

**Society, Family and School**

Code: 102006  
ECTS Credits: 6

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

**Teachers**

Enric Saurí Saula

**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**

- "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."
- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- 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**

### **Section A. Pedagogy**

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

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

#### **Management of community relations for coexistence**

4. Management of community relations and family
5. School, diversity and inequality: handling diversity from schools

### **Section B: Sociology**

#### **Social change and family diversity**

1. Introduction
2. Family diversity and school
3. Work-life balance

#### 4. Poverty and educational exclusion

#### **Family- school participation**

#### 5. Family participation in schools: why and what for?

#### 6. Family participation settings within 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
<b>Type: Directed</b>			
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: students must attend at least 80% of the classes, otherwise they will not be considered for evaluation. Attendance to both theoretical and practical classes will be controled.

The results of each of the assessment activities will be communicated to the students through the Moodle no longer than 20 working days from the due date. After the grades of each activity are communicated to the students, they can attend to the professors' office hours for any queries concerning the assessment up to 10 days after their publication.

The final grade for the course will be calculated in accordance with the percentages indicated in the grid. To pass the course, the student must obtain a minimum grade of 5 in each of the assessment activities. The students will have the option to resubmit any of the activities they have not passed. The final mark of this reassessment will be the one valid for the calculation of the final result of the course.

Due dates of the different assessment activities are shown in the table below:

Activity	Average Weight	Dates Group 61	Dates Group 62
Deepening work seminar section A	15%	Data seminari triat	Data seminari triat
Deepening work seminar section B	15%	Data seminari triat	Data seminari triat
Test Section A	25%	06/11/2018	09/11/2018
Test Section B	25%	18/12/2018	11/01/2019
Compilation Evidences Section A	10%	30/10/2018	02/11/2018

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.

The evaluation of all the activities will consider linguistic correction, oral and written expression and formal aspects. Students must demonstrate correction and fluency in the use of language as well as sufficiency in the comprehension of academic texts. Recall that, in the case of the Catalan language in first and second year students are asked to achieve the equivalent of level C1 language proficiency and from 3rd. degree course the student must have a level equivalent to C2 (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>)).

In accordance with UAB regulations, plagiarism or copying of any individual or group paper will be penalised with a mark of 0 for that paper, without any possibility of a re-sit. During the completion of a paper or the individual exam in class, if the teacher has reason to believe that a student is trying to copy or s/he discovers any kind of non-authorized document or device, the student involved will obtain a mark of 0, without any possibility to re-sit. A paper or test will be considered as plagiarism when a chunk of text of four words or longer authored by another person (another student, scholar, webpage, etc.) without citing the source according to academic norms. (Further information available at: [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
Compilation Evidences Section A Seminars	10%	0	0	13, 6, 11, 1, 4, 10, 7
Compilation Evidences Section B Seminars	10%	0	0	13, 4, 9, 10
Deepening work Seminar Section A	15%	0	0	11, 2, 9, 10
Deepening work Seminar Section B	15%	0	0	8, 7
Test Section B	25%	0	0	13, 6, 1, 2, 3, 4, 5, 8, 9, 7
Text Section A	25%	0	0	6, 11, 12, 1, 4, 9

## 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.

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