



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: General Didactics, Theory of Education, and Technological Innovation

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

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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

Evaluation system:

The final written test, with a weight of 50% in the overall grade of the subject, will consist of five development questions, with which the argumentative capacity, the assimilation of basic concepts worked, as well as the practical aspects of the family-school relationship will be demonstrated.

Each of the questions will have a grade of 2 points out of 10.

Classroom work, with a weight of 20% of the total of the subject, in addition to 10% in those that require oral exposition, will consist of non-final tests and practical activities that favor the acquisition of knowledge (theoretical and practical), as well as the development of the competences.

Active participation in class sessions will account for 20% in the overall grade of the subject.

Single evaluation system:

Exceptionally, those students who cannot undergo the continuous evaluation system for not attending a minimum of 60% of the classes may opt for this evaluation system. In this case, they will be evaluated as follows:

- Final written test: it will consist of a development part with five questions (70%) and another one of practical assumptions (30%). It will represent 80% of the final grade.
- Classroom work: elaboration of each of the works proposed from the subject respecting the general guidelines of the same ones. It will represent 20% of the final grade.

Use of artificial intelligence:

**The use of AI is allowed for:**

- Study support (generate alternative explanations, concept maps or self-assessment exercises).
- Receiving feedback on the clarity or coherence of one's own text.
- Searching for information for the preparation of the subject.

The use of AI is not allowed for:

- The completion of evaluable tasks, unless it is required in a specific activity and the teacher expressly indicates it.

In case of using AI in any of the activities under the allowed conditions, it must be cited in which part of the activity it has been used, which AI tool has been used and for what purpose.

Other observations:

To pass the subject 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 or higher than 5.0. Similarly, 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.

Criteria for the awarding of Honors Grades:

The Honorary Degree, as a sign of academic exceptionality, will be awarded to the student who, in addition to obtaining a maximum grade in the above criteria described, is considered by the teacher to be deserving of such a distinction, specifically for having demonstrated a high level of acquisition of the learning outcomes of the subject and the development of the competencies worked on. And, in accordance with the general regulations that indicate that only one honorable mention can be given 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 honorable mention can be given.

CRITERIA FOR THE AWARDING OF HONOURS:

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.



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 siglo XXI. Crecer, pensar y convivir en familia*. CCS.
- BERNAL, A. (2005). *La familia como ámbito educativo*. Rialp.
- DONATI, P. (2004). *Sociología de la familia*. Eunsal.
- GARCÍA MORIYÓN, F. (2004). *Familia y Escuela*. CCS.
- GARCÍA HOZ, V. (dir.) (1990). *Tratado de Educación Personalizada. La Educación Personalizada 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.
- SHAUQUILLO, P., RIQUELME, V., CÁNOVAS, P. (coords.) (2022). *Educación, Familias e Infancia: Desafíos y Propuestas*. Tirant Humanidades.