



Information about the subject

Degree: Master's Degree in Teacher Training for Secondary Education, Baccalaureate, Vocational Training and Language Teaching

Faculty: Teaching and Educational Sciences

Code: 1020004

Name: Society, family and education

Credits: 4 ECTS

Year: 2024-2025

Semester: 2

Module: Generic

Subject Matter: Society, family and education

Type: Basic formation

Department: Interdepartmental

Type of learning: On site

Language(s) in which it is taught: Spanish

Lecturer/-s

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Module organization

BASIC THEORETICAL TRAINING

Subject Matter	ECTS	Subject	ECTS	Year/semester
Learning and personality development	6	Personal characteristics and adaptation of educational proposals	6	1
Educational processes and contexts	10	Center Processes and Strategies Classroom Tutorials	6	1
		History of education and legislation Educational	4	2
Society, family and education	4	Society, family and education	4	2



Recommended Knowledge

Not required

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

Code	Learning outcomes
R1	The student analyzes the socio-family problem and knows how to recognize the full reality of the family, its foundations, potentialities and problems for to be able to help families in their educational function.
R2	The student demonstrates a knowledge adequate of the basic fundamentals and a mastery practical of the guidelines of action of the nily-school relationship and action with parents.



Competences

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

Code	General	Weighting			
		1	2	3	4
CG15	Inform and advise families about the teaching and learning process, and about the personal, academic and professional orientation of their children.			X	

Code	Specific	Weighting			
		1	2	3	4
CE10	Relate education to the environment and understand the educational role of the family and the community, both in the acquisition of skills and learning and in education in respect for rights and freedoms, in equal rights and opportunities between men and women and in equal treatment and non-discrimination of persons with disabilities.				X
CE11	Know the historical evolution of the family, its different types and the incidence of the family context in education.				X
CE12	Acquire social skills in family relationship and orientation.				X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1. The student analyzes the socio-family problem and knows how to recognize the full reality of the family, its foundations, potentialities and problems for to be able to help families in their educational function.	40 40	Final summative theoretical-practical test Reflective portfolio
R2. The student demonstrates a knowledge adequate of the basic fundamentals and a mastery practical of the guidelines of action of the nily-school relationship and action with parents.	20	Case study

Mention of Distinction: In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded.

Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong.

The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide: high level of acquisition of the learning results of the course, as well as the development of the competencies worked on in the course guide.

Single evaluation: Exceptionally, this evaluation system may be used by those students who, for justified and accredited reasons, are unable to undergo the continuous evaluation system and request it to the Coordination of the specialty, within the first month of teaching. In this case, it will be evaluated in the following way: elaboration of works and final written test with a development part and a practical assumptions part.



Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1	PARTICIPATORY MASTER CLASS
M2	CASE STUDY METHOD
M3	REFLECTIVE PORTFOLIO

Activity	Learning Outcomes	ECTS
Sessions of presentation of contents by the teacher, with audiovisual support and active participation of the students through questions, colloquia, etc.	R1, R2	1,5
Group work sessions supervised by the teacher, such as: Case studies and problems, data search, work on documents, simulations of situations (role playing), etc.	R1, R2	1,5
Total		3



LEARNING ACTIVITIES OF AUTONOMOUS WORK			
Activity	Learning Outcomes	Methodology	ECTS
<p>Preparation of readings, essays, resolution of problems, seminars, works, memories, etc. to expose or teaching the theoretical classes, practical classes and / or tutorials of small group.</p> <p>Work done in the university platform (www.plataforma.ucv.es)</p>	R1, R2	M2, M3	1
Total			1

Description of the contents

Description of the necessary contents to acquire the learning outcomes:

CONTENT BLOCK	Contents
<p>B1. PERSON, SOCIETY AND EDUCATION</p> <p>B2. FAMILY</p> <p>B3. EDUCATIONAL STRATEGIES</p>	<p>B1. PERSON, SOCIETY AND EDUCATION Concept of person. The person as subject, beginning and end of education. The person in its social dimension. Educational function of society and social function of education.</p> <p>B2. FAMILY Fundamentals and potential of the family. Basic elements of family education. Family educational styles and parental skills.</p> <p>B3. EDUCATIONAL STRATEGIES Family-school interaction. The creation of the educational community. Keys to educational guidance for families.</p>



Temporary organization of learning

BLOCK OF CONTENT/DICACTIC UNIT	Number of sessions	Hours
B1. PERSON, SOCIETY AND EDUCATION Concept of person. The person as subject, beginning and end of education. The person in its social dimension. Educational function of society and social function of education.	4	10
B2. FAMILY Fundamentals and potential of the family. Basic elements of family education. Family educational styles and parental skills.	3	7,5
B3. EDUCATIONAL STRATEGIES Family-school interaction. The creation of the educational community. Keys to educational guidance for families.	3	7,5



References

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