

**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**

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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.

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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.

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

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

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

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

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

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

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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, 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.

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

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

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.

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

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Know the processes of interaction and communication in the classroom.

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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 for dealing with and relating to each student's family and to families as a whole.

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Observe and explore the family, natural and social environment.

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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 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 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.

Promote cooperative work and individual work and effort.

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

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.

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.

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.

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 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.

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Use information and communication technologies effectively as usual working tools.

Use information and communication technologies effectively as usual working tools.



DESCRIPTION OF CONTENTS

1.

2.

3.

4.

5.

6.

7.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00



Individual or group project	0,00
Independent study and work	90,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY

EVALUATION

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