



Information about the subject

Degree: Bachelor of Arts Degree in Early Childhood Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1410104 **Name:** Education and Family

Credits: 4,00 **ECTS Year:** 1 **Semester:** 2

Module: Society, family and school

Subject Matter: Educational intervention in the family context **Type:** Compulsory

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

| | | |
|-------|---|----------------------|
| 141A | <u>Emilia Oliver Del Olmo</u> (Responsible Lecturer) | emilia.oliver@ucv.es |
| 141AL | <u>Javier Ros Codoñer</u> (Responsible Lecturer) | javier.ros@ucv.es |
| 141B | <u>Javier Ros Codoñer</u> (Responsible Lecturer) | javier.ros@ucv.es |
| 141PA | <u>Emilia Oliver Del Olmo</u> (Responsible Lecturer) | emilia.oliver@ucv.es |



Module organization

Society, family and school

| Subject Matter | ECTS | Subject | ECTS | Year/semester |
|--|------|-------------------------------------|------|---------------|
| Society, family and school | 6,00 | Society and Intercultural Education | 6,00 | 1/1 |
| Childhood, health and nutrition | 6,00 | School Health | 6,00 | 3/1 |
| Anthropology | 6,00 | Religion, Culture and Values | 6,00 | 2/1 |
| Educational intervention in the family context | 4,00 | Education and Family | 4,00 | 1/2 |

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:

- R1 The student analyzes family problems and demonstrates that he/she knows how to recognize the complete reality of the family, its foundations, potentialities and problems in terms of the processes of relationship, formation, socialization and personalization.
- R2 The student demonstrates an adequate knowledge of the basic fundamentals and a practical mastery of the guidelines of the family-school relationship in the two fundamental areas of action with parents: interview techniques and group dynamics.



Competencies

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

| GENERAL | | Weighting | | | |
|----------|---|-----------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| G3 | To design and regulate learning spaces in contexts of diversity that address the unique educational needs of students, gender equality, equity and respect for human rights. | | | X | |
| G4 | To promote coexistence in the classroom and outside it and address the peaceful resolution of conflicts. To know how to systematically observe learning and coexistence contexts and to know how to reflect on them. | | | X | |
| G10 | To act as a counselor for parents in relation to family education in the 0-6 period and to master social skills in dealing and relating with the family of each student and with the families as a whole. | | | | X |
| G12 | To understand the role, possibilities and limits of education in today's society and the fundamental competencies that affect early childhood education schools and their professionals. To know models of quality improvement with application to educational centers. | | | | X |
| SPECIFIC | | Weighting | | | |
| | | 1 | 2 | 3 | 4 |
| E26 | To create and maintain communication links with families to effectively influence the educational process. | | | | X |
| E27 | To know how to exercise the functions of tutor and counselor in relation to family education. | | | | X |
| E28 | To promote and collaborate in actions inside and outside the school, organized by families, municipalities and other institutions with an impact on citizenship education. | | | | X |
| E30 | To know the historical evolution of the family, the different types of families, lifestyles and education in the family context. | | | | X |



Assessment system for the acquisition of competencies and grading system

| Assessed learning outcomes | Granted percentage | Assessment method |
|----------------------------|--------------------|--|
| R1, R2 | 50,00% | Written test: Final summative or continuous theoretical and practical test (open questions, objective test questions, truncated exam, etc.). Preparation of fieldwork memorandums. Solution of case studies, single case, etc. |
| R1, R2 | 10,00% | Oral presentation of group and individual work. |
| R1, R2 | 20,00% | Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials. |
| R1, R2 | 20,00% | Non-final written exams: individual or group directed work. |

Observations

In order to pass the course, it is necessary to obtain a grade equal to or higher than 5.0 points in each of the sections that make up the evaluation system. If this is not the case, the course will not be passed, even if the weighted average is equal to or higher than 5.0. Likewise, each and every one of the tasks assigned in the course must be completed in order for the corresponding total percentage to be taken into account.

The exam will consist of a written test with 5 development questions in which the argumentative capacity, the assimilation of basic concepts worked on, as well as the practical aspects of the family-school relationship will be demonstrated.

In order to pass the course, it is necessary to demonstrate in all oral and written productions an advanced level of linguistic proficiency, so as to achieve level C1 at the end of the degree, as required by the official degree report. Therefore, each spelling mistake will be penalised with 0.50 points in assignments and exams. Three missing accents will be equivalent to one spelling mistake.



CRITERIA FOR THE AWARDING OF HONOURS:

As a sign of academic exceptionality, the Honour's Degree will be awarded to the student who, in addition to obtaining a maximum mark in the above criteria, is considered by the teacher to be worthy of such a distinction. And, in accordance with the general regulations which indicate that only one matriculation of honour can be awarded for every 20 students, not per fraction of 20, with the exception of the case of groups of less than 20 students in total, in which one matriculation can be awarded.

Learning activities

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

- M1 PARTICIPATIVE MASTERCLASS
- M2 CLASSROOM PRACTICES
- M3 CASE STUDIES
- M7 GROUP TUTORING
- M8 INDIVIDUAL TUTORING
- M10 COOPERATIVE AND COLLABORATIVE WORK



IN-CLASS LEARNING ACTIVITIES

| | LEARNING OUTCOMES | HOURS | ECTS |
|--|-------------------|--------------|-------------|
| Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom. M1 | R1, R2 | 20,00 | 0,80 |
| Group work sessions supervised by the teacher, case studies, diagnostic analyses, problems, field studies, computer classroom, visits, data searches, libraries, network, Internet, etc. Meaningful construction of knowledge through student interaction and activity. M2, M3, M10 | R1, R2 | 14,00 | 0,56 |
| Presentation in plenary. Application of interdisciplinary knowledge M2, M3, M10 | R1, R2 | 1,00 | 0,04 |
| Personalised attention in small groups. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, assignments, etc. M7 | R1, R2 | 3,00 | 0,12 |
| Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M2, M3 | R1, R2 | 2,00 | 0,08 |
| TOTAL | | 40,00 | 1,60 |



LEARNING ACTIVITIES OF AUTONOMOUS WORK

| | LEARNING OUTCOMES | HOURS | ECTS |
|---|-------------------|--------------|-------------|
| Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M10 | R1, R2 | 20,00 | 0,80 |
| Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M2, M3, M8 | R1, R2 | 40,00 | 1,60 |
| TOTAL | | 60,00 | 2,40 |



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

| Content block | Contents |
|---------------|--|
| UNIT 1 | <ul style="list-style-type: none">1.1 Structural analysis of the relationship between education and family.1.2 Educational primacy of the family.1.3 Basic elements of family education. |
| UNIT 2 | <ul style="list-style-type: none">2.1 Structure and dynamics of the family community. Typologies.2.2 Family contexts and educational possibilities. |
| UNIT 3 | <ul style="list-style-type: none">3.1 Essentiality of the family-school relationship.3.2 Keys and strategies of interaction between school and family. |
| UNIT 4 | <ul style="list-style-type: none">4.1 Orientation of family education: the person as the subject, purpose and foundation of education. |



Temporary organization of learning:

| Block of content | Number of sessions | Hours |
|------------------|--------------------|-------|
| UNIT 1 | 5,00 | 10,00 |
| UNIT 2 | 5,00 | 10,00 |
| UNIT 3 | 6,00 | 12,00 |
| UNIT 4 | 4,00 | 8,00 |

References

- ÁLVAREZ,M.I. y BERÁSTEGUI,A.(2006). *Educación y Familia. La educación familiar en un mundo en cambio*.Universidad Pontificia de Comillas.
- BELTRÁN, J. A. y PÉREZ, L. F. (2008). *Educación para el sigloXXI. Crecer, pensar y convivir en familia*. CCS.
- BERNAL,A. (2005). *La familia como ámbito educativo*. Rialp
- DONATI,P. (2004). *Sociología de la familia*. Eunsa.
- GARCÍA MORIYÓN, F. (2004). *Familia y Escuela*. CCS.
- GARCÍA HOZ,V. (dir.) (1990). *Tratado de Educación Personalizada. La EducaciónPersonalizada en la Familia*. Rialp.
- LÓPEZ LARROSA,S. (2009). *La relación familia-escuela. Guía práctica para profesionales*. CCS.
- MAIOLI, V. (2006). *Padres e hijos. La relación que nos constituye*. Encuentro.
- MELENDO, T. (2001). *Las dimensiones de la persona*. Palabra
- MONGE,C. (2009). *Tutoría y orientación educativa. Nuevas Competencias*. Wolters Kluwer.
- ORTIZ,E.,PRATS, J.I. y AROLAS,G. (2004). *La persona completa. Aproximación desde la antropología, la psicología y la biología*.Edicep.
- PÉREZ, J. y ROS, J. (2003). *Sociología de la familia y de la sexualidad*. Edicep.
- PRATS, J.I. (2009). *Pedagogía y realidad. Un bello paisaje*. Edicep.



Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☐ Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☐ Kaltura

Explanation about the practical sessions:

The ones foreseen in the initial planning of the course will be carried out, substituting the presence in the classroom for the corresponding tasks in the e-learning platform.



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

☒

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐

The following changes will be made to adapt the subject's assessment to the online teaching.

| Course guide | | Adaptation | |
|-----------------|----------------------|--------------------------------------|---------------------|
| Assessment tool | Allocated percentage | Description of the suggested changes | Platform to be used |

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: