities**

Title	Hours	ECTS	Learning outcomes
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Type: Directed

Evaluation	0	0	2, 5
Presencial in large grup	30	1.2	12, 2, 3
Seminars	15	0.6	2, 5
<b>Type: Supervised</b>			
Supervised activities	30	1.2	1, 2, 3
<b>Type: Autonomous</b>			
Autonomus activities	75	3	2

## Evaluation

The evaluation of the course will be held throughout the academic year through the activities shown in the grid below: assistances and participation in seminars (20%), personal work (30%), exam (50%)

Class attendance is mandatory: the student must attend at least 80% of classes, otherwise it will be considered absent. It will support a specific control and participation in all seminars, theoretical and methodological. in each of the activities assessment is given to students at a maximum of 20 days by publishing all results at Campus Virtual or in the classroom. Once given the ratings the student will be able to review the note in the hours that the teacher has set aside for tutoring during the ten days of receiving the grade.

The final grade for the course will be calculated by averaging the three assessment activities proposal. To obtain a pass in the final mark for this module it is essential to pass (minimum mark of 5 out of 10) each of the assessment blocks: group work, written exam and individual work.

The students will make a reassessment when they don't pass any of the three evaluation evidence (in the school period and marked on the schedule). The final of this reassessment will be stating that your file.

To pass this course, the student should show a good general communicative competence, both orally and in writing and a good command of the language and communication language contained in the syllabus.

In all activities (individual and group) will be considered, therefore, proofreading, redaction the formal aspects of presentation. Students should be able to express themselves with fluency and accuracy and should show a high degree of understanding of academic texts. Recall that in the case of Catalan in 1st and 2nd year students are required to have an ability equivalent to Level 1 for teachers and Primary Education; and from 3rd year Bachelor students must have demonstrated competence equivalent to Level 2 for Teachers and Primary Education (more on these levels <http://www.uab.cat/web/els-estudis/-competencia-linguistica-1345698914384.html>)

(See "general guidelines and criteria for evaluating the Faculty of Education," approved by the COA on 28 May 2015 (<http://www.uab.cat/web/informacio-academica/avaluacio/1292571269103.html-regulation>).

You must also show an attitude compatible with the teaching profession as a requirement to pass the course. Some responsibilities include: active listening, respect, participation, cooperation, empathy, kindness, punctuality, do not judge, argued proper use of mobile, etc.

Copying and plagiarism and intellectual theft are, therefore, constitute a crime will be punished with a zero in the whole block is placed on the work. In the case of copy between two students, if you can not find out who copied who apply the sanction both students. We remember what is considered "copy" a work that depicts all

or most of treball'd'un / a Other / companion / a. "Plagiarism" is the presenting part or all of an author of a text as its own, ie, without citing sources, is published on paper or in digital form on the Internet.

(See documentation about UAB plagiarism [http://wuster.uab.es/web\\_argumenta\\_obert/unit\\_20/sot\\_2\\_01.html](http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html))

## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Autonomus activities	3	0	0	13, 6, 12, 11, 1, 3, 4, 5, 9, 10, 7
Supervised activities	1.2	0	0	12, 2, 8, 10

## Bibliography

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Nevado, D. (2007). El desarrollo de las organizaciones del siglo XXI: ética, responsabilidad social, gestión de la diversidad y gestión del cambio. Madrid: Walters Kluwer

Tedesco, J. C. (1995). El nuevo pacto educativo. Educación, competitividad y ciudadanía en la sociedad moderna. Madrid: Anaya.

Tomasevski, K. (2004). El asalto a la educación. Barcelona: Intermón/Oxfam.

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