



**COURSE DATA**

**DATA SUBJECT**

**Code:** 34433  
**Name:** Sociological analysis of educational processes and institutions  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2025-26

**STUDY (S)**

Degree	Center	Acad. year	Period
1310 - Degree in Sociology	Facultat de Ciències Socials	4	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1310 - Degree in Sociology	Sociological analysis of educational processes and institutions	ELECTIVES

**COORDINATION**

VILLAR AGUILES ALICIA

**SUMMARY**

If the aim of Sociology, as a social science, is to understand structures, relationships, and social processes ¿ both to contribute to their continuity and to their transformation ¿ the Sociology of Education seeks to investigate how educational processes, institutions, and actors are related, as social structures and processes, to the rest of society¿s structures and processes, as stated in the course guide.

The course complements other subjects in the Sociology degree program, beyond its specific thematic focus. Through courses already completed in previous years, you will have acquired the main conceptual tools provided by sociological theory to approach the study of social phenomena. Likewise, you will have gained basic knowledge to understand social inequalities through structural axes.

Building on these considerations, this course, called *Sociological Analysis of Educational Processes and Institutions*, or more commonly, *Sociology of Education*, is aimed at understanding the place of education as a specific field of study within sociology.

The course is part of the group of *Sociology and Applied Social Sciences*, and therefore, given its place in the Sociology degree curriculum, it is considered applied sociology. It involves applying sociological analysis models and social research programs to the description, explanation, and understanding of education, a fundamental dimension of society.

**PREVIOUS KNOWLEDGE**

**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

There are no specified enrollment restrictions with other subjects of the curriculum.

**OTHER REQUIREMENTS**

There are no specified enrollment restrictions with other subjects of the curriculum. Furthermore it is an elective. Now, although it is an administrative requirement, this course is essential baggage acquired by the / the student throughout undergraduate studies, mainly in regard to knowledge of basic concepts of sociology and analysis skills of the social, sociological theory, and skills in the design and conduct of empirical research. When this course of theoretical and practical nature critical and havi

**COMPETENCES / LEARNING OUTCOMES****1310 - Degree in Sociology**

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

**DESCRIPTION OF CONTENTS**

1. **The complex relationship between society and education.**
  - 1.1. Sociology of Education: an introduction.
  - 1.2. Contributions from functionalist sociology: structural-functionalist sociology and credentialist theory.
  - 1.3. Contributions from conflict theory sociology: cultural reproduction theory and correspondence theory.
  - 1.4. Contributions from interpretative sociology: symbolic interactionism and resistance theories.



2. **The social functions of school: beyond the formative function.**
  - 2.1. Educational institution and social functions: a brief historical overview.
  - 2.2. Social functions in today's school: a classification.
  - 2.3. The school as a social organization.
  
3. **Educational policies and educational indicators.**
  - 3.1. Sociology and educational policy.
  - 3.2. The meritocratic model and discourse.
  - 3.3. Globalization and education. Educational indicators.
  
4. **Sociology of education in our context: consolidated and emerging topics of study.**
  - 4.1. Sociology of Education in the Spanish context.
  - 4.2. Consolidated topics of study: school dropout and failure, equality and inequality, diversity and co-educational schooling.
  - 4.3. Emerging topics of study: digital society and education.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
<b>Total hours</b>	<b>60,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	30,00
Independent study and work	30,00
Preparation of lessons	20,00
Preparation for assessment activities	10,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

The course combines the presentation of content by the instructor and the completion of weekly activities, which take the form of practical exercises carried out during class sessions. Students are expected to participate actively in these exercises, which must be submitted on a weekly basis. Additionally, some sessions will be scheduled for a shared reading activity through a Reading Club.

The teaching methodology consists of:

**a) Presentation of content.**

Class sessions will focus on explaining the main theoretical perspectives of the discipline and the proposals of various authors, as well as the key concepts that are part of the sociological study of education. Some time will also be devoted to discussing current events in the field of education.

**b) Classroom exercises.**

The practical exercises consist of group work activities to be carried out in class and submitted through the virtual learning platform. These exercises cannot be submitted individually outside the session, as they are group activities. However, exceptions may be considered in cases of absence due to illness, which should be discussed with the instructor.

**c) Reading Club.**

Several sessions will be dedicated to sharing the reading of a book proposed by the instructor. The calendar of Reading Club sessions will be announced at the beginning of the course so that students can plan ahead and mark the dates in their agendas. Participation in the club is expected to be in-person and active. These sessions will take place in a space other than the regular classroom.

**EVALUATION**

The course assessment activities consist of three parts: classroom exercises, reading club, and final global exam. In general, students are expected to attend classes and actively participate in both the exercises and the reading club. These are in-person, participatory activities. Classroom exercises can be retaken during the second examination session, as can the global exam. The reading club, however, cannot be retaken, as it is a clearly participatory and interactive activity.

The final global exam aims to review all the content covered throughout the course, as well as to develop a critical analysis and reflection. Students may use their own study materials (notes, texts, and exercises) during this exam. The exam will take place on the date and time specified in the official Faculty calendar.

ACTIVITY	TYPE	FUNCTION	WEIGHT
Classroom exercises	Group	Formative	30%
Reading club	Individual/Group	Formative	20%
Global exam	Individual	Summative	50%

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