

SOCIAL, CULTURAL AND EDUCATIONAL CHANGES

17517 - SOCIAL, CULTURAL AND EDUCATIONAL CHANGES (2023-24)

General

Code: 17517

Lecturer responsible:

JIMENEZ DELGADO, MARIA

Credits ECTS:

6,00

Theoretical credits:

1,20

Practical credits:

1,20

Distance-base hours:

3,60

Departments involved

- **Dept:** SOCIOLOGIA I

Area: SOCIOLOGY

Theoretical credits: 1,2

Practical credits: 1,2

This Dept. is responsible for the course.

This Dept. is responsible for the final mark record.

Study programmes where this course is taught

- [DEGREE IN PRIMARY SPECIALITY](#)

Course type: CORE (Year: 1)

Competencies and objectives

Course context for academic year 2023-24

Social and cultural changes and education.

School as an institution is not a closed system isolated from the social context where it is inserted. The analysis of social and cultural processes and changes is essential to understand the new functions of educational institutions and also the challenges to be faced. The course is therefore intended to help future teachers to analyze and understand the most relevant social and cultural changes in today's world and the effects that those changes have in education. Based on the approach of real problems and specific situations, students will be provided with theoretical-practical content for reflection, questioning and debate in order to develop critical analysis and understanding skills that allow them to develop democratic education projects in primary education, including the relationship with families, the impact of audiovisual languages, changes in gender relations and intergenerational and sustainable development.

General Competences (CG)

- **CG1** : Identificar necessitats d'informació, buscar-la, analitzar-la, processar-la, valorar-la, usar-la i comunicar-la de manera eficaç, crítica i creativa.
- **CG2** : Planificar, organitzar i gestionar processos, informació, resolució de problemes i projectes. Tenir iniciativa, esperit emprenedor i capacitat de generar noves idees i accions.
- **CG5** : Treballar en equip, col·laborant i liderant quan siga necessari.
- **CG6** : Valorar la diversitat com un fet natural i integrar-la positivament.
- **CG7** : Exercir la crítica i l'autocrítica emetent judicis raonats, i adquirir un compromís ètic, personal i professional. Estar motivat per a millorar la qualitat.
- **CG8** : Entendre l'aprenentatge com un fet global, complex i transcendent. Autoregular el propi aprenentatge i mobilitzar sabers de tot tipus per a adaptar-se a situacions noves i connectar coneixements com a mètode per a elaborar-ne altres de nous.
- **CG9** : Valorar l'impacte social i mediambiental d'actuacions en el seu àmbit.

Specific Competences (CE)

- **CE1** : Conèixer l'organització de les escoles d'educació primària i, si escau, els centres i aules de formació de persones adultes, i la diversitat d'actors i accions que implica el seu funcionament. Col·laborar amb els diferents sectors de la comunitat educativa i de l'entorn i treballar en equip amb els companys com a condició necessària per a millorar l'activitat professional, compartint coneixements i valorant experiències.
- **CE11** : Comprendre que el fet educatiu en general i els processos d'ensenyament i aprenentatge en particular són complexos. Assumir que l'exercici de la funció docent ha de millorar, actualitzar-se i adaptar-se als canvis científics, pedagògics, socials i culturals. Entendre la importància de participar en projectes d'innovació i d'investigació relacionats amb l'ensenyament i l'aprenentatge, i d'introduir propostes innovadores en l'aula.
- **CE2** : Comprendre les característiques i condicions en les quals es produeix l'aprenentatge escolar i identificar com pot afectar el desenvolupament de l'alumnat i exercir la funció tutorial, orientant els alumnes i els pares del seu grup d'alumnes. Tot això buscant l'entesa i la cooperació amb les famílies, tenint en compte els diferents contextos familiars i estils de vida.
- **CE3** : Organitzar l'ensenyament en el marc dels paradigmes epistemològics de les matèries del títol, utilitzant de forma integrada els coneixements disciplinaris, transversals i multidisciplinaris adequats al respectiu nivell educatiu, mostrant la comprensió dels objectius d'aprenentatge de les àrees de coneixement que estableix el currículum d'educació primària.
- **CE4** : Motivar i potenciar el progrés escolar de l'alumnat en el marc d'una educació integral i promoure el seu aprenentatge autònom, partint dels objectius i continguts propis de cada nivell educatiu, amb expectatives positives del progrés de l'alumnat. Tot això renunciant als estereotips establits i externs a l'aprenentatge, i desenvolupant estratègies que eviten l'exclusió i la discriminació.
- **CE6** : Potenciar en l'alumnat una actitud de ciutadania crítica responsable i poder dinamitzar la construcció participada de normes de convivència democràtica i enfrontar-se i resoldre de manera col·laborativa situacions problemàtiques i conflictes. Ser capaç d'analitzar les desigualtats socials en el marc de la complexa relació educació-escola i el paper del mestre per a reproduir-les o transformar-les.
- **CE8** : Assumir la dimensió ètica de docent, actuant amb responsabilitat, prenent decisions i analitzant críticament les concepcions i propostes sobre educació procedents tant de la investigació i la innovació com de l'administració educativa.

Exclusive skill taught in this course

No data

Learning outcomes (Training objectives)

No data

Specific objectives stated by the academic staff for academic year 2023-24

1. Understand the social and cultural dimension of human beings by establishing relationships between the construction of their identity and the social and cultural environment in which they live.
2. Critically analyze the most relevant issues of today's society affecting education in families and schools.
- 3 Learn about social functions of education in today's world.
4. Learn about the historical evolution of the family institution and new family models, including their new socializing and educational functions.
5. Develop social skills to improve the family-school relationship.
6. Understand the characteristics of today's plural societies and their educational challenges in order to develop democratic and intercultural educational projects in primary education.
7. Recognize situations of gender inequality and promote educational actions that boost equality among men and women in schools, families and peer groups.
8. Understand the influence of audiovisual technologies and languages on children and the educational challenges derived therefrom.
9. Analyse, from a sociological perspective, the situation of education within the framework of multicultural, democratic and unequal societies fostering ethical, educational and social justice commitment.
- 10 Apply social and cultural analysis in order to design and develop educational projects that include a sociological perspective of education.

Content and bibliography

Content for academic year 2023-24

1. The social construction of childhood. Culture, education and socialization. Socializing agents. Social functions of education in complex societies. Technological changes and cultural changes. Educational challenges.
2. The educational function of families. Family models in today's society. Family changes and new gender roles. The democratization of family relations. The family-school relationship.
3. The social, historical and cultural construction of gender. Feminism and education. Educating in equality. Preventing school gender-based violence.
4. Education and rights and opportunities equality. The problem of educational and social exclusion. The social construction of school success and failure. Changes in education policies. Commodification of education.
5. Democracy, human rights, cultural diversity and education. Educational challenges in plural societies. Teachers' intercultural competencies.
6. Education for sustainable development. Consumption and climate crisis. Educating for a planetary citizenship.

Related links

<http://www.ase.es>

Asociación española de Sociología de la Educación

<http://www.europeansociology.org/>

Asociación Europea de Sociología

<http://www.ua.es/es/dsoc1/>

Noticias del departamento de Sociología I

Con los perdedores del mejor de los mundos : expediciones al interior de Alemania

Author(s): Wallraff, Günther; Najmías, Daniel

Issue: Barcelona : Anagrama, 2011;

ISBN: 978-84-339-7667-3

Category: Complementario

Cómo me convertí en un estúpido

Author(s): Page, Martin

Issue: Barcelona : Tusquets, 2002;

ISBN: 978-84-8310-218-3

Category: Complementario

Declaración

Author(s): NEGRI, Antonio; HARDT, Michael

Issue: Barcelona : Akal, 2012;

ISBN: 978-84-460-3726-2

Category: Complementario

Dentro-fuera: enseñantes que investigan

Author(s): COCHRAN-SMITH, Marilyn; LYTTLE, Susan L.

Issue: Madrid : Akal, 2002;

ISBN: 978-84-460-1273-3

Category: Complementario

El declive de los dioses : los secretos de la transición económica española desvelados por un testigo

Author(s): Guindal, Mariano

Issue: Barcelona : Planeta, 2013;

ISBN: 978-84-08-11214-3

Category: Complementario

El precio de la desigualdad : el 1 por ciento de la población tiene lo que el 99 por ciento necesita

Author(s): Stiglitz, Joseph E.

Issue: Tres Cantos (Madrid) : Taurus, 2012;

ISBN: 978-84-306-0069-4

Category: Complementario

Estructura social y desigualdad en España

Author(s): Martínez García, José Saturnino

Issue: Madrid : Los Libros de la Catarata, 2013;

ISBN: 978-84-8319-791-2

Category: Básico

Género y currículo: aportaciones del género al estudio y práctica del currículo

Author(s): HARING SANDRA...[et al.]; RODRÍGUEZ MARTÍNEZ, Carmen (comp.)

Issue: Madrid : Akal, 2006;

ISBN: 978-84-460-2058-5

Category: Complementario

La consagración de la mentira : entre la realidad y el silencio

Author(s): Bermejo Barrera, José Carlos

Issue: Madrid : Siglo XXI de España Editores, 2012;

ISBN: 978-84-323-1633-3

Category: Complementario

La televisión durante la transición española

Author(s): PALACIO, Manuel

Issue: - : Cátedra, 2012;

ISBN: 9788437630687

Category: Complementario

La tercera revolución industrial : cómo el poder lateral está transformando la energía, la economía y el mundo

Author(s): Rifkin, Jeremy; Santos Mosquera, Albino

Issue: Barcelona : Paidós , 2011;

ISBN: 978-84-493-2603-5

Category: Complementario

Las ciudades creativas : por qué donde vives puede ser la decisión más importante de tu vida

Author(s): Florida, Richard L.

Issue: Barcelona : Paidós Ibérica, 2009;

ISBN: 978-84-493-2204-4

Category: Complementario

Los retos de la educación en la modernidad líquida

Author(s): BAUMAN, Zygmunt

Issue: Barcelona : Gedisa, 2007;

ISBN: 978-84-9784-229-7

Category: Básico

Qué hacemos con la educación

Author(s): Pazos, José Luis

Issue: Madrid : Akal, 2012;

ISBN: 978-84-460-3729-3

Category: Básico

Sobre la educación en un mundo líquido: conversaciones con Ricardo Mazzeo

Author(s): BAUMAN, Zygmunt

Issue: Barcelona : Paidós, 2013;

ISBN: 978-84-493-2811-4

Category: Básico

Trampas mentales : cómo defenderse de los engaños propios y ajenos

Author(s): Motterlini, Matteo

Issue: Barcelona : Paidós , 2010;

ISBN: 978-84-493-2397-3

Category: Complementario

Un mundo feliz

Author(s): HUXLEY, Aldous

Issue: Barcelona : Debolsillo, 2004;

ISBN: 978-84-9759-425-7

Category: Complementario

Valencia, la tormenta perfecta

Author(s): Boira Maiques, Josep V

Issue: Barcelona : Integral-RBA, 2012;

ISBN: 978-84-9006-283-8

Category: Complementario

¡Lo digo por tu bien! : cómo la manera de comunicarnos influye en nuestras relaciones personales

Author(s): TANNEN, Deborah

Issue: - : Paidós Ibérica, 2002;

ISBN: 978-84-493-1245-8

Category: Complementario

¿Para qué sirve un sociólogo?

Author(s): Bauman, Zygmunt

Issue: Barcelona : Paidós, 2014;

ISBN: 978-84-493-3052-0

Category: Complementario

Assessment

Assessment procedures and criteria 2023-24

The global evaluation will be the result of the weighted score obtained by:

1. Practical work (autobiographical story, ...) or practical cases, with a value of up to 50% of the final grade. The format will be specified by the teacher responsible for each group. It may be delivered within the continuous evaluation, within the objective test that will be carried out in the middle of the agenda voluntarily or at the end, on the official date of the final evaluation, and on a mandatory basis, if it has not been delivered before.

2. Exam or objective test, which will assess the theoretical-practical knowledge. The characteristics of the exercise will be specified by the teacher at the beginning of the course and may consist of two parts: theoretical (50% of the final grade) + practical cases, in the event that they are not delivered previously (50% of the final note).

The teaching staff may propose two objective tests. The first, in the middle of the course and of a voluntary nature, will be specified by the teacher, and may eliminate 50% of the syllabus. The compulsory test will be on the official date designated in the teaching guide and will be worth 100% of the grade, in the event that the student examines the entire program, or 50% if they have already taken and passed the previous exercise, eliminating 50% of the syllabus.

A 5 out of 10 is required to pass the course, once the weighted average of both components has been calculated. However, in case of copying or plagiarism (see: <https://biblioteca.ua.es/es/propiedad-intelectual/plagio/aprende-sobre-el-plagio-y-como-evitarlo.html>) in any of the components of the evaluation, the subject will be graded with a 0.

The evaluation instruments and criteria are identical for ordinary and extraordinary evaluation periods.

In order to validate the authorship of any of the evaluation exercises, the qualification may be subject to the completion of a face-to-face oral test or videoconference (according to the teacher's instructions), which will consist of questions about the theoretical-practical knowledge and the work or practical cases carried out.






















Fraudulent actions in an evaluation test will result in a failure rating, including copying, plagiarism or identity theft, with a rating of zero, without prejudice to the disciplinary procedure that could be initiated against the student and, where appropriate, the sanction that was appropriate in accordance with current legislation.





















In groups whose teaching is carried out in Catalan, the activities and tests - written and oral - will have to be carried out in Catalan. In the case of doing it in a different language, they will be considered not presented. For these groups, in linguistic terms, a language level B1 of the European Framework of Languages is required. Spelling and writing mistakes will be penalized according to the teacher's discretion. The use of machine translation tools will be penalized and may lead to the suspension of the practice.



The specific characteristics of the High Academic Performance Group, as well as of the other groups, could require some adaptations of this evaluation model, which will in any case be specified by the professor responsible for each group at the beginning of the course.



Description	Criteria	Type	Weighting system
Practical test and / or theoretical-practical cases	Students will carry out a practical exercise (autobiographical story, ...) or different activities and practical cases that the teacher will specify in relation to the course content. This part of the evaluation may be carried out in continuous evaluation or within the objective test that will be carried out in the middle of the syllabus (voluntarily) or at the end, on the official date, on a mandatory basis.	ACTIVITIES OF EVALUATION DURING THE SEMESTER	50
Objective test	Assessment of theoretical and practical knowledge through an objective test that may consist of one or two parts, depending on the follow-up of the course by the students (continuous or final) and the teaching planning. In any case, at the beginning of the course the teacher will specify the content and structure of the objective test	FINAL TEST	50

Official exam dates for academic year 2023-24

Exam session	Date	Time	Group - Classroom(s) allocated	Comments
(C3) Periodo ordinario para asignaturas de segundo semestre y anuales	05/06/2024	09:00 - 12:00	GROUP 3 (THEORY CLASS)	ED/1:15  ED/1:17  ED/1:18  ED/1:22  ED/2:26  ED/2:27  ED/2:28 
			GROUP 4 (THEORY CLASS)	ED/1:15  ED/1:17  ED/1:18  ED/1:22  ED/2:26  ED/2:27  ED/2:28 
			GROUP 5 (THEORY CLASS)	ED/1:15  ED/1:17  ED/1:18  ED/1:22  ED/2:26  ED/2:27  ED/2:28 

05/06/2024	15:00 - 18:00	GROUP 6 (THEORY CLASS)	ED/0-08  ED/0-09  ED/2-26  ED/2-27  ED/2-28 
		GROUP 7 (THEORY CLASS)	ED/0-08  ED/0-09  ED/2-26  ED/2-27  ED/2-28 
		GROUP 8 (THEORY CLASS)	ED/0-08  ED/0-09  ED/2-26  ED/2-27  ED/2-28 
		GROUP 9 (THEORY CLASS)	ED/0-08  ED/0-09  ED/2-26  ED/2-27  ED/2-28 

05/06/2024	09:00 - 12:00	GROUP 1 (THEORY CLASS)	0702P1103 
		GROUP 2 (THEORY CLASS)	0702P1103 

(C4) Pruebas extraordinarias para asignaturas de grado y máster	08/07/2024	08:30 - 11:30	A1/1-50X  A1/1-51X 
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Academic staff



JIMENEZ DELGADO, MARIA
Lecturer responsible

THEORY CLASS: Groups: 3
THEORETICAL/PRACTICAL SEMINAR / WORKSHOP: Groups: 3



ALCAZAR RUIZ, RAFAEL

THEORETICAL/PRACTICAL SEMINAR / WORKSHOP: Groups: 8



FABREGAT CABRERA, MARIA ELENA

THEORY CLASS: Groups: 4

THEORETICAL/PRACTICAL SEMINAR / WORKSHOP: Groups: 4



GIMENEZ GARCIA, MARIA PILAR

THEORY CLASS: Groups: 7

THEORETICAL/PRACTICAL SEMINAR / WORKSHOP: Groups: 7



LLORCA ASENSI, ELENA

THEORY CLASS: Groups: 4

THEORETICAL/PRACTICAL SEMINAR / WORKSHOP: Groups: 4



MAS SEMPERE, XAVIER

THEORY CLASS: Groups: 1 , 2

THEORETICAL/PRACTICAL SEMINAR / WORKSHOP: Groups: 1 , 2



MONLLOR JIMENEZ, MARTA

THEORY CLASS: Groups: 8 , 9

THEORETICAL/PRACTICAL SEMINAR / WORKSHOP: Groups: 9



NAVALON MIRA, ALBA

THEORY CLASS: Groups: 6

THEORETICAL/PRACTICAL SEMINAR / WORKSHOP: Groups: 6



PALMA DURAN, JOSE ABDON

THEORY CLASS: Groups: 5

THEORETICAL/PRACTICAL SEMINAR / WORKSHOP: Groups: 5

Groups

THEORY CLASS

Group	Semester	Morning or afternoon session	Language	No. of enrolled students	On registration, distribution
Gr. 1 (THEORY CLASS) : 1 PRIMARY (VALENCIAN-MORNING)	2S	Morning	Valencian	47	From ID document number A - To ID document number Z
Gr. 2 (THEORY CLASS) : 2 PRIMARY (SPANISH-MORNING)	2S	Morning	Spanish	52	From ID document number A - To ID document number Z
Gr. 3 (THEORY CLASS) : 3 PRIMARY (SPANISH-MORNING)	2S	Morning	Spanish	53	From ID document number A - To ID document number Z
Gr. 4 (THEORY CLASS) : 4 HIGH ACADEMIC PERFORMANCE GROUP (ARA)	2S	Morning	English	35	From ID document number A - To ID document number Z
Gr. 5 (THEORY CLASS) : 5 PRIMARY (SPANISH-MORNING)	2S	Morning	Spanish	50	From ID document number A - To ID document number Z
Gr. 6 (THEORY CLASS) : 6 PRIMARY (SPANISH-AFTERNOON)	2S	Afternoon	Spanish	44	From ID document number A - To ID document number Z
Gr. 7 (THEORY CLASS) : 7 PRIMARY (SPANISH-AFTERNOON)	2S	Afternoon	Spanish	45	From ID document number A - To ID document number Z
Gr. 8 (THEORY CLASS) : 8 PRIMARY (SPANISH-AFTERNOON)	2S	Afternoon	Spanish	39	From ID document number A - To ID document number Z
Gr. 9 (THEORY CLASS) : 9 PRIMARY (VALENCIAN-AFTERNOON)	2S	Afternoon	Valencian	39	From ID document number A - To ID document number Z










THEORETICAL/PRACTICAL SEMINAR / WORKSHOP

Group	Semester	Morning or afternoon session	Language	No. of enrolled students
Gr. 1 (THEORETICAL/PRACTICAL SEMINAR / WORKSHOP) : 1 PRIMARY (VALENCIAN-MORNING)	2S	Morning	Valencian	47
Gr. 2 (THEORETICAL/PRACTICAL SEMINAR / WORKSHOP) : 2 PRIMARY (SPANISH-MORNING)	2S	Morning	Spanish	52
Gr. 3 (THEORETICAL/PRACTICAL SEMINAR / WORKSHOP) : 3 PRIMARY (SPANISH-MORNING)	2S	Morning	Spanish	53
Gr. 4 (THEORETICAL/PRACTICAL SEMINAR / WORKSHOP) : 4 HIGH ACADEMIC PERFORMANCE GROUP (ARA)	2S	Morning	English	35
Gr. 5 (THEORETICAL/PRACTICAL SEMINAR / WORKSHOP) : 5 PRIMARY (SPANISH-MORNING)	2S	Morning	Spanish	50
Gr. 6 (THEORETICAL/PRACTICAL SEMINAR / WORKSHOP) : 6 PRIMARY (SPANISH-AFTERNOON)	2S	Afternoon	Spanish	44









Group	Semester	Morning or afternoon session	Language	No. of enrolled students
Gr. 7 (THEORETICAL/PRACTICAL SEMINAR / WORKSHOP) : 7 PRIMARY (SPANISH-AFTERNOON)	2S	Afternoon	Spanish	45
Gr. 8 (THEORETICAL/PRACTICAL SEMINAR / WORKSHOP) : 8 PRIMARY (SPANISH-AFTERNOON)	2S	Afternoon	Spanish	39
Gr. 9 (THEORETICAL/PRACTICAL SEMINAR / WORKSHOP) : 9 PRIMARY (VALENCIAN-AFTERNOON)	2S	Afternoon	Valencian	39

Timetables

THEORY CLASS

Group	Start date	End date	Day	Start time	End time	Lecture room
1	29/01/2024	24/05/2024	MAR	10:00	12:00	ED/0-01 
2	29/01/2024	24/05/2024	MAR	08:00	10:00	ED/0-02 
3	29/01/2024	24/05/2024	MAR	12:00	14:00	ED/0-03 
4	29/01/2024	24/05/2024	MAR	10:00	12:00	ED/2-28 
5	29/01/2024	24/05/2024	MAR	10:00	12:00	ED/TALLER4 
6	29/01/2024	24/05/2024	MAR	15:00	17:00	ED/0-01 
7	29/01/2024	24/05/2024	MAR	17:00	19:00	ED/0-02 
8	29/01/2024	24/05/2024	MAR	17:00	19:00	ED/0-03 
9	29/01/2024	24/05/2024	MAR	19:00	21:00	ED/0-09 

THEORETICAL/PRACTICAL SEMINAR / WORKSHOP

Group	Start date	End date	Day	Start time	End time	Lecture room
1	29/01/2024	24/05/2024	VIE	08:00	10:00	ED/0-01 
2	29/01/2024	24/05/2024	VIE	10:00	12:00	ED/0-02 
3	29/01/2024	24/05/2024	VIE	10:00	12:00	ED/0-03 
4	29/01/2024	24/05/2024	VIE	12:00	14:00	ED/TALLER1 
5	29/01/2024	24/05/2024	VIE	12:00	14:00	ED/1-19 
6	29/01/2024	24/05/2024	VIE	17:00	19:00	ED/0-01 
7	29/01/2024	24/05/2024	VIE	15:00	17:00	ED/0-02 
8	29/01/2024	24/05/2024	VIE	19:00	21:00	ED/0-03 

Group	Start date	End date	Day	Start time	End time	Lecture room
9	29/01/2024	24/05/2024	VIE	17:00	19:00	ED/0-09.. 