

Degree	Type	Year
2500797 Early Childhood Education	FB	2

Contact

Name: Paloma del Carmen Valdivia Vizarreta

Email: paloma.valdivia@uab.cat

Teachers

Paloma del Carmen Valdivia Vizarreta

Andrea Jover Pujol

Enric Sauri Saula

Teaching groups languages

You can view this information at the [end](#) of this document.

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

Competences

- "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."
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.

- 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Understand the historical evolution of the family, different types of families, lifestyles and education in the family context.

Learning Outcomes

1. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
2. Create and maintain communication links with families to have an effective impact on the education process.
3. Demonstrate knowledge of the evolution of the educational implications of the information and communications technology and in particular of television in early childhood.
4. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
5. Identifying the teacher's framework of autonomy in today's society.
6. Know and perform the duties of tutor and counsellor in relation to family education.
7. Promoting and cooperating in initiatives, inside and outside of the school, organised by families, municipalities and other institutions with an emphasis on civic education.
8. 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.
9. Reflecting in a group on the acceptance of standards and respect for others.
10. Understand the historical evolution of the family, different types of families, lifestyles and education in the family context.
11. 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.
12. 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.
13. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.

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. Inequalities and discriminations.

Section B: Sociology

Social change and family diversity

1. Family and school diversity
2. Ruptures and separations and school

3. Work-life balance
4. Poverty and educational exclusion
5. Interculturality. Transnational families and parenting

Family-school participation

6. Family Involvement in School: Why and for What?
7. The structures of participation of families in schools.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Evaluation	0	0	3, 5
Presencial in large grup	30	1.2	11, 3
Seminars	15	0.6	3, 5
Type: Supervised			
Supervised activities	30	1.2	2, 3
Type: Autonomous			
Autonomus activities	75	3	3

- They will be dynamic and digital classes for the large group: the digital class directed to the large group allows the exposition of the main contents and elements of discussion of the different thematic blocks and the seminars are spaces of work in small groups to analyse and debate the activities proposed by the teaching staff mainly on the Virtual Campus, to complement the theoretical sessions. Seminars will be held on campus and attendance is compulsory. Students will be assigned to one of the groups scheduled at the beginning of the course.

- This course includes activities for the development of Digital Teaching Competence.

- The activities supervised by the lecturer outside the classroom include a series of individual and group tutorials, both physical and virtual, which must be used to resolve difficulties, orientate tasks and ensure understanding of the learning of the subject.

- Autonomous work is work done independently by the student and involves the preparation of readings, cases and other types of tasks, exercises or work, to get the most out of the sessions and achieve the objectives of the subject.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Deepening work Seminar Section A (group activity)	15%	0	0	1, 10, 3, 4, 8, 9, 13
Deepening work Seminar Section B (group activity)	15%	0	0	7
Evidences Section A Seminars (individual activity)	10%	0	0	1, 12, 6, 10, 2, 4, 8, 9, 13
Evidences Section B Seminars (individual)	10%	0	0	12, 8, 9
Test Section B (individual activity)	25%	0	0	12, 6, 2, 3, 5, 7, 8
Text Section A (individual activity)	25%	0	0	6, 10, 11, 2, 8

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%)

The continued assessment of the subject will be carried out throughout the academic year using the activities shown in the following grid.

The single assessment consists of delivering the individual evidence indicated in the Virtual Campus and carrying out the examination of both blocks on the same day the B-block test is scheduled.

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 controlled.

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 of the subject will be calculated by weighting the proposed evaluation activities, as indicated on the grid. In order to pass the subject, each of the evaluation activities it consists of will be approved with a minimum of 5. Students will be able to do a re-evaluation in case they have not passed any of the evidence of evaluation (within the school period and marked in the schedule). The final grade for this reevaluation will be approved or unapproved.

The dates of the different evaluation activities are shown in the following table:

Activity	Average Weight	Dates Group 61	Dates Group 62
Deepening work seminar section A (group activity)	15%	Seminari date	Seminari date
Deepening work seminar section B (group activity)	15%	Seminar date	Seminar date
Test Section A (individual activity)	25%	22/10/2024	18/10/2024
Test Section B (individual activity)	25%	03/12/2024	13/12/2024
Evidences Seminars Section A (individual activity)	10%	Each seminar	Each seminar

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.

To pass this course, the student must show good general communicative competence, both orally and in writing, and a good command of the language or languages spoken in the teaching guide. Resubmission 28/01/2025 31/01/2025

All the activities developed by the students must be oriented to achieve an inclusive and accessible society that allows advancing towards the full autonomy of people, avoiding discrimination and promoting equal opportunities for everyone. It will use inclusive language in accordance with the following document:
<https://www.uab.cat/doc/pistes-us-no-sexista-llenguatge>

In all the activities (individual and in group) the linguistic correction, the writing and the formal aspects of presentation will be taken into account. Students must be able to express themselves fluently and correctly and must show a high degree of comprehension of academic texts. We remind you that, in the case of the Catalan language, in the 1st and 2nd year it is requested that the student has a linguistic competence equivalent to Level 1 for Teachers of Infant and Primary Education and that from the 3rd year of the Degree the student must have shown a competence equivalent to Level 2 for Teachers of Infant and Primary Education. See: <http://www.uab.cat/web/els-estudis/-competencia-linguistica-1345698914384.html> and "Normativa d'avaluació en els estudis de la UAB" http://mat.uab.cat/~seccio/documents/arxiu/Normativa_avaluacio.pdf.

The same system will be applied for the recovery of the single evaluation as in the continuous evaluation.

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:

https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa_a2016.pdf

http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html

Bibliography

Aler Gay, I. (2006). La transformación de la maternidad en la sociedad española: 1975-2005. Documento de trabajo 22006/02. Centros de Estudios Andaluces.

Andrés, S. & Giró, J. (2014). El papel y la representación del profesorado en la participación de las familias en la escuela. *Revista Electrónica Interuniversitaria de Formación del Profesorado*, 19 (1) , 61-71. doi: <http://dx.doi.org/10.6018/reifop.19.1.245461>.

Beck-Gernsheim, E. (2003). La reinención de la familia: en busca de nuevas formas de convivencia. Madrid: Paidós.

Bornstein, M., Yu, J., & Putnick, D. (2020). Mothers' parenting knowledge and its sources in five societies: Specificity in and across Argentina, Belgium, Italy, South Korea, and the United States. *International journal of behavioral development*, 44(2), 135-145. doi <https://doi.org/10.1177/0165025419861440>

Cabrera, D., Funes, J., & Brullet, C. (2004). Alumnado, familias y sistema educativo. Los retos de la institución escolar. Barcelona: Octaedro-FIES. Flaquer, L. (2000). Las políticas familiares en una perspectiva comparada. Barcelona: Fundació "La Caixa".

Comas, M., Escapa, S., & Abellán, C. (2014). Com participen mares i pares a l'escola? Diversitat familiar i d'implicació en educació. Informes Breus, 49. Barcelona: Fundació Jaume Bofill.

Conroy, M., McKnight, K., & Sutherland, K. (2019). Partnering with families of students at risk for emotional and behavioral disorders. In *Family, school, and community partnerships for students with disabilities* (pp. 57-69). Springer, Singapore.

Garreta, J. (2012). Famílies i escoles . La participació de les famílies als centres educatius.Lleida: Editorial Pagès i Ajuntament de Lleida.

Higuera-Rodríguez, L., & Fernández Gálvez, J. D. D. (2016). El papel de la familia en la educación de los niños con altas capacidades intelectuales. url: <http://hdl.handle.net/10433/4921>

INCLUD-ED Consortium (2011). Actuaciones de Éxito en las Escuelas Europeas. Madrid: Ministerio de Educación. Gobierno de España.

Plexousakis, S., Kourkoutas, E., Giovazolias, T., Chatira, K., & Nikolopoulos, D. (2019). School bullying and post-traumatic stress disorder symptoms: The role of parental bonding. *Frontiers in public health*, 7, 75. doi: <https://doi.org/10.3389/fpubh.2019.00075>

Purola, K., & Kuusisto, A. (2021). Parental participation and connectedness through family social capital theory in the early childhood education community. *Cogent Education*, 8(1), 1923361. doi: <https://doi.org/10.1080/2331186X.2021.1923361>

Save the children (2018). Sota el mateix sostre. Les Cases dels Infants: un recurs per atendre els nens i nenes víctimes d'abús sexual i les seves famílies a Catalunya. Url: <https://www.savethechildren.es/sites/default/files/imce/docs/sota-el-mateix-sostre-web-doble.pdf>

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

Vila, I. (1998). Familia, escuela y comunidad. Barcelona: Editorial Horsori.

Software

For this subject, a technological device that can be connected to the Internet is indispensable.

Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	611	Catalan	first semester	morning-mixed
(SEM) Seminars	621	Catalan	first semester	afternoon
(TE) Theory	61	Catalan	first semester	morning-mixed
(TE) Theory	62	Catalan	first semester	afternoon